



Wyndham Learning Community Strategy

2014-2017



Given the fast changing face of Wyndham, the increasing diversity and expanding population base, the City considers education and learning a priority for the Wyndham community into the future.





FORUM GROUP

This strategy has been produced by the Wyndham Learning Community Forum, a group of 44 people established by Wyndham City Council to provide advice and recommendations on encouraging learning in Wyndham. The project was led by the Wyndham Library Service and was assisted by the MosaicLab team. MosaicLab designed and facilitated the four Forum Group workshops and prepared all workshop and strategy reports.

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1 INTRODUCTION AND BACKGROUND

Wyndham Council has a substantial history of supporting community learning, having developed its first learning strategy in 2006 followed by the 2010 – 2013 strategy.

Given the fast changing face of Wyndham, the increasing diversity and expanding population base, the City considers education and learning is a priority for the Wyndham community into the future.

A Community Reference Group (CRG) was established with key learning stakeholders and community representatives chosen through a public Expression of Interest process. The CRG is chaired by Councillor Heather Marcus.

The Strategy has been developed through engagement with a group of 44 dedicated community representatives called The Forum. People were selected and specifically invited to join the Forum based on two key factors (1) gaining people who represented both organisations and community members and (2) people who were involved in each of the four life-stages of learning (early years, school years, young adults and adults). In addition, people were involved from every suburb in Wyndham and across all age ranges.

The Forum met three times to understand the current learning landscape, review the strengths and weaknesses and develop a vision, aims and strategies for the future. Following an open consultation process on a draft Strategy, the Forum met for a fourth workshop to review all submissions and provide advice to the Council on the content of the final Strategy.

2 WHAT IS A LEARNING COMMUNITY?

Learning communities are an approach to describe how places respond to emerging challenges by bringing key organisations and people together to learn how to invent new responses to challenges their communities face¹. The Wyndham community aims to mobilise learning in all forms to drive the social, economic, environmental and cultural life of the community through a shared vision and partnership approach².



A learning community³:

- > Reflects and responds to change and opportunity
- > Shows creativity and leadership
- > Values learning in individuals and organisations
- > Sees opportunities in the unexpected and insignificant
- > Turns weaknesses into strengths, and
- > Learns to manage change through democratic processes

3 WHAT IS LIFELONG LEARNING?

Lifelong learning can be undertaken for personal or professional reasons. It can be formal or informal and can enhance all aspects of our lives by:

- > Enhancing confidence, self-expression and creativity
- > Developing the ability to make evidence based judgements
- > Promoting health and wellbeing
- > Developing language, literacy and numeracy skills
- > Gaining qualifications and skills
- > Gaining knowledge and solving problems
- > Providing evidence for actions
- > Generating sustainable business growth
- > Providing community prosperity
- > Participating in society and community life
- > Respecting traditions and customs
- > Advancing leisure opportunities

¹ Wilson, B. 'Learning' City Regions revisited: A new way forward, Melbourne Knowledge Week, Melbourne.

² Modified from the "Brimbank Community Learning Strategy 2010-2013"

³ Modified from Shanti Wong, 2013 LCS Presentation Deliberative Forum Workshop 3

4 OUR COMMUNITY

Wyndham, Victoria is one of Australia's fastest growing regions, with more than 12,000 new residents in 2010, according to the Australian Bureau of Statistics (ABS). Wyndham's population grew by almost 9% between 2009 and 2010 – more than five times the rate of Australia's population growth over the same period.⁴

The forecast is for steady and continued population growth over the next 17 years, leading towards an expected population of 332,239 by 2031 (the current size of Canberra). This is almost double today's estimated population of 187,788. During the life of this strategy the population is forecast to rise to 219,952 people⁵.

Currently there are 6 families moving into the area every day and an average of 77 babies born each week; that is, over 4,000 new babies per year⁶.

Wyndham as compared to greater Melbourne and Victoria (proportionally) has significantly more people in the 0 - 12 age group and the 25-34 age group and significantly less people in the 60 plus age group⁷.

Recorded unemployment is at 6.4% compared with Australia's at 5.6%⁸. Newer arrivals to the City (arrived since 2006) are better educated than longer-term residents⁹. For example, 5.4% of newer residents have a postgraduate degree compared to 1.7% of longer-term residents. Longer-term residents have a higher level of certificate level courses (16.4%) versus the newer residents (9.6%). Newer residents also have higher incomes.

The mix of nationalities and languages among the Wyndham community are diverse with India (5.2%), New Zealand (3.1%), England (3.0%), Philippines (2.4%) and China (1.5%) the most common countries of birth after Australia¹⁰. The most widely spoken languages in Wyndham other than English are Italian, Mandarin, Hindi, Arabic and Punjabi¹¹. More information about the demographics of Wyndham can be found on the Wyndham City Council website

www.wyndham.vic.gov.au.

