Glenorchy City Council

Building a Learning Community in Glenorchy Strategy

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2014 - 2017

CONTENTS

EXECUTIVE SUMMARY

The Glenorchy City Council, *Building a Learning Community in Glenorchy* Strategy is a whole of community approach to addressing the learning needs, issues, and challenges of our community.

The development of the *Building a Learning Community in Glenorchy Strategy* followed extensive community mapping, research, and consultation with over 200 community stakeholders engaged in the process.

The consultation phase began with a survey of education, training, and work services providers. This led to the formation of a working group of the Youth Action Network of Glenorchy (YANG). The group focused on young people and early school leaving. The group considered local action to support improved school attendance and retention in Glenorchy schools.

This culminated in community members and leaders in education, coming together at the *Building Glenorchy as a Learning Community Forum* to develop the framework for a *Building a Learning Community in Glenorchy Strategy.*

The research phase involved a review of models for establishing learning communities, to support better educational outcomes, and greater individual, and community capacity to support and promote learning for life.[1]

Additional research has included a review of school retention and attendance rates for Glenorchy, mapping of education and training pathways and outcomes for our community, and factors influencing early school leaving.

Defining the Problem

The Glenorchy Local Government Area (LGA) has low participation and attainment in education and training across all age groups and we face complex social and economic issues. These issues include lower average wages, higher living costs, higher general, and youth unemployment rates. Glenorchy also faces health issues that challenge community health and wellbeing such as smoking, obesity, and chronic disease. These issues overlap and affect the future prosperity and wellbeing of our community.

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[1] United Nations Educational Scientific and Cultural Organisation, Learning to Be Report, International Commission on the Development of Education; Wheeler & Wong, 2012, Townsville Council, Lifelong Learning, Strategic Action Plan, Hume City council, Learning Together 2030, Shaping Lifelong Learning in Hume City & the Shire of Melton.

Council needs the support of our partners in Government and the community to address these issues and build a strong community for the future. In brief:

- Retention rates in Glenorchy are historically low with more than half (50.3%) of the total adult population leaving school at Year 10 or below;[2]

- The most recent ABS data for qualifications show that while 4,968 people in Glenorchy hold a tertiary qualification (with 8 % achieving a bachelor or higher degree), more than 53.5% had no formal qualification;[3]

- Only half of Year 10 students in Glenorchy had continued their education and training to the end of the *following* year;[4]

- Only 1 in 4 of the *current* student population in Glenorchy continues on to *complete* Year 12;[5]

- Job Services Providers (JSP) in Glenorchy have reported that more than 10% of their total of (early school leaver) clients are 16–18 years of age at the time they first engage with the JSP;[6]

- Only 35% of 19–21 year olds resident in Glenorchy are attending any educational institution, and this drops to 22%, for those aged 22 -24.[7]

Alongside this continuing pattern of early school leaving in Glenorchy, schools face challenges around school retention and attendance as they work to provide every Tasmanian with the opportunity to continue to learn and reach their potential, to lead fulfilling and productive lives and to contribute positively to the community.[8]

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[2] ABS, Community Profile,Glenorchy,2012
[3] ID Profile, City of Glenorchy, 2012
[4] Tasmanian Qualifications Authority, 2010, based on data from the 2009 reporting period
[5] TQA, 2011
[6] Community Consultations, 2012
[7] Australian Bureau of Statistics, Census of Population & Housing, 2011, Education: attending an educational institution, shining a Spotlight on Tasmania Series (Glenorchy LGA).
[8] Department of Education, Strategic Plan: Learners first, connected and inspired, 2012-2015.

Glenorchy is the third most disadvantaged community in the Statistical Area Level Two.[9] A snapshot of the Glenorchy Local Government Area is contained in the companion report *Building a Profile of Early School Leaving in Glenorchy,* with a brief summary, in section one of this document.

Developing the Solution

The *Building a Learning Community in Glenorchy Strategy* builds on a number of Government Plans, including:

- The State Government Plan, *Agenda for Children and Young People*;
- Department of Education Strategic Plan (2012-2015);
- Glenorchy *City Council Strategic Plan* (2013-2018);
- *Glenorchy Social Plan* (2003);
- *Glenorchy Community Plan* (2005-2025);
- *Glenorchy Children and Families Strategy* (2012-2017); and
- Glenorchy *Youth Policy and Plan* (2010).

The research phase of developing the strategy also involved a review of plans and approaches to establishing learning communities in Australia and overseas.

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[9] Australian Bureau of Statistics, 2011 Census of Population & Housing. Glenorchy local area SEIFA data (SA 2).

Increasingly Governments are embracing the concept of lifelong learning and providing more lifelong learning opportunities as a solution to social exclusion and disadvantage.

This investment in learning improves not only an individual's ability to respond to change but also fosters social cohesion, community health, wellbeing, and economic sustainability.[10]

UNESCO has described learning as a lifelong process, and goal[11]. Their *Learning to Be* report called for a fundamental change in thinking to focus on learning and learners. It identified learning as not only formal, but also informal and developed throughout life[12]. The four goals of the *Building a Learning Community in Glenorchy* Strategy reflect the four pillars of learning as proposed by the International Commission for the 21st Century in its report to UNESCO, *Learning: The Treasure Within.*[13]

In Australia, frameworks for learning communities grew in the 1990s[14]. The idea of learning communities had particular relevance for local government.[15] The Research undertaken in developing the *Building Glenorchy as a Learning Community* Strategy considered what elements of a learning community framework are useful to our own community setting and needs.

A number of actions and potential projects to build lifelong learning opportunities for our community support the goals of the strategy

The strategy has two companion reports *Building a Profile of Early School Leaving in Glenorchy* and the report on the *Building Glenorchy as a Learning Community* Forum.

Community consultation and engagement has been the most significant part of the creating of the *Building a Learning Community in Glenorchy* Strategy. From this engagement process some key partners have emerged to progress a Glenorchy Community LEARN leadership group and establish a Glenorchy LEARN project.

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[10] Wheeler & Wong 2012, Townsville Council, Lifelong Learning, Strategic Action Plan, 2012-2014, (p.5).

