



Official Newsletter of the Australian Learning Communities Network

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Summer edition

Welcome Mairead O'Sullivan

Mairead O'Sullivan has recently commenced as Learning Coordinator at Brimbank City Council and comes to the role with experience both in the education and local government sectors.

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A differentiated model for tertiary education

Using history as a policy tool, this report looks back at the binary system as well as its demise with the Dawkins reforms of the late 1980s to uncover the lessons learned.

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Adult education and place: a vital link for learning cities

The notion that adult learning should be life-long and life-wide, that it should be learner-centered and informed by the interests and motivations of learners has underpinned policy and practice in adult education for many decades in many countries in Europe and elsewhere

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Australian government assistance to refugees: fact versus fiction

In recent years a series of emails have been widely circulated throughout Australia claiming to describe the social security entitlements of refugees compared with those of other Australian residents. A common claim in these emails is that refugees in Australia receive higher social security benefits than age pensioners. Some also suggest that refugees receive free gifts such as houses. Claims of this kind are erroneous and appear to have caused some confusion in the community. They are often brought to the attention of senators and members by their constituents.

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Changes in the composition of Australia's higher education workforce

Changes in the scale and composition of the student body and changes in the nature and extent of university research in Australia's universities have affected the structure of the university workforce. This note looks at the main changes in the Australian university workforce over the decade 2002-2012.

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An idea from Willoughby City Library: E Skills bar

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Education at a glance

The relevance of continued learning opportunities now extends to workers in both high- and low-skilled occupations.

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Challenges and Opportunities for Australian Libraries etc.

This analysis of Australia's galleries, libraries, archives and museums finds that digital innovation in the sector is inconsistent and isolated, and provides a roadmap to maximize the potential of the digital economy

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Libraries Tomorrow

Libraries have been one of the great wonders of the world dating back to the third century before the Common Era in Alexandria. They have been important for civilisations and learning institutions for many reasons not the least of which has been the diffusion of knowledge and advances in scholarship. That position is unlikely to change now or in the future although the role of the library and librarians may change

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Will Young Parents be off than their parents?

This report examines whether the current generation of young people will be better or worse off than their parents.

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Socioeconomic status still influences school performance

As was the case in the mid-1970s, socioeconomic status (SES) still remains a major influencer on school performance

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Time Banking

Timebanking is a NSW Government initiative which is based on a barter system allowing volunteers to exchange 'time credits' for time they volunteer.

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A summer idea from Albury Library Museum

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The Australian Learning Communities Network Inc would like to thank you for your support in 2014.

We wish you a safe and peaceful Christmas and look forward to a prosperous 2015 for all.

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Mairead O'Sullivan

Mairead O'Sullivan has recently commenced as Learning Coordinator at Brimbank City Council and comes to the role with experience both in the education and local government sectors. Mairead has worked for over six years in local government at Macedon Ranges Shire Council and the City of Whittlesea in the areas of health and community development. Previous to this she worked as a teacher both overseas and in Australia and for three years as an educator in drug and health education with Life Education Victoria. Mairead is passionate about health and believes that learning is a driver for change that leads to better employment, social and health outcomes for the community.



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A differentiated model for tertiary education: past ideas, contemporary policy and future possibilities

Francesca Beddie

National Centre for Vocational Education Research

24 August 2014

Using history as a policy tool, this report looks back at the binary system as well as its demise with the Dawkins reforms of the late 1980s to uncover the lessons learned.

Summary:

Australia's education system has undergone many changes over the past 50 years — and it will continue to do so as governments change. The first major reform over this period was the introduction of a binary policy of higher education, which was subsequently replaced by a unified system with the Dawkins reforms. Today, potential changes to the system include the deregulation of student fees and the widening of government-supported university places to cover provision by private providers. The latter would open up the delivery of tertiary education — taken here to mean diploma and above — to traditional vocational education and training (VET) providers to an increased extent.

To enrich the current discussion on changes to tertiary education policy, the author has used history as a policy tool for uncovering trends, explaining institutional cultures and preventing the re-application of ideas already tested. While this particular report is contextualised through a rereading of the Martin Report (the report of the Committee on the Future of Tertiary Education in Australia, published in 1964—65), a companion piece. *What next for tertiary education? Some preliminary sketches* (Beddie 2014) makes a number of somewhat radical suggestions for future directions to tertiary education, with the aim of stimulating discussion in this area.