5 WHAT IS DRIVING THIS STRATEGY?

Wyndham is a fast-changing community with a growing population and increasing cultural diversity. The community is facing some difficult social and economic challenges associated with this new and expanding population. Its rich and diverse community brings a wealth of knowledge and ideas to every learning situation that will underpin and support the way it addresses these challenges.

Wyndham's vision is to be a socially inclusive city with high levels of employment. These are fundamental in ensuring a prosperous future for the people of Wyndham. Learning is a key for realising this vision. Wyndham City Council's key strategy documents set out the need to meet the learning challenges: the Quality Community Plan (the community's vision) and the Wyndham City Plan (2013 – 2017). The City Plan states:

- > To use learning to foster an inclusive¹² City where diversity is valued and where groups at greater risk of exclusion are supported to participate fully in community life.
(Wyndham City Plan 2013 - Diversity)
- > To grow business investment, skills development and employment opportunities. (Wyndham City Plan 2013 – Economic Prosperity)
- > To strengthen the capacity of citizens and community groups to participate in community life by providing opportunities for individuals to acquire knowledge, confidence, skills and experience (Wyndham City Plan 2013)

The Learning Community Strategy sets out how Council will meet these learning goals over the next three - four years in partnership with the wide range of organisations in Wyndham who are responsible for learning, as Council is only one of a multitude of providers.

Council has a direct role in the provision of services such as kindergartens, community centres and libraries. It also promotes learning through many of its other departments such as economic development, youth services and arts programs.

Council also has a role in bringing together all learning organisations to create a focus on learning and to seek better outcomes for the Wyndham community. This Strategy aims to provide opportunities for everyone through all forms of informal and formal learning, wherever they are located and at whatever age they may be.

⁴ ABS (2011), Regional Population Growth, Australia, 2009-10, document 3218.0).

⁵ ABS (2013), Census of Population and Housing 2011, data analysis by ID Consulting; see <http://profile.id.com.au/wyndham>

⁶ Wyndham City Council, corporate data

⁷ ABS (2013), Census of Population and Housing 2011, data analysis by ID Consulting; see (Wyndham City Council)<http://profile.id.com.au/wyndham/service-age-group>

⁸ ABS (2013), Census of Population and Housing 2011, Wyndham City Council analysis

⁹ ABD, 2013, Census of Population and Housing 2011, data analysis by Wyndham City Council

¹⁰ ABS 2011 Census Data

¹¹ Wyndham City - Municipal Early Years Plan 2013 -2017 (p. 6)

¹² Wyndham, City Plan 2013 – "Inclusion is an important community value and focuses on how we ensure all residents can participate in their community and access services – regardless of age, gender, sexuality, income, education, skills, cultural background, language skills or disability".

OUR VISION: Bringing communities together to support and encourage learning

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Wyndham Learning
Community Strategy



6 OUR COMMITMENT

Learning happens everywhere! In childcare centres and playgrounds, schools and coffee shops, community centres and homes; watching television or getting involved in a course at your local community centre. It is about how we gain new skills, information, perspectives and aspirations. Without learning we stagnate, stall and stop. In order to build a 'learning community' a culture that values, celebrates, supports and encourages learning throughout life needs to be fostered and facilitated. This strategy aims to build and enhance these qualities within the Wyndham community and looks at simple yet inspiring strategies to make the vision a reality.

The aims and actions of the Wyndham Learning Community Strategy are addressed in five categories:

1. Learning for everyone: the community-wide cultural change that supports and encourages learning for all
2. Early Years Life Stage: the learning needs of young children who have not yet started school
3. School Years Life Stage: the learning needs of children attending primary and secondary school
4. Young Adults Life Stage: the learning needs of people who have left school through to meaningful study or employment
5. Adults and Seniors Life Stage: the learning needs of adults from early adulthood through to seniors

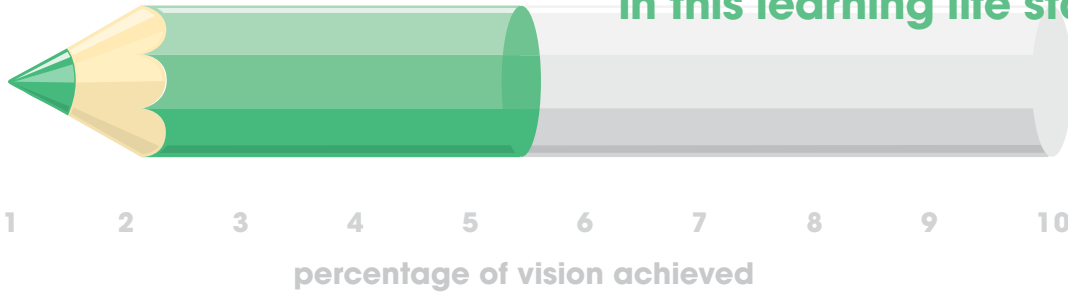
6.1 Learning for Everyone

These aims and actions address the changing of culture around learning – for everyone to see the need for and aspire to continued learning.