[11] United Nations Educational Scientific and Cultural Organisation) in its *Learning to Be* report, of the International Commission on the Development of Education.

[12] Wheeler & Wong, RMIT, 2012, (p.1).

[13] Learning to know, Learning to Do, Learning to Live Together and Learning to Be. (Delors, Jacques *et al.* 1996. *Learning: The Treasure Within*, UNESCO, 2004, & Fraure, Edgar *et al.* 1972. *Learning To Be*: The World of Education Today and Tomorrow, UNESCO).

[14] Kearns 2001, Kearns, Longworth et al.2008).

[15] Wheeler & Wong, 2012 (p.6).

Some ideas to progress the development of *the Building a Learning Community in Glenorchy Strategy* generated through the community consultation and Forum, included:

- Increase our focus on learning in the early years and providing additional support for vulnerable children, young people and their families;

- Provide intensive support to build learning skills in the Primary years, ranging from literacy and numeracy to other core skills;

- Build social skills and provide leadership and mentoring opportunities. Provide real world learning experiences through partnerships with community and the private sector;

- Provide 'in reach' and 'outreach' staff and services to schools and communities, including health, welfare, youth work, recreation, arts & culture and ITC services. Deliver these services via youth focused engagement workers as the connectors;

- Develop and implement strategies to support young people in the key transitions from primary to high school, high school to college and college to University, or Vocational Education & Training (VET), or other training pathways and work opportunities;

- Build formal partnerships and collaboration between Federal, State and Local Government, local schools, community and Industry to build achievement, engagement and networks for learning. Provide additional resources such as Industry and community mentors, youth engagement staff, workplace projects and community based projects and programs;

- Plan and develop a Glenorchy community campaign, owned and driven by the community and with a shared message about school attendance, participation and attainment, such as *It's Not OK to be Away* (Department of Education & Training, Victoria, 2006);

- Develop a Glenorchy community learning strategy and progress-linked projects, with programs that connect young people to the community, and inspire and motivate learning, engagement, achievement, respect and networking (LEARN).

The Strategy

The goals of the strategy are, to:

GOAL 1: Establish a strong foundation in learning for young people in Glenorchy and provide our community with opportunities to continue learning for life.

GOAL 2: Build partnerships to Improve, education, training and employment outcomes for young people in Glenorchy.

GOAL 3: Work with the community to achieve a shared vision for Glenorchy as a Learning Community.

GOAL 4: Encourage and support a culture of learning in Glenorchy.

A number of objectives, strategies, and potential projects including the Glenorchy LEARN Project support these goals along with some suggested measures and outcomes. Each of the four goals corresponds with a pillar of learning.

The *Building a Learning Community in Glenorchy* Strategy has five sections. Section One of the strategy provides an introduction and background information on learning communities. This section details our approach to developing the strategy. It includes a summary of the community consultation, research, and mapping that informed the strategy. This section also comments on the community consultation and forum. This includes key issues and potential solutions that emerged from the community consultation process. A summary presents the four pillars of learning model and the corresponding goals of the *Building a Learning Community in Glenorchy* Strategy.

Section Two (*Learning to Know*), Section Three (*Learning to do*), Section Four (*Learning to live together*) and Section Five (*Learning to be),* all contain a brief definition and outline the learning goal, key objectives, strategies, potential projects and some suggested measures and outcomes.

SECTION 1: INTRODUCTION

What is a learning community?

Investment in learning by individuals, groups, and communities brings a range of benefits including stronger and healthier communities, informed and engaged community members, economic and social benefits, including social cohesion and understanding, between and across cultures. Learning can occur through formal education and training as well as through informal learning, which happens throughout life.

Lifelong learning is flexible, adapted, and available at different times and places. A learning community embraces learning as a way of life in their homes, community, school settings, and at work. Members of a learning community work together with the knowledge that social and economic wellbeing grows from the opportunities offered by lifelong learning.[16]

The research process informing this strategy highlighted approaches used in establishing learning communities. Governments are embracing lifelong learning and providing access to learning opportunities as a solution to social exclusion and disadvantage. Such investment in learning improves not only an individual's ability to respond to change but also fosters social cohesion, community well-being, and economic sustainability.[17] The United Nations Educational Scientific and Cultural Organisation (UNESCO) supported the recognition of learning as a lifelong goal in 1973.[18]

Their report *Learning to Be*, called for a fundamental change in thinking to focus on learning and learners. It identified learning as not only formal, but also informal and developed throughout life.[19] At the same time, the Organisation for Economic Cooperation and Development (OECD), began to promote education through up skilling and re skilling as a means of stimulating economic growth in Europe.

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[16] Learning Together 2030, Shaping Lifelong Learning in Hume City, 2013, p.5).

[17] Wheeler & Wong, 2012, Townsville Council, Lifelong Learning, Strategic Action Plan, 2012-2014, (p.5).

[18] United Nations Educational Scientific and Cultural Organisation in its *Learning to Be* report, of the International Commission on the Development of Education.

[19] (Wheeler & Wong, RMIT, 2012, (p.1).

Following the OECD conference in 1992, the concepts of lifelong learning and learning communities gained greater impetus.[20] In Australia, the concept of learning communities, cities, and towns grew through early developments in Victoria during the 1990s. [21] Local governments are seen as a key driver of learning communities (Wheeler & Wong, 2012).

A number of community learning plans reviewed in the development of this Strategy included:

- Wyong Shire *Learning Community Strategy* (2012-2015);
- Townsville City Council, *Lifelong Learning Strategic Action Plan* (2012-2014);
- Hume City Council, *Learning Together 2030*, Shaping Lifelong Learning in Hume City; and
- Shire of Melton, *Community Learning Plan* (2011-2014).

In particular the Hume City Council have progressed a learning community framework over the last 10 years as a driver of change in economic development and social inclusion. The framework supports the Hume Global Learning Village as a collaboration of over 800 individuals and organisations with an interest in learning.

These Councils see the development of a learning community as having positive impact on learning and education levels, unemployment, income and the quality of life of their communities.