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Adult education and place: a vital link for learning cities



Policy Briefing 5 from PASCAL International Observatory

Prepared by Michael Osborne and John Tibbitt

Introduction

It is hard to disagree with the recent statement from Mike Russell, Cabinet Secretary for Education and Lifelong Learning in the Scottish Government in the Forward to the recent Scottish Government's policy paper on Adult Education in Scotland, that everyone in the country should have 'the right to access high quality learning to meet their needs and aspirations – throughout their lives'. The notion that adult learning should be life-long and life-wide, that it should be learner-centered and informed by the interests and motivations of learners has underpinned policy and practice in adult education for many decades in many countries in Europe and elsewhere (see for example, Delors *et al.* 1996, European Commission 2000).

Research has also demonstrated that there are potentially multiple benefits of adult learning that extend beyond the economic to a range of other outcomes including those relating to health, social care, social cohesion and civic participation. These wider benefits of learning have been highlighted by the Centre for the Wider Benefits of Learning and more recently in UK policy reviews. Whilst there is a general consensus about the desirable nature of lifelong learning for individuals and about the wider benefits for society associated with lifelong learning, it is often less clear how policies on lifelong learning relate to, and are integrated with other policy contexts. One aspect of this which is of particular importance is the tying of policies on learning to the resurgent interest in, and recognition of the importance of place, and especially of cities in social, economic and cultural development (see UNESCO 2013). It is this issue which is the focus of for this policy briefing.

The importance of place

Policies aimed at breaking the cycle of poverty, deprivation, unemployment, health inequalities and low educational attainment, and focused on disadvantaged communities have a long history. In the Scottish context the importance of place has recently been re-affirmed in policy documents on child poverty and on improving child health. The latter, for example, argues that 'good places', that is those offering high quality social, economic, cultural and physical environments, lead to better health. The argument, for which there is good evidence, is that good places contain healthy people, who are more likely to enter learning, gain qualifications, enter employment and become more civically-minded engaged citizens. And just as healthy people are more likely to be learners,

engagement in learning is associated with improvements in health and other outcomes such as life-satisfaction and psychological wellbeing.

The learning city concept

Clearly, not everywhere has the attributes of a 'good place', so a further strand of policy is devoted to securing stronger communities through community planning and community capacity building. Government policies can recognize the importance of the provision of appropriate learning opportunities to place. For example, in Scotland, Higher Education institutions are required to develop regional outcome agreements, and regulations require local government education authorities to initiate and maintain a process for community learning and development. Research has demonstrated the importance of statutory underpinning for delivering partnership working and engagement with communities in decision-making that affects the delivery of public services and community planning (e.g. Sankey and Osborne, 2006).

It is a short step to link emphasis on the requirement for community planning to the more ambitious notion of the learning city. Whilst there may not be a single universal definition of a learning city, what learning cities and regions have in common is an explicit commitment to putting learning and innovation at the centre of their development process. 'Learning' in a 'learning city' refers to both individual and institutional learning. Individual learning embraces not only initial schooling and training but also participation in lifelong learning, and the acquisition of knowledge, skills and understanding through both formal and informal channels. It is a challenge for learning cities to link opportunities for individual learning to the larger city-wide context in which institutions, both public and private, recognize that they have a need to learn and to innovate, if they are to develop the capacity to compete in the knowledge-based economy.

In short, adult education therefore is a fundamental building block, not only of efforts to enable individuals to overcome disadvantage and to strengthen capacity within communities to participate in local development, but also one which enables employers and civic authorities to build the future of towns, cities and regions.

Policy drivers

So what does research identify as the key drivers towards such a notion of the learning city and the place of adult learning within it?

Statutory underpinning

We have already pointed to the importance of a suitable strategic framework embedded in statutory regulation. Scotland provides one example of such a framework involving requirements on education providers and local government, although it has to be recognized that a framework on its own, without adequate resources, is not a sufficient condition.

Networks and Partnerships

There needs also to be a clear, sustained commitment on the part of a wide range of partners, including public authorities, private enterprises, education and research institutions, civic authorities and key individuals, to placing learning and knowledge dissemination at the centre of development processes. A sense of common purpose, local identity and mutual trust is a driving force. Networks to sustain continuous exchange and flow of information are vital.