The outcome being sought is: an increase in aspirations for learning by Wyndham residents and an increased level of knowledge of learning opportunities.

AIMS	WHAT WE WILL DO TO ACHIEVE THE AIM?	WHO WILL LEAD?	HOW WILL WE KNOW WE ARE SUCCESSFUL?	YEAR
1. Celebrate and recognise learning	Explore and decide on the best mechanism to celebrate and recognise learning e.g. Learning Festival; Awards program; Hero's Program; Teachers Awards	Learning Network Learning Community Coordinator, WCC	Program is designed and implemented by December 2014 for implementation in 2015	1-2
2. Facilitate on-going community driven decision making and action for learning	Establish a broad based Learning Community Network and Leadership Group to involve as many people as possible to provide action on learning and to assist Council's Employment, Education and Training Advisory Committee with monitoring, reviewing and renewing of the Learning Community Strategy	Learning Network Learning Community Coordinator, WCC	Number of interested and involved participants	1
3. Foster a coordinated and linked learning approach across all life stages	Engage a learning coordinator to oversee and implement the Learning Community Strategy	Learning Network Learning Community Coordinator, WCC	Learning Co-ordinator appointed by July 2014	1
	Ensure all other Council strategy and policy development is informed by the key learning components for that topic	Learning Network Learning Community Coordinator, WCC	All Council strategies include a learning component	1-3
	Develop coordinated communication strategies to promote and share learning opportunities: Examples: > Support the redevelopment and use of the Wynlearn website to promote opportunities for learning across all life stages > Develop a comprehensive learning newsletter	Learning Network Learning Community Coordinator, WCC	Wynlearn website is updated by June 2015 and updated regularly to ensure currency Newsletter distributed to all households within Wyndham on an annual basis from Jan 2015 onwards.	2
4. Explore ways to assist CALD and disadvantaged communities in navigating learning opportunities across Wyndham	Convene an action group (of the Learning Community Network) to explore and advocate for activities that inform new arrivals about learning opportunities and the value of learning	Learning Network Wyndham Humanitarian Network	A program of activities is developed	2
5. Measure our progress as a learning community	Put in place a research evaluation program in association with research partners (possibly Deakin University, Gordon Institute and Federation University) to measure progress as a learning community	Research Partners Learning Community Coordinator, WCC	Research and evaluation program in place including key outcome measure for this strategy	2-3

We are currently about half way to achieving the vision in this learning life stage.



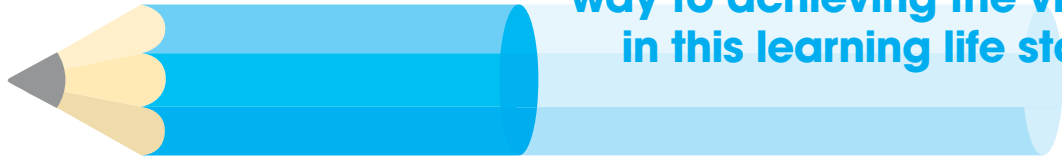
6.2 Early Years

These aims and actions target the learning needs of children who have not yet started school across Wyndham. The outcome being sought is: to significantly increase the number of children having a kindergarten (or equivalent) experience.

AIMS	WHAT WE WILL DO TO ACHIEVE THE AIM?	WHO WILL LEAD?	HOW WILL WE KNOW WE ARE SUCCESSFUL?	YEAR
1. Foster a coordinated and linked learning approach across the early years life stage	The Early Years Strategic Alliance will actively advocate to the State Government for increased funding for early years learning (i.e. the Kindergarten Cluster Management funding and Best Start Program)	Early Years Strategic Alliance Manager, Early Years and Youth, WCC	Increase in the level of funding available and increased satisfaction in coordination by service providers	1
2. Increase the understanding of the importance of early years learning particularly focusing on the importance of play based learning	All early years agencies will work together to ensure a strong and uniform message is in place about the importance of the early years	Early Years Strategic Alliance Manager, Early Years and Youth, WCC	Consistent message being promoted by all agencies	1
	Investigate the best methods for promoting the importance of early years and play based learning (particularly in CALD communities) and share and implement some of the best methods. (This will require an understanding of barriers to participating in early years learning opportunities)	Manager, Early Years and Youth, WCC Schools and all early years service providers	Best methods identified and implemented	2