These learning communities use the model as a way of achieving improved social cohesion, cultural understanding, economic regeneration, and community development that involves all parts of the community providing local solutions to local challenges[22].

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[20]Townsville Council, Lifelong Learning, Strategic Action Plan, 2012-2014, (p.6).
[21] Kearns 2001, Kearns, Longworth et al.2008).
[22] Delors, Jacques *et al*. 1996. *Learning: The Treasure Withi*n, UNESCO, 2004, & Fraure, Edgar *et al*. 1972. *Learning To Be*: The World of Education Today and Tomorrow, UNESCO.

Community Profile

Glenorchy has a population of 45,471 (ERP[23]) and covers an area of 121 square kilometres. The median age for Glenorchy is 39.[24]The original inhabitants of the Glenorchy area were the *Mouheeneener* Aboriginal people. The City of Glenorchy includes the suburbs and localities of Austin's Ferry, Berriedale, Chigwell, Claremont, Collinsvale, Derwent Park, Dowsing Point, Glenlusk, Glenorchy, Goodwood, Granton (part), Lutana, Montrose, Moonah, Rosetta, Wellington Park, and West Moonah. There is no population in the locality of Wellington Park.

Glenorchy is the third most disadvantaged LGA in the Greater Hobart area with a SEIFA index (Index of Relative Socio-Economic Disadvantage - SEIFA), of 920.4.

The SEIFA is a composite measure of how disadvantaged a particular community is in relation to other Australian communities.

The indicator includes a number of measures including internet connectivity in dwellings, jobs in relatively unskilled occupations, educational attainment, income, unemployment, and social housing. A number of studies have shown that communities with a higher level of socio economic disadvantage also report poor outcomes for children living within those communities.

The community profile presented below highlights areas of disadvantage for our community that impact on education, training, work, and lifelong learning opportunities for our community:

- The median weekly personal income for people aged 15 years and over in the Glenorchy LGA is $487;[25]

- 34% of households have a weekly household income of less than $600;

- The cost of living is higher for Glenorchy than the State average with weekly mortgage repayments of $305, (compared to $300 pw) and private rental costs on average at $215 per week;

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[23] ERP – Estimated Resident Population (ABS), 2013.
[24] ID Profile. Glenorchy Profile (2013)
[25] Australian Bureau of Statistics (ABS). Census data for Glenorchy (2011)

- The unemployment rate for Glenorchy LGA is 6.8% and those aged 15-19 years have the highest unemployment rate;

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- There are 11,888 families in Glenorchy;

- Of these 37.8% are couple families with children, while 36.8% are couple families without children; 23.6% are one-parent families. Around 1.9% of families are listed in the census as 'other' family;

- For one-parent families, 15.5% of these families are headed by males and 84.5% headed by females;

- There are over 6,033 lone person households;

- Overall 50.3% of the population left school at Year 10 or below, while 31.3% went on to complete Year 12 or equivalent (compared with 40.5% and 43.1% respectively), for the Greater Hobart LGA;

- Compared to the rest of Australia, the City of Glenorchy has a relatively large number of people who self-identify as Indigenous persons comprising 3.8% of the local population;

- There are 6,083 Children aged 0 – 12 years, with around 12% of our population made up of young people aged 12 – 25 years;

- Glenorchy has a teenage pregnancy rate of 23.9%, compared to the state average of 16.5%;[26]

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[26] CU@Home, Child Health & Parenting Service,2010

- The Australian Early Development Index results for Glenorchy show 24% of Glenorchy children are developmentally vulnerable on 1 + domains and 12.7% on 2 + domains;[27]

- About 7% of the population are from a non-English speaking background and emerging migrant groups in Glenorchy include China, India, Nepal, Bhutan, and the Philippines. This correlates with an increase in population in the 20-29 year age group;

- The problem-gambling rate for Glenorchy LGA is 3.9%, compared to 2.5% for the rest of the State. Glenorchy is bearing the brunt of problem gambling in Tasmania and its associated economic, social and health impacts.[28]

Health and wellbeing data for Glenorchy provide us with valuable information on health outcomes, and how this creates further disadvantage for our community members. Health outcomes for the Glenorchy LGA are generally poor. In particular, Glenorchy has:

- Higher proportions of adults who are daily smokers (21.2 %,) or who consume alcohol at lifetime risky levels (7.5%) ;[29]

- Higher proportion of adults screened for high blood pressure in the last two years (83.2%);

- Much higher potentially avoidable mortality rate (9th highest of all the LGAs);

- Much higher all causes, mortality rate (7th highest of all the LGAs);

- Higher potentially preventable hospitalisation rate (the 7th highest of all the LGAs).[30]

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[27] Australian Early Development Index, Community Profile,2012,Glenorchy
[28] Social & Economic Impact Study of Gambling in Tasmania (SEIS), 2011
[29] *Tasmanian Population Health Survey* (2009).
[30] *Health Indicators Tasmania*, 2013, Epidemiology Unit, Population Health, Department of Health and Human Services.

- Much higher, all causes hospitalisation rate (the highest of all the LGAs);

- Higher all causes cancer incidence rate (7th highest of all LGAs);

- Higher all causes, notifiable diseases, notification rate (4th highest of all the LGAs);

- The top causes of hospitalisation for the Glenorchy LGA (in ratios significantly higher than the rest of the State), are, dialysis, unknown causes of morbidity & mortality, chemotherapy, and all other cancers. Closely following these top causes of hospitalisation are those for arthropathies and related disorders, other diseases of urinary system, ischemic heart disease, diseases of the intestines & peritoneum, non-psychiatric mental disorders, other heart diseases and diabetes.

Our community faces serious social and health and wellbeing issues and the majority of our adult population are either overweight or obese. This reflects State trends for persons 18 years and over, with 65.6% of the Tasmanian population being overweight or obese (the rate for males is 69.8% and for females is 61.5%).