Local capacity for learning

Development is more likely to succeed if strategies are based on the local capacity for learning, innovation and change across the life course. Lifelong learning lies at the heart of formal and informal learning and training and in a way which is socially inclusive, recognising that people are starting at different levels and with different priorities, and sustainable.

Flexibility

Each city needs to take account of its own socio-economic circumstances, reflecting differences in history, culture and inherited economic circumstances. Learning policies need to be able to connect this inheritance with emerging opportunities in the wider society in a tailored 'local mix'.

Cutting –edge communication technologies

Accessible information and communication technologies are important facilitators of processes of learning, knowledge exchange and innovation.

Embedding learning in the local consciousness

Place underpins the concept of the learning city. It is increasingly clear that geographical and local dimensions are important in securing a position in the wider globalised economy. Storper (1995), for example, has described the region as a key element in the 'supply architecture' for learning and innovation processes for participation in the knowledge economy. Proximity encourages the frequent, easy and informal exchange of information.

But this will only happen if there is a determined effort to build an understanding of the importance of a culture of learning across all the diverse contexts within the learning city, and a fundamental building block for achieving this objective lies in the promotion of opportunities for adult, lifelong learning. Cities need to make major efforts to embed learning into the local consciousness: some cities are already embracing this through learning festivals and science festivals, and through promotion as 'learning towns' or 'cities of ideas'. Some countries such as Korea have encouraged such approaches through awards for city initiatives.

There is growing experience from which others can draw. Cities need to prioritise measures which will involve citizens and create a sense of achievement in the benefits that learning brings to individuals, to communities, and to the economic and cultural fortunes of the city. And adult education opportunities lie at the centre of such endeavors.

References and further reading

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Australian government assistance to refugees: fact versus fiction

Link to Resource:

Australian government assistance to refugees: fact versus fiction

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Australian government assistance to refugees: fact versus fiction

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Report broken link

Luke Buckmaster, Jonathon Guppy

Parliamentary Library

Government of Australia

11 November 2014

Describes the current situation with regard to refugee entitlements to social security and other assistance.

Introduction

In recent years a series of emails have been widely circulated throughout Australia claiming to describe the social security entitlements of refugees compared with those of other Australian residents. A common claim in these emails is that refugees in Australia receive higher social security benefits than age pensioners. Some also suggest that refugees receive free gifts such as houses. Claims of this kind are erroneous and appear to have caused some confusion in the community. They are often brought to the attention of senators and members by their constituents.

This Research Paper describes the current situation with regard to refugee entitlements to social security and other assistance in order to clarify this issue.

The assistance to refugees and asylum seekers described in this Research Paper is longstanding and has bi-partisan support. Such support is consistent with the overall obligation and commitment by Australia to provide protection for refugees and resolve refugee situations.

PUBLICATION DETAILS

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Changes in the composition of Australia's higher education workforce

Policy note compiled from report from Group Of Eight Australia: September 2014

Key messages

- University career opportunities are diversifying.
- The main growth over the decade has been in casual teaching-only staff and research-only staff
- The "traditional" academic employed full-time for teaching and research now makes up just one half of all academic appointments.

Changes in the scale and composition of the student body and changes in the nature and extent of university research in Australia's universities have affected the structure of the university workforce. This note looks at the main changes in the Australian university workforce over the decade 2002-2012.

Total staff in full time employment increased by 30,183(35%) to 116,177. The full time employment of staff with a "non-academic appointment" rose by 16,138(34%) to represent 55% of total staffing. Research-only staff grew by 63% over the decade compared with growth of 37% for staff with general administrative functions.

The overall size of the workforce with "academic" appointments grew by 14,045 or 36%. However, the proportion of academic appointments with an integrated Teaching and Research function declined from 61% to 51%.

The Research-Only share of total academic staff rose from 16% to 23%. There was an increase of 164% in the number of Research-Only appointments above senior lecturer, and an increase of 113% at senior lecturer level. This may reflect government funding incentives to retain and regain researcher stars, and university staffing strategies to attract high fliers in the research reputation race alongside structural adaptation to government regulation of universities.

There was a 72% increase in Level A (below Lecturer) Teaching-Only appointments and a 21% increase in Level B (Lecturer) Teaching-Only appointments. The bulk of this growth was the employment of casuals. This may reflect growth in the volume of student enrolments, and university strategies to accommodate that growth at low cost.