AIMS	WHAT WE WILL DO TO ACHIEVE THE AIM?	WHO WILL LEAD?	HOW WILL WE KNOW WE ARE SUCCESSFUL?	YEAR
3. Identify opportunities to increase the proportion of all children having a kindergarten experience	Identify barriers to kindergarten attendance including using current baseline data and then develop strategies to improve attendance	Manager, Early Years and Youth, WCC	Strategies developed	1
	Provide information to parents on current financial incentives to support kindergarten attendance	Manager, Early Years and Youth, WCC	An increase in the number of children attending kindergarten	1
	Enable easy access to kindergarten through improved information and enrolment processes. Examples may include: <ul style="list-style-type: none"> > Easier registration and intake for services including online registration and payment and additional registration support for people from CALD backgrounds > Promotion of early years services including the development of non English translations 	Manager, Early Years and Youth Kindergarten Services Strategic Leadership Group, WCC All kindergarten service providers	Improved parent understanding of kinder services and enrolment processes	1
	Advocate for more services for children with special needs	Early Years Strategic Alliance Network Manager, Early Years and Youth, WCC Disability Services incl. Noah's Ark	More early intervention services available for children with special needs	1
4. To foster more informal learning opportunities for pre-school age children	Develop a comprehensive program of arts and recreation activities aimed at enhanced participation by community members experiencing levels of disadvantage	The Best Start Partnership Manager, Social Development, WCC Manager, Libraries and Community Learning	Number of affordable community activities available	2-3
	Develop collaborative programs for early years with other Wyndham providers (e.g. churches, businesses, private early years services, migrant services and schools)	The Best Start Partnership Learning Community Coordinator, WCC Early Years Strategic Alliance Network	An increase in the number of collaborative learning programs established for early years	2-3
	Continue to support literacy programs in libraries (e.g. Story time and Rhyme time)	Manager, Libraries and Community Learning	Meet City Plan requirements	1-3
5. Improve literacy levels of children entering school	Develop a community literacy program for 0-5 year olds	The Smith Family Manager, Early Years and Youth, WCC DEECD Manager, Libraries and Community Learning	A program is developed	2-3

We are currently about half way to achieving the vision in this learning life stage.



1 2 3 4 5 6 7 8 9 10

percentage of vision achieved



6.3 School Years

These aims and actions target the learning needs for children in primary and secondary school across Wyndham. The outcome being sought is: a significant reduction in the number of children disengaging from school. Schools are a state government responsibility and hence the Council's role is to facilitate the conversations and bring the right people together to address issues for this life stage.

AIMS	WHAT WE WILL DO TO ACHIEVE THE AIM?	WHO WILL LEAD?	HOW WILL WE KNOW WE ARE SUCCESSFUL?	YEAR
1. To identify and intervene for at risk and disengaging students at an early stage	Investigate student absenteeism data including key underpinning factors. Understand what is happening; identify what is working and what else needs to happen. Share this knowledge and implement suggested actions <i>"It's not ok to be away"</i>	Local schools WynBay LLEN Manager Early Years and Youth, WCC	Knowledge of successful interventions is shared between stakeholders and some actions implemented.	1
	Convene a group to explore how to improve access and understanding of support services such as welfare, disability and diagnostic	Manager Early Years and Youth, WCC	Key actions for improving access to support services are developed	1
	Explore and review alternative settings for learning (e.g. hours, locations "trade" training settings)	WynBay LLEN The Learning Network	A review is held	2
	Convene a group to develop a program of life skills training	The Learning Network Manager, Libraries and Community Learning, WCC	Program developed	2
2. To develop a community learning environment that involves schools and families to support safe and holistic education that embraces the 21st century	Explore possible alternative learning environments relevant to Wyndham in the future and identify a couple of key ideas to move forward in the next three years in the context of technology, entrepreneurship and engaging with other countries.	The Learning Network WynBay LLEN	Key ideas developed Implementation plan developed	2
3. To provide broad and positive informal learning opportunities for all students out of school hours	Develop collaborative programs for school age children with other Wyndham providers based on identified learning needs.	The Learning Network Not for profit agencies Manager Libraries and Community Learning, WCC	An increase in the number of informal and collaborative learning programs established for school age children	

**We are currently just below halfway
in our progress towards the vision
in this learning life stage.**



6.4 Young Adults

These aims and actions target the learning needs for people who have left school through to them finding meaningful study and/or employment.