The Glenorchy Local Government Area (LGA) faces complex social and economic issues such as low wages, higher living costs, lower educational attainment, higher general, and youth unemployment rates and health issues that will affect our future opportunities, health and wellbeing. In summary, compared with other LGA's in the Greater Hobart Statistical Division, Glenorchy has:

- A *larger* percentage of people who left school at Year 10 or equivalent (33.1%);
- A *larger* percentage of people who left school at Year 8 or below (7.4%);
- A *larger* percentage of people who left school at Year 9 or
  equivalent (9.8%) ;and
- A *smaller* percentage of people who left school at Year 12 or equivalent (31.3%).[31]

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[31] ID Profile. Glenorchy Profile (2013)
[31] Australian Bureau of Statistics (ABS). Census data for Glenorchy (2011)

In addition, Glenorchy's has an ageing population and our older population will grow to 22.6% by 2021. This will lead to a decline in the available labour force over the longer term and require the development of strategies to increase educational opportunities for our community members programs to build specific skills for Industries, such as the health care and social services industry.[32]

The *Building a Learning Community in Glenorchy* Strategy will guide Council in our work with community partners to address the low retention, participation, and attainment rates in education and training for Glenorchy. The strategy will help to inspire and motivate learning, engagement, achievement, respect and networking (Glenorchy LEARN), to build a culture of lifelong learning for Glenorchy.

Council's Role

The direct provision of education services is not the core business of Council, but Council has an important role in:

- Promoting a culture of learning;

- Advocating for investment in education, training and work opportunities;

- Facilitating lifelong learning opportunities;

- Establishing and developing partnerships;

- Providing programs in Glenorchy that support lifelong learning.

Council will continue to encourage and promote a culture of learning by establishing and supporting the Glenorchy Community LEARN Leadership Group, and supporting local collaboration to develop projects such as the Glenorchy LEARN project, (learning, engaging, achieving, respect & networking), community campaigns or other initiatives in Glenorchy.

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[32] Regional Education, Skills & Jobs Plan, Tasmania, 2012-2014.

Aligning the Strategy

The *Building a Learning Community in Glenorchy* Strategy aligns with the Australian Government and State and Territory governments' recognition of the importance of and focus on the early years of life to ensure the wellbeing of children throughout their lives and to increase the productivity of Australia.[33]

A number of related community learning, education and training, or employment strategies are contained in the following plans:

- Tasmania Together Plan (2020);
- The Agenda for Children & Young People (2011-2021);
- A Social Inclusion Strategy for Tasmania (2009);
- The Tasmanian Department of Education, Retention and Attainment Strategy (2011).(This was developed as part of the overall Department of Education strategic plan for Government schools in Tasmania);
- Tasmania's Adult Literacy Action Plan;
- The Tasmanian Skills Strategy;
- The Department of Education Strategic Plan (2012-2015);and
- The Regional Education, Skills, and Jobs Plan for Tasmania (2012-2014). (This is part of the Australian Government, Building Australia's Future Workforce Package).

A number of Council Plans also informed the development of this strategy including the. *Glenorchy City Council Strategic Plan* (2013-2018), the *Glenorchy Social Plan* (2003), *Glenorchy Community Plan* (2005-2025), *Glenorchy Children and Families Strategy* (2012-2017), *Safer Communities Strategy* (2012), *Glenorchy Recreation Plan* (2008-2013) and the *Youth Policy and Plan.*

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[33] This is reflected in the *Investing in the Early Years: a National Early Childhood Development Strategy* (COAG) and locally through the whole of Government policy framework for the early years and *Glenorchy Children and Families Strategy: Our Kids-Our Community* (2012-2017).

Our Approach

The development of the *Building a Learning Community in Glenorchy* Strategy has been informed and influenced by:

- Existing Glenorchy City Council Plans that support community engagement and community development;

- Existing partnerships and projects that support youth and community engagement, learning and achievement such as the *Steps to the Future Project* and *Youth Leadership Toolkit*;

- Current research and policy directions in education, training and skills development, including relevant National and State Plans;

- Best practice in developing Learning Communities and a review of selected Learning Community Plans;

- Consultations with community stakeholders;

- Recommendations made at the *Building a Learning Community in Glenorchy* Forum.

Achieving the goals and objectives of the strategy will take time. The *Building a Learning Community in Glenorchy* Strategy (2013-2016), will further evolve under the direction of the Glenorchy Community LEARN Leadership Group.

Research, Profiling and Mapping

The development of the *Building a Learning Community in Glenorchy* Strategy has involved research, profiling and mapping components including:

- The community consultations;

- The outcomes of the *Building Glenorchy as a Learning Community* Forum;

- Research on early school leaving, vulnerable young people, and disengagement from learning;

- Research on lifelong learning and the development of learning communities;

- Review of four learning community strategies reflecting best practice in Australia.

A summary of the research is contained in the two companion reports *Building a Profile of Early School Leaving in Glenorchy* and the summary report on the *Building Glenorchy as a Learning Community Forum.*

The aim of the research and community consultation was to develop a shared understanding of the Glenorchy community, in particular trends for participation, attainment, and retention in education, training, and current employment pathways.

The research process involved talking with key community stakeholders about our community and the learning issues they faced across the lifespan.

It also included research on local education and training, and employment service provision and the challenges these service providers faced.

The process included conversations with local schools on their understanding of the community and learning issues and other key community stakeholders through the *Building Glenorchy as a Learning Community* Forum.

Mapping Glenorchy against those risk factors known to be associated with poor learning outcomes provided further information about areas of need and focus.

Future action to progress the strategy will include:

- Identifying specific risk factors for Glenorchy that are associated with poor educational outcomes;

- Further mapping of the current early learning, education, training, and employment service system in Glenorchy;

- Identification, monitoring and reporting on social and economic indicators to measure the impact of the strategy over time;

- Establishing the Glenorchy Community LEARN Leadership Group to review and progress the strategy, and develop and implement an action plan; and

- Engaging with community partners, to establish projects. This will include identifying resources to support project development and implementation.

The Community Consultation and Forum

The development of the *Building a Learning Community in Glenorchy Strategy* included extensive community consultation. Over 200 people were directly involved in the consultation process. This included in depth conversations with 42 key education and training, and employment services providers.

As a response to the initial consultation phase, the *Youth Action Network of Glenorchy* established an early school leavers working group. The group collected local data on truancy and this information has supported the development of the strategy. In March 2013, YANG hosted a workshop, to consult further on approaches to engaging young people in education and training and local action to support school attendance and retention.