There was a 46% increase in the number of Teaching & Research appointments above senior lecturer. This may reflect growth in fields of education offered in an enlarged system, and classification increments of an aging academic workforce.

There was a 20% decline in the number of Teaching & Research appointments below lecturer level. This may indicate diminishing entry opportunities to the traditional teaching and research academic career.

There has been virtually no expansion of academic appointment opportunities in the conventional middle academic ranks. This may indicate a diversification of career progression opportunities, with greater specialisation of the academic workforce.

There was a 39% increase in the number of Full Time Employed casual staff to represent 16% of all appointments (academic and non-academic) in 2012.

Finally, the proportion of academic staff assigned to the “other function”- the residual after excluding the teaching, research and teaching and research functions- increased from 2.5% to 3.3%. This increase may reflect partly growth in university-wide executive roles led by academics and expansion of academic centres, notably above senior lecture level, and partly an expansion of academically-driven support services for both teaching and research.

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Chatswood Library: eSkillsBAR

Get more from your library, drop into Chatswood Library.

The eSkillsBAR operates on Mondays from 11:00am – 12noon.

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Presented by Willoughby City Library Services

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www.willoughby.nsw.gov.au/library

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Education at a glance. 2014 OECD indicators

How many adults participate in education and learning?

Adult learning can play an important role in helping adults to develop and maintain key information processing skills, and acquire other knowledge and skills, throughout life. It is crucial to provide, and ensure access to, organised learning opportunities for adults beyond initial formal education, especially for workers who need to adapt to changes throughout their careers.

The relevance of continued learning opportunities now extends to workers in both high- and low-skilled occupations. In high-technology sectors, workers need to update their competencies and keep pace with rapidly changing techniques. Workers in low-technology sectors and those performing low-skilled tasks must learn to be adaptable, since they are at higher risk of losing their job, as routine tasks are increasingly performed by machines, and companies may relocate to countries with lower labour costs (OECD, 2013).

For Full report <http://www.oecd.org/edu/Education-at-a-Glance-2014.pdf>

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Innovation study: challenges and opportunities for Australia's galleries, libraries, archives and museums

Link to Resource:

Innovation study: challenges and opportunities for Australia's galleries, libraries, archives and museums

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Report broken link

Commonwealth Scientific and Industrial Research Organisation

Australian Centre for Broadband Innovation

Smart Services CRC

16 September 2014

This analysis of Australia's galleries, libraries, archives and museums finds that digital innovation in the sector is inconsistent and isolated, and provides a roadmap to maximise the potential of the digital economy.

Executive summary

The GLAM (Galleries, Libraries, Archives and Museums) sector in Australia is a diverse group of public interest organisations collecting and exhibiting cultural and environmental material. The GLAM sector currently spends approximately \$2.5 billion, around 80% of which is provided by government (local, state and federal). The combined collections contain over 100 million objects (e.g. natural and human-crafted objects, records, books, artworks, recordings etc. but excluding archive material). Around 5% of this is on-display at any one time and 25% of it is digitised. The organisations that constitute the sector are charged with preserving this material as well as facilitating public access to it for research, education and inspiration.

The sector is undergoing profound shifts driven by a number of trends, chiefly those arising from the dramatic changes in how people access, share and engage in digital services and social media enabled by broadband and mobile networks. This is creating new forms of competition for the GLAM sector, challenging the sector's traditional positions of authority and expertise and driving fundamental changes in people's interactions with GLAM organisations and their collections.

While the study identified many examples of innovative practice from Australian organisations, Australian initiatives tend to be isolated, episodic and difficult to sustain in the long term. There were also areas where Australia is trailing international best practice, specifically concerning the digitisation and access to artworks, books and audio-visual collections, most of which require new approaches to managing copyright and other clearances.

The study identified that only a few Australian GLAM organisations have made fundamental changes to their planning, structures and operations to place innovation and digital services at the core rather than as add-on activities. While nearly all GLAM organisations in Australia have started to make this sometimes-difficult transformation, most are yet to complete this process.

The innovation study team consulted with the people from state, national and local galleries, libraries, archives and museums, researchers and international experts – people actively involved in either sponsoring or managing innovation projects – to ask what are the key transformations this sector needs to make to thrive in the emerging digital environment of the next two decades?