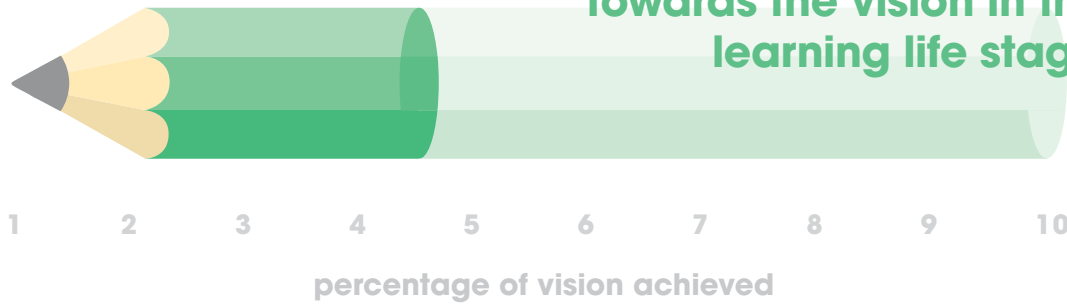
The outcome being sought is: an increase in the percentage of young people engaged in meaningful study and/or employment and a reduction in youth unemployment

AIMS	WHAT WE WILL DO TO ACHIEVE THE AIM?	WHO WILL LEAD?	HOW WILL WE KNOW WE ARE SUCCESSFUL?	YEAR
1. To plan and implement learning opportunities for young adults in collaboration with young adults i.e. 'Nothing about us, without us'	To establish learning as an agenda item with all youth focused agencies so that young adults are identifying issues of importance to them in relation to learning	Youth Task Force, WCC Convenor Youth Forum, WCC Convenor Education providers Wyndham business networks	More youth led learning opportunities are developed	1
2. To increase the percentage of young people engaged in tertiary education, apprenticeships, training and employment	Undertake an evaluation (led by young people) of employers and young people's experience of the transition from school to tertiary education, apprenticeships, training and/or employment; and identify and communicate 2-3 key actions to improve that transition	WynBay LLEN Manager, Early Years and Youth, WCC	Evaluation undertaken by young people and 2-3 key actions identified and commenced	2
	Convene a round-table discussion about the provision of University and TAFE courses in the Wyndham City area	Committee for Wyndham Manager, Economic Development, WCC	More university and TAFE offerings across Wyndham	1



The Wyndham community aims to mobilise learning in all forms to drive the social, economic, environmental and cultural life of the community through a shared vision and partnership approach.

**We are currently just below
halfway in our progress
towards the vision in this
learning life stage.**



6.5 Adults and Seniors

These aims and actions target the learning needs of adults aged from early adulthood through to seniors across Wyndham. The outcome being sought is: an increase in learning opportunities for all adults irrespective of their circumstances

AIMS	WHAT WE WILL DO TO ACHIEVE THE AIM?	WHO WILL LEAD?	HOW WILL WE KNOW WE ARE SUCCESSFUL?	YEAR
1. To increase the opportunities for learning by adults and seniors across the community	Advocate to State and Federal Government for more funding and opportunities for adult learning programs	Wyndham Community Education Centre Manager, Libraries and Community Learning, WCC	Increased number of adult learning opportunities available	1
	Work together to maximise the use of current funding, programs and resources	The Learning Network	Examples of partnerships developed	1
	Increase the spaces available for adult learning e.g. in schools and council facilities	Manager, Social Development, WCC All Learning Providers	Increased number of spaces available for adult learning	1
	Encourage older people to become involved in supporting (teaching) learners as well as being learners by establishing intergenerational programs in community facilities (including libraries)	Manager, Aged and Disability Services, WCC Manager, Social Development, WCC Manager, Libraries and Community Learning, WCC	Programs established	2

AIMS	WHAT WE WILL DO TO ACHIEVE THE AIM?	WHO WILL LEAD?	HOW WILL WE KNOW WE ARE SUCCESSFUL?	YEAR
	Increase learning opportunities through developing and promoting volunteer programs within Wyndham	Manager, Social Development, WCC Volunteer Managers in all agencies	Increased number of volunteers	2
	Increase learning opportunities for adults and seniors to keep pace with changes in technology	Manager, Libraries and Community Learning, WCC Manager, Aged and Disability, WCC All adult learning providers	Learning opportunities provided	2
	Provide opportunities for parents to engage in learning within their child's learning environment	Manager, Libraries and Community Learning, WCC Schools	Learning opportunities provided	2-3
2. To improve the learning opportunities for people with additional needs.	Develop opportunities for learning for people with additional needs and promote these opportunities through Council and other agencies and groups publications and website.	Manager, Social Development, WCC Wyndham Community Education Centre Manager, Aged and Disability, WCC	Opportunities are clearly defined Opportunities are well promoted	2-3
	Run cultural awareness workshops and support programs for newly arrived residents on adult learning opportunities	Manager, Social Development, WCC Wyndham Community Education Centre Manager, Libraries and Community Learning, WCC	Number of cultural workshops/programs run for locals and migrants	2-3
3. To enhance the industry skills, knowledge and education level of Wyndham City's resident population to meet the needs of the current and future local economy	Communicate with industry and industry bodies, education providers and relevant research organisations to monitor industry and education trends and skills gaps Promote and facilitate government funded programs that deliver up-skilling courses to employees and employers	Manager, Economic Development, WCC	Provide 100 one-on-one advisory service and industry visits annually Conduct 15 training forums targeting small to medium enterprises annually Facilitate and deliver 2 funded group programs annually	1-3