Glenorchy City Council also worked with the University of Tasmania, Collegiate Institute, CIRCLE (Centre for innovation, Research, Creativity & Learning), Glenorchy LINC, YANG, Job service providers and others to review the outcomes of the community consultations, and to plan the *Building Glenorchy as a Learning Community Forum*.

The Forum attracted 80 representatives from education, community and health services, youth services, employment services, Tasmania Police, and the University of Tasmania along with young people and other community members.

The Forum outcomes are in a companion report to this strategy titled, *Building Glenorchy as a Learning Community* Forum.

Key Issues

The community consultation and *Building Glenorchy as a Learning Community* Forum raised a number of issues to consider in developing a strategy that would support a learning community in Glenorchy. These issues cover five broad areas from early learning, partnerships, and a vision for a learning community, to a model for a learning community and building a culture of learning. These issues are listed below:

Issue 1: Building a Strong Foundation in Learning

- Raising community awareness of the value of learning in the early years and how best to provide resources and programs at a local community level to encourage children and families to engage in early learning;
- How to provide support to families as first teachers;
- How to resource and support young parents, to engage in their own journey of lifelong learning;
- How to develop a strategy that is cohesive and includes each age group;
- How best to target those children, young people and families most at risk of disengaging from learning in our community;
- We need to deal with the present (intervention) and focus on the future (prevention);

"Both 6- 12 year olds whose aspirations and intentions with regard to education pathways are being shaped and those already disengaging from education or who have lower overall achievement - the 12 to 17 year olds. These two age groups should be target groups".

- We also need to bring *young* adults back to lifelong learning;
- We need to support students at points of transition from lower to upper Primary, Primary to Secondary, Secondary to College and on to further education;
- Focus on issues that arise from the divide between year 10 and Year 11 & 12 or VET - the drop off that occurs at these transitions;

- How to improve access and participation in learning programs that develop employability skills;
- Lack of opportunities for children and young people to come together informally to learn new skills, experience the world of work, and engage in arts and culture, museums, recreation programs and other opportunities;
- How to promote, provide and support lifelong learning opportunities for our community, both informal and formal;

Issue 2: Building partnerships to improve educational outcomes

- How do we better work together to engage vulnerable children, young people and their families and provide learning and engagement opportunities, with encouragement and support to attain;
- There is a lack of prevention and early intervention work. We need to work on noticing learning issues and challenges, noticing the signs of disengagement and identifying those at risk of disengaging from education and training;
- There is a shortage of skilled, youth work staff to work with young people, schools and the community on initiatives that support engagement and re engagement with learning;
- Provide more services as outreach such as the mobile activities program of GCC alongside youth and community services to support learning, build positive relationships and be a tool for re engagement;
- There is a shortage of programs that emphasise and build employability skills such as numeracy, literacy, ITC and 'soft' skills such as communication, conflict management, problem solving, and relationship skills;

"We need some partnerships and projects to improve our school attendance rates in Glenorchy. This includes improving the participation and retention rates of Glenorchy students to Year 12 and beyond, including Vocational Education and Training".

- We need to provide more than basic VET courses, young people in Glenorchy need to attain to Industry standard, that is at least Certificate three or four;
- There are no clear pathways to employment in Glenorchy, we need to identify local Industry and work pathways and the skills required and better link young people to these pathways;
- We need to better align training courses with current and future employment opportunities at a local level;
- We need to provide more local work experience and local jobs. Also recruit Industry mentors, build workplace projects and get the community involved in mentoring young people into local jobs as well as training;
- We need to develop engagement programs that take advantage of ITC as a learning tool;
- There is a lack of access to Industry and community mentors and tutors. We need to use a broader community model to engage young people with the world of work, and provide support for this, both inside and outside schools.

"We need to focus on parents and carers, people in Glenorchy have historically not gone beyond year ten, and we have inter-generational unemployment. This continuous cycle needs to be broken".

Issue 3: Creating a Vision for Glenorchy as a Learning Community

- We need a whole of community approach to promoting learning, school attendance, participation and attainment;
- We need to Improve coordination and collaboration between the three tiers of Government, local schools and with the broader education, training and employment sectors;
- We need to address the poor linkages between key stakeholders;
- We need to build on existing local networks such as YANG & GAIN to inform, support and contribute to whole of community approaches to build a learning community;
- We need to set up a leadership group, to build relationships and provide connection between the Government, non-government, and private sector. This leadership group would engage with community to establish and develop Glenorchy as a learning community.

Issue 4: Encourage a culture of learning in Glenorchy

- We need to raise awareness in our community of the value and benefits of lifelong learning;
- We need to develop a community owned campaign and projects that support a culture of learning in Glenorchy. Changing the generational mindset of leaving school early in Glenorchy;
- We need to review best practice models for developing learning communities in other Local Government areas in Australia;
- We need to review and build on International research and practice that can inform and support lifelong learning approaches for our community;
- We need to increase the value families place on education.

Issue 5: Learning Models

Participants at the *Building a Learning Community in Glenorchy* Forum agreed that we needed a model to work from to support and encourage a learning community in Glenorchy. In developing the strategy Council have looked at models and approaches to building learning communities adopted by Local government. The *Building a Learning Community in Glenorchy Strategy* sets four goals that link to and draw on the Four Pillars of Learning Model.[34]

This model describes lifelong learning under the four pillars as follows:

1. Learning to Know: Involves the development of knowledge and skills needed to function in the world. Examples of these skills include literacy, numeracy, and critical thinking.

2. Learning to Do: Involves the acquisition of life skills or core skills linked to work and employability such as IT skills, management skills training and apprenticeships, and other vocational skills.

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[34] *Learning to Know, Learning to Do, Learning to Live Together and Learning to Be* Faure Report, 1972, Delors Report, 1996, UNESCO, Zhao 2012, adapted from the Wyong Shire Learning Community Strategy, (2012-2015).

3. Learning to Live Together: Involves people working better together. This occurs through the establishment of partnerships, collaborative projects and through people living, and interacting together in the community. This focus includes developing values, and showing respect and concern for others.