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Libraries tomorrow

Gerald White

Digital Education Research Network
Australian Council for Educational Research
28 August 2014



Libraries have been one of the great wonders of the world dating back to the third century before the common era in Alexandria. They have been important for civilisations and learning institutions for many reasons not the least of which has been the diffusion of knowledge and advances in scholarship. That position is unlikely to change now or in the future although the role of the library and librarians may change.

A recent publication from the New Media Consortium External Links icon (NMC) is fascinating reading. The *NMC Horizon Report – 2014 Library Edition* ‘examines key trends, significant challenges, and emerging technologies for their impact on academic and research libraries’ (p. ii).

The report about academic and research libraries is divided into three sections:

- Trends accelerating technology adoption,
- Challenges impeding technology adoption, and
- Important developments in technology.

This thought provoking and timely report is excellent reading and provides a reflection on the adoption of technology and the emerging environments of learning, research and scholarship with technology.

The report does attempt to predict important developments in technology such as publishing, apps, bibliometrics, citations, the internet of things, the semantic web and linked data, all within specified timeframes. However, the really crucial aspect of the report is the section on the challenges that libraries and librarians face as digital technologies advance in functionality and application to teaching and learning.

There are some real challenges ahead. How to make libraries central to the curriculum, and how to capture the digital outputs of research as collection materials, as well as grey literature?

Collections and access will require extensive deliberations and innovative experiments. These challenges may also alter the role of the librarians to become specialists in research methods and subject disciplines, states the report, (p. 22) moving beyond the traditional role of collection managers. The role of librarians as collaboration leaders across universities and schools will become essential as open source, online classroom tools are developed (p. 23) and the boundaries between disciplines blur.

This report *NMC Horizon Report – 2014 Library Edition* is more than thought-provoking and is indispensable reading for educational leaders in that libraries may hold the key to the future of scholarship as technology advances, if the report is correct. This report is essential reading for leaders of teaching and learning institutions which value the impact of scholarship with their students and researchers.

This article was first published on the Australian Council for Educational Research's Digital Education Research Network 2 (DERN) and is reproduced here in whole, courtesy of DERN.

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Renewing Australia's promise: will young Australians be better off than their parents?

Link to Resource:

Renewing Australia's promise: will young Australians be better off than their parents?

External Links icon

Report broken link

Foundation for Young Australians

10 November 2014

Examines whether the current generation of young people will be better or worse off than their parents.

Foreword

Youth policy is too often relegated to the edge of the public discourse. It is often considered in isolation, as a niche policy area, separate to the big economic and social challenges facing the 'adult' nation.

The Foundation for Young Australians is looking to close that gap. We want to bring young people into the centre of the national discussion of Australia's long-term challenges because, after all, young people are the ones who will inherit those challenges. The more we invest in young people today, the better equipped they will be to take Australia forward.

With this report and the broader *Unlimited Potential* program we aim to start a national conversation about how we can maximise the potential of young Australians. The first step is to define the challenges they face today. Not a simplistic picture based on anecdote, but actually look at how young people are doing in terms of incomes, health, education, employment and housing.

The *Renewing Australia's Promise* report evaluates the well-being of Australia's young people from a generational perspective - benchmarking young Australians against their parents at the same stage of life. This approach avoids the problems of international comparison across very different countries. And it escapes the often unhelpful comparison of age-cohorts at different stages of life.

This generational perspective is also important because it aligns to the over-arching aim of youth policy. That objective is the idea that each generation should leave behind a better nation for the next. Generational progress is a goal that all Australians can agree on.

This report shows that we have more work to do before we can be confident that this objective will be realised. Young people have many advantages over their parents, but they also face many hurdles that their parents did not.

This report should be read as a contribution to the discussion of policies that will help young people overcome these hurdles to achieve the successful and prosperous lives that are the promise of any generation to the next.

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National Centre for Vocational Education Research

Socioeconomic status still influences school performance

Media release 17 March 2014

As was the case in the mid-1970s, socioeconomic status (SES) still remains a major influencer on school performance.

This is the finding from the report *Intergenerational mobility: new evidence from the Longitudinal Surveys of Australian Youth*, published by the National Centre for Vocational Education Research (NCVER) that examines the extent of changes in intergenerational mobility in Australia since the 1970s.