7 COUNCIL AND GOVERNMENT POLICY ALIGNMENT

The aims and strategies of this document have been designed to align with the Quality Community Plan (2007) and the City Plan (2013) alongside all other relevant Council strategies and plans. Many Council strategies (early years, youth, and economic development) include actions that support learning. The objective of this Learning Community Strategy is to assist in collective action towards common goals across Council. The hope is that this strategy (and therefore learning) will form an integral part of all work facilitated by Council and, vice versa, it will support and advocate for the work of other departments across Council.

This Learning Community Strategy does not seek to list the multitude of Council actions that support learning but rather provide an overarching framework for actions

that will lead to an improvement in coordination and the culture of learning. In addition, it seeks to provide a small number of key initiatives for each life-stage that are seen as the highest priority for the next 3-4 years. Success is expected to arise from providing a strong focus on these key priorities and co-ordination across many council departments and other learning and educational organisations. Wyndham Council is responsible for providing some but not all learning services. Hence, implementation of this strategy relies on the collective and co-ordinated action of many agencies. Council is seeking the support and active involvement of all of these agencies to improving learning outcomes in Wyndham. The following sections outline proposed arrangements to provide the mechanism for other organisations and the community to be involved with the implementation of the Strategy.





8 GOVERNANCE AND ONGOING ENGAGEMENT

8.1 Engagement

The implementation of this strategy ultimately rests with Wyndham City Council together with partner agencies. However, success also relies on a range of people being prepared to work together and support collaborative initiatives.

Wyndham City Council is committed to involving the community, through a continuum of engagement practices, in decision-making processes. *The Wyndham Exchange* is Wyndham City's brand for engagement activities in the community and facilitates a continual flow of ideas between Council and community.

The process for developing this Learning Community Strategy and the suggested implementation approach is a deliberate and genuine collaboration between community members, learning providers and Council. This strong working relationship is intended to set the tone for learning throughout Wyndham and is an example of *The Wyndham Exchange* in action.

8.2 Governance

The following governance arrangements are proposed in relation to the implementation of strategy: *The Employment, Education and Training Advisory Committee (EETAC)*

The newly established EETAC is a high level committee that provides advice to Council around employment, education and training. This Committee will have the role of advising Council on the implementation of the Learning Community Strategy 2014-2017 as one part of its portfolio of work

The Learning Network and its Leadership Group.

Implementation requires many people and many people have an interest in learning in Wyndham. It is proposed to establish a network that anyone can join – every teacher, principal, researcher, parent, young person, learning provider – to advance learning in Wyndham. It is expected that small action groups will be formed from the network as required to implement projects. The network may also run activities to share information and promote co-ordination. The effective operation of the network will require a leadership group to guide its operation. The Leadership Group will comprise a Chairperson, Council representative, together with a nominated representative from each of the life stages. Membership of the Leadership group will be for a two year term. It is anticipated that members of the Forum Group that developed the Learning Community Strategy will join the Network and possibly its Leadership Group. It is expected that the Leadership Group will take responsibility for bi-annual reviews of the Strategy and reporting up to the EETAC.

The newly established EETAC is a high level committee that provides advice to Council around employment, education and training.

9 CRITICAL STEPS FOR IMPLEMENTING THIS STRATEGY

9.1 Key Tasks to help implement this Learning Community Strategy include:

TASK	WHO
Employment of a Learning Community Co-ordinator	Manager, Libraries and Community Learning
Prepare budget submissions to Council and other sources (if available) to enable implementation of the actions listed in the strategy	Manager, Libraries and Community Learning
Develop an evaluation plan and collect baseline data for future use in evaluation of programs	Research Partners
Establish a Learning Network with clear purpose and terms of reference	Learning Co-ordinator
Establish small, informal, short term action groups to implement specific projects	Learning Co-ordinator and Learning Network
Hold an bi-annual evaluation and update of the strategy	The Learning Network's Leadership Group

10 EVALUATION AND REPORTING

It is proposed that a six monthly review of the Learning Community Strategy be undertaken by the Learning Network's Leadership Group and reported to EETAC. A major evaluation of the strategy will be undertaken in 2017.

APPENDICES

10.1 Appendix 1: Glossary of Terms and Acronyms

Inclusion: focuses on how we ensure all residents can participate in their community and access services – regardless of age, gender, sexuality, income, education, skills, cultural background, language skills or disability.