4. Learning to be: Involves activities that foster personal development and contribute to creativity, personal development, and an appreciation of the inherent value provided by these activities.

Creating Solutions

Because of the community consultations and *Building Glenorchy as a Learning Community* Forum, some common ideas on how to build a learning community in Glenorchy emerged. Listed below are some of the main ideas:

- Focus on the importance of learning in the early years and provision of additional support for vulnerable children, at risk youth , and their families;

- Provide intensive early support to learning, ranging from building literacy and numeracy to other core skills;

- Build social skills, providing leadership and mentoring opportunities and support, and providing real world learning experiences through partnerships with community and the private sector;

- Provide 'in reach' and 'outreach' staff and services to schools and communities, including health, welfare, youth work, recreation, arts and culture and ITC services;

- Utilise youth focused engagement workers as the connectors to these programs;

- Develop and implement strategies to support young people in key transitions from primary to high school, high school to college and college to University, or Vocational Education & Training (VET), or other training pathways. This includes strategies to support young people to engage with work opportunities.

  "Build formal partnerships and collaboration between Federal, State and Local Government, local schools, community and Industry to promote achievement, support engagement, and build networks for learning. Provide additional resources such as Industry and community mentors, youth engagement staff, workplace project that encourage lifelong learning, and community based projects and programs that do the same".

- Plan and develop a Glenorchy community campaign, owned and driven by the community and with a shared message about school attendance, participation and attainment, such as *It's Not OK to be Away* (Department of Education & Training, Victoria, 2006);

- Develop a Glenorchy Learning Community Strategy and progress local projects and programs that connect young people to the community, and inspire and motivate learning, engagement, achievement, respect and networking (LEARN).

The community consultation process and forum outcomes led to the development of four learning goals to progress the *Building a Learning Community in Glenorchy* Strategy, These goals are to:

GOAL 1: Establish a strong foundation in learning for young people in Glenorchy and provide our community with opportunities to continue learning for life.

GOAL 2: Build partnerships to improve, education, training, and employment outcomes for young people in Glenorchy.

GOAL 3: Work with the community to achieve a shared vision for Glenorchy as a Learning Community.

GOAL 4: Encourage and support a culture of learning in Glenorchy.

Each of the four learning goals corresponds with a pillar of learning. The *Building a Learning Community in Glenorchy Strategy* will be further refined through the development of a Glenorchy LEARN Leadership group and new LEARN network. The leadership group will generate an action plan to implement and progress the strategy.

Implementation

The *Building a Learning Community in Glenorchy* Strategy will use a partnership approach to implementing the Strategy. Glenorchy City Council will establish and support a Glenorchy Community LEARN Leadership Group and new LEARN Network to review, monitor and progress the Strategy. This will include the development of projects and activities and some performance measures and reporting tools.

Glenorchy City Council will take responsibility for coordinating, monitoring, and evaluating the Strategy along with the Leadership Group and our community partners.

The community consultations that inform this strategy identified five themes. These are community awareness and commitment to learning, programs and participation, access and equity, advocacy and partnerships, and networks. These themes inform local action to build a learning community in Glenorchy and are contained in the goals, objectives, strategies, projects, and outcomes, of the *Building a Learning Community in Glenorchy* Strategy.

The following sections set out four learning goals, objectives to achieve each goal, suggested strategies, key projects such as a potential Glenorchy LEARN project and some possible measures to ensure we stay on track in reaching our learning goals as a community.

Measuring our Progress

Measuring progress and evaluating performance is an important part of the *Building a Learning Community in Glenorchy* Strategy. A number of Local Governments have already developed community-learning plans and have adopted the Results Based Accountability Framework to measure their progress.[35] Results Based Accountability has two components: population accountability and performance accountability.

Population accountability is about outcomes for the wider population. Performance accountability is about specific project outcomes and outputs Population accountability reflects a whole of community approach in working towards shared goals and outcomes.

For the *Building a Learning Community in Glenorchy Strategy*, this means that Glenorchy City Council is only *one* partner in achieving any goals and outcomes. The partnership approach adopted as part of this strategy will however, influence broader population measures.

The Glenorchy Community LEARN Leadership Group will develop measures and evaluation tools, and processes for the *Building a Learning Community in Glenorchy* Strategy with support from Council. The group will also look at key outcomes and other measures for local projects developed as part of the strategy.

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[35] Department of Local Government, Victoria, 2011.

THE BUILDING A LEARNING COMMUNITY IN GLENORCHY STRATEGY

SECTION 2: LEARNING TO KNOW

GOAL 1: *Establish a strong foundation in learning for young people in Glenorchy and provide our community with opportunities to continue learning for life*

Objectives:

1.1 Collaborate with community to create a foundation in learning for children, young people, and families in Glenorchy and develop confident learners in the early years of life.

1.2 Encourage and support the development of programs that strengthen family capacity to foster healthy development and learning in their children starting pre birth.

1.3 Develop and expand opportunities for children, young people, and community to enhance language, literacy, and numeracy skills.

1.4 Support community stakeholders to provide a range of quality learning services to advance the personal, social, and learning development of children, young people, and their families.

1.5 Identify or further research gaps in provision of services in Glenorchy for children 6 to 12 years old and young people 12 to 17 years old.

1.6 Create opportunities locally for the community to experience learning in a positive way and to engage in learning for life.

1.7 Support key actions of the Glenorchy Children & Families Strategy.

Strategies:

- Educate parents, carers and the community about the importance of early childhood development and early learning programs.
- Support and expand parenting and learning support programs that equip parents and carers with the knowledge and skills to lead, inspire, and encourage children's learning.
- Further, expand transition to school programs such as *Launch into Learning* for children and their families in Glenorchy to ensure school readiness.
- Expand play based learning opportunities for children, parents, and carers to enhance social, language and communication skills.
- Provide life-long learning opportunities to *young* parents in particular and the community in general to build a culture of learning in Glenorchy.
- Increase intergenerational and intercultural learning opportunities across the Glenorchy LGA.
- Expand services and programs that support improved language, literacy, and numeracy.
- Work with key community partners to provide timely assessment, referral, and access to prevention and early intervention services for children and families with identified learning, development or support needs.
- Build and strengthen partnerships and advocate for enhanced learning opportunities in Glenorchy.