Using data from the Youth in Transition study (YIT) and the Longitudinal Surveys of Australian Youth (LSAY), the report looks at the ranking of student's educational achievement in literacy and numeracy tests at ages 14 and 15, and their Tertiary Entrance Ranking (TER) at ages 18 and 19 on the one hand; and parents' SES on the other.

"The authors find that in terms of completion of Year 12, the relationship between parents' SES and their children's outcomes has weakened as more young people complete Year 12 today compared with the 1970s.

"But when it comes to literacy rankings and Tertiary Entrance Rankings (TERs), there is little evidence of an increase in intergenerational mobility," said Rod Camm, NCVER's Managing Director.

Mr Camm said the findings are interesting in a number of respects. "The finding that mothers' highest level of education and occupation is now much more significant than it was previously is important for the study of intergenerational mobility. This is in part because research has historically focused on the passing of SES from fathers to sons," he said.

The authors suggest that broader changes in Australian society may have had contradictory effects.

"The expansion of education to people from lower SES backgrounds; the considerable resources given to schools with low SES; and the increase in government cash transfers targeted at the more disadvantaged families, should have reduced inequality and promoted social mobility.

"However, a number of other factors may have been working against this, such as increased credentialism in the labour market; 'partnering' of those with similar qualifications and skilled migrant intakes," said Mr Camm.

Copies of *Intergenerational mobility: new evidence from the Longitudinal Surveys of Australian Youth*, by Gerry Redmond, Melissa Wong, Bruce Bradbury and Ilan Katz, are available from www.ncver.edu.au/publications/2712.html

Media enquiries: Anna Payton (08) 8230 8638

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TIMEBANKING: MEDIA RELEASE

Victor Dominello MP Minister for Citizenship and Communities
Minister for Aboriginal Affairs Minister for Veterans' Affairs Assistant
Minister for Education

Friday 5 September 2014

80% OF NSW COVERED AS TIMEBANKING EXPANDS TO 20 MORE COMMUNITIES

Minister for Citizenship and Communities Victor Dominello MP today announced that the NSW Government's Timebanking Initiative will launch in 20 additional communities across NSW by December 2014. Mr Dominello made the announcement at the Local Community Services Association Conference in Brighton-Le-Sands. Timebanking is a NSW Government initiative which is based on a barter system allowing volunteers to exchange 'time credits' for time they volunteer.

"More than 80 per cent of people in NSW will soon have access to Timebanking in their local community – enabling them to earn a credit each time they support one another, and bank that credit for their own use later," Mr Dominello said.

"Earlier in 2014 the NSW Government launched 30 Timebanking communities to support the 14 communities who had participated in the initial trial. "Now, Timebanking has seen 4,700 people exchange 13,700 hours of support across NSW." "Timebanking has been highly successful in the existing 44 Timebanking communities across NSW. I am very excited that so many more people will be able to get on board."

"Timebanking is a rapidly growing concept in Australia and enables members bank these time credits and redeem them later if they require a service, such as help around the home or support with getting the shopping. This system can also assist local NGOs recruit of volunteers and help coordinate the vital services they provide to community. The more volunteers we have in our community, the stronger our community is as a result. Timebanking is a key initiative of the NSW Government's Volunteering Strategy, it gives communities the capacity to provide innovative recognition and support for volunteers," Mr Dominello said.

The following 20 communities will be joining Timebanking by the end of 2014: Armidale, Ashfield, Bankstown, Bathurst, Bellingen Shire, Clarence Valley, Coffs Harbour, Drummoyne, Dubbo Eurobodalla Shire, Goulburn, Hornsby, Inner West Sydney, Kogarah, Lane Cove, Liverpool, Shoalhaven, Snowy Mountains, Southern Highlands and Tamworth.

More information is available www.timebanking.com.au

Media contact: Tom Green 0427 675 465

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Summer Reading Club

When: 1 December 2014 - 31 January 2015

Where: Library Museum, Corner of Kiewa and Swift Streets, Albury

Price: Free

Kids, join the Adventure Summer Reading Club and discover some great books over the school holidays. The Summer Reading Club will kick off on Monday 1 December – and don't forget, the more you read the more rewards you earn. Collect your reading records from the Library Museum or Lavington Library and get reading.

Summer Reading Club Awards

- Lavington Library: Tuesday 2 February 2015, 4.30pm
- Library Museum: Wednesday 3 February 2015, 4.30pm

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