Learning Community: Learning communities are an approach to describe how places respond to emerging challenges by bringing key organisations and people

together to learn how to invent new responses to challenges their communities face.¹³ This sort of community mobilises learning in all forms to drive “the social, economic, environmental and cultural life of the community through a shared vision and partnership approach.”¹⁴

Lifelong learning is the “ongoing, voluntary, and self-motivated”¹⁵ pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability.¹⁶

¹³ Wilson, B. ‘Learning’ City Regions revisited: A new way forward, Melbourne Knowledge Week, Melbourne.

¹⁴ Modified from the “Brimbank Community Learning Strategy 2010-2013”

¹⁵ Department of Education and Science (2000). Learning for Life: White Paper on Adult Education. Dublin: Stationery Office

¹⁶ Commission of the European Communities: “Adult learning: It is never too late to learn”. COM (2006) 614 final. Brussels, 23.10.2006.

**Opportunities for everyone
through all forms of informal
and formal learning wherever
they are located and whatever
age they may be**



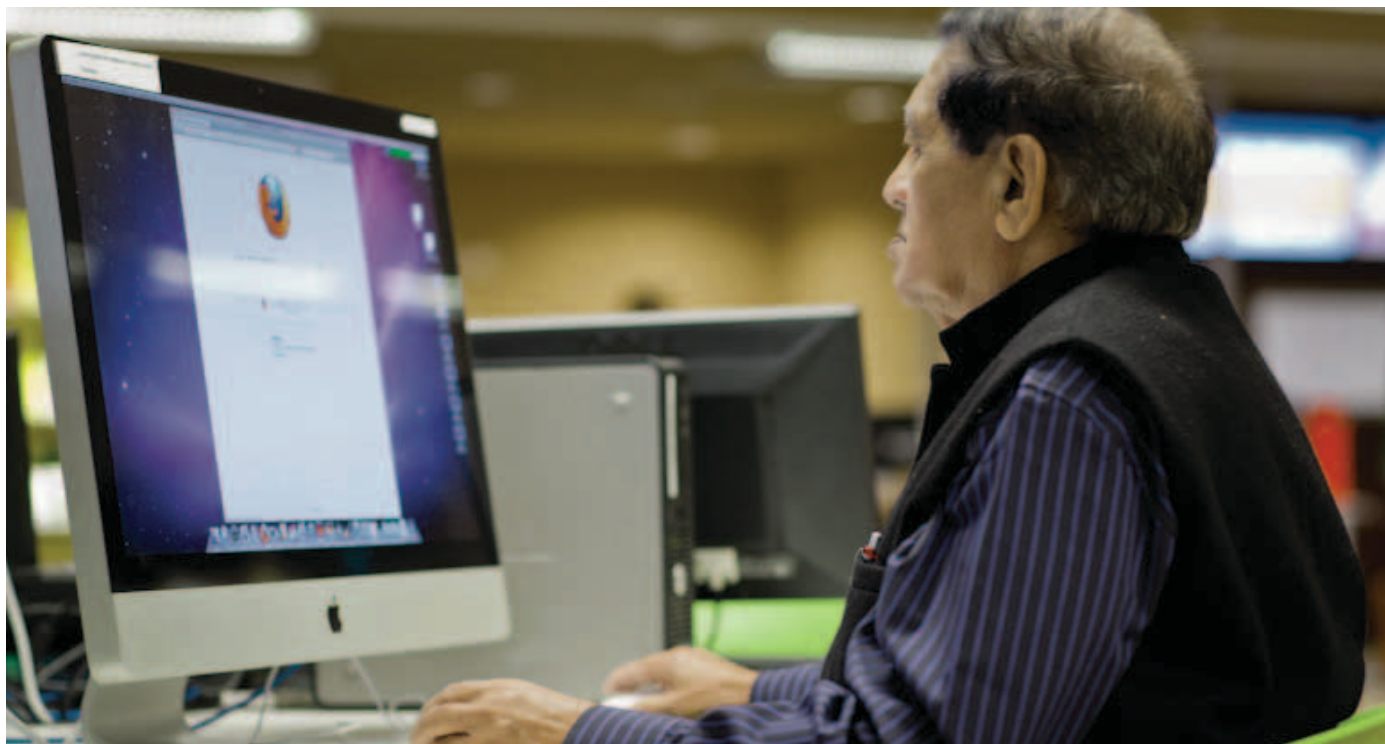
10.2 Appendix II: The Forum: Who was involved in the Learning Community Strategy development

These aims and actions target the learning needs of adults aged from early adulthood through to seniors across Wyndham. The outcome being sought is: an increase in learning opportunities for all adults irrespective of their circumstances