Key Projects:

- Provide a range of programs with early childhood and family services in Glenorchy to deliver early learning programs and activities for parents, including child development, parenting skills, health, and wellbeing and programs to support families as teachers and learners.
- Promote the Steps to the Future model to child and family services in Glenorchy that work with young parents.
- Progress a Glenorchy Community LEARN project with programs that connect young people to the community and inspire and motivate learning, engagement, achievement, respect and networking (LEARN).

Potential Population Measures:

- Percentage of children developmentally vulnerable in one or more domains in the AEDI *reduced f*or Glenorchy**.**
- Percentage of children who reach development targets *increased* for Glenorchy**.**
- Achieve key ages and stages child health checks for Glenorchy (3.5 years +).
- Increase in children attending early learning programs, and pre-school programs in Glenorchy.
- Increase in number of children enrolled in childcare programs in Glenorchy.
- NAPLAN results for Glenorchy increased by (state measure, year).
- Improved Child literacy and numeracy rates (state measure, year).
- Improved Adult literacy and numeracy rates (state measure, year).

SECTION 3: LEARNING TO DO

GOAL 2: *Build partnerships to improve education, training, and employment outcomes for young people in Glenorchy*

Objectives:

2.1 To establish a Glenorchy Community LEARN Leadership Group. The group will aim to encourage and promote a culture of learning, further refine the *Building a Learning Community in Glenorchy* Strategy and develop an Action Plan and local projects.

2.2 Broker partnerships and strengthen relationships between organisations working with young people and the community, to provide improved education and training, lifelong learning and employment services, and programs.

2.3 Work with key community stakeholders to increase the number of year 12 completers going on to higher education.

2.4 Research programs that will reduce barriers to post year 10, education, training, and skills development for young people in Glenorchy.

2.5 Partner with community and Industry to establish and develop clear pathways for education, and training, and other skill opportunities that lead to employment.

Strategies:

- Encourage schools to link Vocational Education and Training and work preparation programs to growth industries and areas of skills shortage in Glenorchy.
- Encourage and support the development of programs that build parent, carer, and community capacity to assist young people in planning course and career pathways.
- Advocate for and develop programs that support disengaged young people in Glenorchy and those at risk of disengaging from education to participate in supported school and community based learning opportunities.
- Research, develop, and/or expand homework and learning support programs to build the skills of vulnerable children and young people via community hubs such as the Glenorchy LINC, Community Houses and other community spaces and places.
- Research, develop, and invest in transition programs to up skill young people aged 17 to 21 years of age to extend education and training and/or enter the workforce.
- Increase opportunities for young people to gain local employment in Glenorchy.
- Identify and pursue opportunities for Information Technology Communication (ITC) to be a tool to improve learning, education and training, and employment outcomes for Glenorchy.
- Enhance and support the provision of services and initiatives that take advantage of emerging IT trends and initiatives in learning.

Key Projects:

- Establish a register of individuals, groups and organisations or businesses that are able to offer skills development and support to the community including IT, core skills, and enterprise skills.
- Provide intensive language, literacy and numeracy programs and support to young people at risk of disengaging or who have disengaged from education and to young job seekers.
- Provide personal, family and carer support, health, wellbeing, and non-academic support programs for young people at risk, or who have left education and to young job seekers.
- Establish and undertake a research program to develop and implement strategies to overcome barriers to school participation, retention, and attainment in Glenorchy.
- Progress a Glenorchy Community LEARN project with programs that connect young people to the community and inspire and motivate learning, engagement, achievement, respect and networking (LEARN).
- Provide transition programs to up skill young people aged 17 to 21 years old to extend education and training and/or enter the workforce.
- Develop leadership, enterprise, and creativity programs to build confidence and support non-academic skills development.
- Explore and further develop with community partners the role of Glenorchy LINC and other services in taking Information technology (IT) to the community and building learning networks via IT initiatives.

Potential Population Measures

- Increase in young people staying at school until Year 12.
- Increase in participation of residents in University, TAFE Tasmania and other Vocational programs.
- Improvement of 1% (or recommended) per year over three years in school completers participating in higher education, apprenticeships and traineeships, Certificate 3 or above.
- Decrease in the number of early school leavers going on to unemployment or part time work by 1% per year (or recommended) year over three years.
- Increase in employment rates comparable to similar SES communities.
- Decrease in youth unemployment rates in Glenorchy.
- Improve Community satisfaction with education, training and lifelong learning opportunities in Glenorchy.

SECTION 4: LEARNING TO LIVE TOGETHER

GOAL 3: *Work with the community to achieve a shared vision for Glenorchy as a Learning Community*

Objectives:

3.1 Work with community stakeholders to pilot innovative ideas including the *Glenorchy Community LEARN project* to engage children, young people and the community in learning.

3.2 Undertake planning and develop with the community future services and programs to support education, training, and lifelong learning in Glenorchy via the *Building a Learning Community in Glenorchy* Strategy and Action Plan.

3.3 Strengthen and coordinate existing networks and services working to progress education and learning in Glenorchy and provide leadership via the Glenorchy Community LEARN Leadership Group.

3.4. Support community stakeholders to extend the reach and sustainability of successful learning programs in Glenorchy.

3.5 Research and consult with community stakeholders to develop a whole of Glenorchy community campaign with a shared message about school attendance, participation, and achievement as part of the Glenorchy Community LEARN Project.

Strategies:

- Progress a *Glenorchy Community LEARN project* with programs that connect young people to the community and inspire and motivate learning, engagement, achievement, respect and networking (LEARN).
- Support the *Glenorchy Community LEARN Leadership Group* and monitor, review and progress the Strategy and Action Plan including performance measures and reporting tools and guidelines.
- Plan, develop, and implement a *Glenorchy community campaign* owned and driven by the community and with a shared message about school attendance, participation, and attainment.
- Identify and seek resources for the provision of a whole of community campaign and other innovative learning projects in Glenorchy.
- Support the rollout of the National Broadband Network (NBN) in Glenorchy.
- Recruit and train community and industry mentors and leaders and provide real world learning opportunities to young people and the community through partnerships with school, community, and Industry.
- Encourage local employers, Industry, and business to support and provide local employment opportunities for our community members.