FIRST NAME	SURNAME	TITLE	ORGANISATION
Aida	Anderson	Teacher	The Grange Kindergarten
Elizabeth	Arkles	Children's and Youth Library Services Coordinator	Wyndham City Council
Marina	Arifin	Parent	Community Language School
Marion	Bergo	Teacher and Community Representative	
Linda	Beyerle	Ex-Director/Community Centre Manager	Iramoo Community Centre
Linda	Connor	National Disability Coordinator Officer - Western Region	Deakin University
Jamie	Cooke	Youth Development Officer	Wyndham City Council
Andrew	Cox	Casual - Youth Services @ After School Care	Wyndham City Council
Suzy	Dailey	Parent	Carranballac P-9 College
Rosemary	Doherty	Assistant Principal	Werribee Primary School
Frank	Dunshea	Chair of Agriculture, Melbourne School of Land and Environment	University of Melbourne
Tracey	Dunshea	Library Services Coordinator	Wyndham City Council
Junny	Ebenhaezer	Founder/Director	Bahasa Indonesia School
Clifford	Eberly	Team Leader/development officer	Wyndham City Council
Norhani	Emmerson	Registrar	Al-Taqwa College (Prep - 12)
Kathleen	Evans	Apprentice Program Manager	Cummins
Christina	George	Karen Refugee Community Links	
Michelle	Graham	Student Access and Equity	Deakin University - Geelong Campus
Lesley	Hall	Curriculum Implementation Assistant Principal	Carranballac P-9 College
Marina	Hariato	Director	Bahasa Indonesia School
Barry	Hopkins	Volunteer	Wyndham Information Centre

FIRST NAME	SURNAME	TITLE	ORGANISATION
Mary	Kampen	Recruitment, career management, training consultant	
Asmi	Kiyabdeen	CEO - Online Learning	Fingertip Learning
William	Koh	Community Member	
Catherine	Laffey	Senior Advisor to Deputy Vice-Chancellor, Schools and Programs	Federation University
Louisa	Liu	Werribee Chinese School	Point Cook Community Centre
Luciana	Manrique	Report and Event Coordinator	Auzone Magazine
Carol	McIntyre	Maternal and Child Health Nurse	Wyndham City Council
Kris	McKie	Coordinator, Community Engagement	Wyndham City Council
Laura	Meney	Teacher	Warringa Park Special School
Dominique	Molloy	Maternal and Child Health Nurse	Wyndham City Council
Karen	Moore	NEPSH Coordinator	The Smith Family
Lesley	Murray	Parent	
Mohamed	Muyeen	Parent	Al-Taqwa College (Prep - 12)
Rahany	Osman	Staff Member	Al-Taqwa College (Prep - 12)
Pauline	Petschel	Maternal and Child Health Area Manager	Wyndham City Council
Sef	Rasolosolo		Youth Network
Monika	Schott	Western Metropolitan Community Relations, Office of Advancement	Deakin University
Sher	Stowe-Winder	Business and Industry Liaison Officer	Wynbay LLEN
Fiona	Stuart	Team Leader - Wyndham Area (Learning for Life Manager South West)	The Smith Family
Nafees	Sultana	Teacher	Al-Taqwa College (Prep - 12)
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Susan	Thompson	Volunteer	Wyndham Information Centre
Kasey	Thrum	Alternative Music Culture	Wyndham Freeza (volunteer)
Leanne	Unsworth	Maternal and Child Health Nurse	Wyndham City Council
Carolyn	Waldie	Team Leader, Local Connections Agency, Western Melbourne Area	Department of Human Services

FIRST NAME	SURNAME	TITLE	ORGANISATION
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Heather	Weaver	Counselling Coordinator	AMES - Western Hub
Sarah	Beanlands	Business Innovation Facilitator	Gordon TAFE
Darren	Gray	Head, Innovation and Strategy	Gordon TAFE
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Rhonda	Rathjen	Manager, Libraries and Community Learning	Wyndham City Council
Kerri	Sidorow	Community Learning Coordinator	Wyndham City Council
PRESENTERS			
Jennie	Barrera	CEO	Wyndham Community and Education Centre
Linda	Beyerle	Ex Director/Community Centre Manager	Iramoo Community Centre
Chris	Kelly	Manager, Library Services	Brimbank City Council
James	Brincat	Ranger in Charge	Parks Victoria
Julie	Mason	Principal	Baden Powell College K-9
Sher	Stowe-Winder	Business and Industry Liaison Officer	Wynbay LLEN
Daryl	Wilson	Manager, Economic Development	Wyndham City Council
Shanti	Wong	Consultant	Consultant
Paula	Wright	Research Team	Wyndham City Council
FACILITATORS			
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Jen	Lilburn		MosiacLab
Nicole	Hunter		MosiacLab



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