Key Projects:

- Develop a Glenorchy Community LEARN Project, implement, and progress the project with key community stakeholders.
- Develop and undertake a research project with community stakeholders to develop a whole of Glenorchy community campaign with a shared message about school attendance, participation, and achievement.
- Identify and seek resources to support a Glenorchy Community LEARN project including a Glenorchy community campaign.

Potential Population Measures:

- Number of new community campaigns and projects established.
- Measure progress in achieving goals in the *S*trategy. Measured as part of reporting by the Community LEARN Leadership Group, Council and its community partners. Reporting by annual and strategic plan.

SECTION 5: LEARNING TO BE

GOAL 4: *Encourage and support a culture of learning in Glenorchy*

Objectives:

4.1 Engage residents of Glenorchy in formal and informal learning opportunities.

4.2 Progress a Glenorchy Community LEARN project including a whole of community campaign with community guidance and support.

4.3 Broker partnerships and strengthen network relationships between learning, education and training or employment services and programs working with young people and adults in Glenorchy.

4.4 Work with key community stakeholders to map informal learning opportunities and investigate pathways to formal learning for residents via community houses, Child and Family Centre Chigwell, Glenorchy LINC and other community-based providers.

4.5 Support the development of formal and informal courses that respond to community learning needs and aim to increase the proportion of residents with basic qualifications of Certificate 3 and above.

4.6 Advocate for an increase in the number of adults completing Bachelor Degree qualifications or above.

4.7 Encourage and support local business and industry to commit to workplace learning and training in their organisations.

Strategies:

- Support and promote the continued development of specific programs for young men and adult men such as a *Men's Shed* in the Glenorchy LGA.
- Research available and build more VET pathways and qualifications for young people in Glenorchy beyond Year 10.
- Support adult learning providers including community houses, Glenorchy LINC, and other community based services to offer learning opportunities for older residents and people with disabilities.
- Encourage and support Aboriginal and Torres Strait Islander networks, communities and people in Glenorchy to identify learning needs and promote access to lifelong learning opportunities for these community members
- Develop links with culturally and linguistically diverse (CaLD) services, networks and communities in Glenorchy to identify learning needs and promote access to lifelong learning opportunities for these community members.
- Encourage Industry and community based learning, education and training providers to increase the number of young people and adults with a disability in Glenorchy that access training, work experience, or community placement, and /or work.
- Encourage partnerships between education and training providers, community services, and Industry to address training gaps, meet local training needs, and address skills shortages in Glenorchy.

Key Projects:

- Progress a range of programs and activities as part of a Glenorchy Community LEARN project that connect young people and adults to the community, inspire, and motivate learning, engagement, achievement, respect and networking (LEARN).
- Develop a marketing plan for the whole of community campaign to promote the shared message about school attendance, participation, and achievement as part of the Glenorchy Community LEARN project.
- Support community learning, education, and training events and activities that enhance community connection, encourage learning achievement, reduce incidences of anti social behaviour, and provide opportunities for people to come together.
- Work with key community stakeholders to create, brand and market a network of Glenorchy lifelong learning venues and programs.

Potential Population Measures:

- Increase of (insert target) in learning activities offered to young people
- Increase of ' (insert target %) in learning activities by adults including people from culturally diverse backgrounds, Aboriginal and Torres Strait Islander people, older people and people living with a disability.
- Increased enrolment in community house, Glenorchy LINC and other community based learning courses by residents.
- Increase in attainment of vocational education and training qualifications by Glenorchy residents.
- Increase in residents holding a bachelor degree qualification (or higher).
- Increased number of community members aware of *the Building a Learning Community in Glenorchy* Strategy and at least one key project.
- Number of lifelong learning venues and programs offered in Glenorchy.
- Increased proportion of Glenorchy residents employed by Industry and local business.

CONCLUSION

The Glenorchy City Council, *Building a Learning Community in Glenorchy* Strategy is a whole of community approach to addressing the learning needs, issues, and challenges of our community.

The Glenorchy Local Government Area (LGA) has low participation and attainment in education and training across all age groups and we face complex social and economic issues.

These issues include lower average wages, higher living costs, higher general, and youth unemployment rates. Glenorchy also faces health issues that challenge community health and wellbeing such as smoking, obesity, and chronic disease. These issues overlap and affect the future prosperity and wellbeing of our community.

The *Building a Learning Community in Glenorchy* Strategy is a Council led response to address lifelong learning issues in Glenorchy. This Strategy will build more life opportunities and the prosperity of every community member.

The *Building a Learning Community in Glenorchy* Strategy is ambitious and needs the support of our community, the non-government sector, Industry and the private sector to progress.

The development of the *Building a Learning Community in Glenorchy* Strategy has been informed and influenced by:

- Existing Glenorchy City Council Plans that support community engagement and community development;

- Existing partnerships and projects that support community engagement, learning and achievement such as the *Steps to the Future Project* and *Youth Leadership Toolkit Project*;

- Our research on education and training, and skills development in Australia. This includes alignment with relevant National and State Plans, along with the outcomes generated at the *Building a Learning Community in Glenorchy* Forum;

- Best practice in developing learning communities and a review of selected learning community strategies;

The community consultation and research undertaken in the development of this strategy inform the four goals of the *Building a Learning Community in Glenorchy* Strategy.

The four goals support community action to ensure that people in Glenorchy have the skills and opportunities they need to learn and to contribute as valued members of our community.

This strategy has two companion reports *Building a Profile of Early School Leaving in Glenorchy* and the summary report on the *Building Glenorchy as a Learning Community* Forum.

The leadership group and our community partners will further refine the *Building a Learning Community in Glenorchy Strategy (2013-2016)*. This will include the development of an action plan to implement and progress the strategy and achieve our vision for a learning community in Glenorchy.

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