

Conference Outline

Sunday 26 October 2008

5:00pm Conference Registrations open
6:30pm – 8:30pm **Welcome Reception**
Blake's Restaurant, Hyatt Regency Hotel

Monday 27 October 2008

Conference Opening – Day 1

8:15am **Registrations Open**

9:00am **Conference Opening**
Hon Paul Caica, Minister for Employment, Training & Further Education

9:50am **Keynote Address 1**
Peter Kearns OAM, Director, Global Learning Services

10:30am – 12:30pm **Concurrent Workshops and Presentations**

1:30pm **Keynote Address 2**
Angus McFarland, President, National Union of Students

2:15pm **Concurrent Workshops & Presentations**

4:15pm – 4:45pm **Plenary - Close Day 1**

5:00pm – 6:00pm **Australian Learning Communities Network Inc – Annual General Meeting**
Hyatt Regency Hotel, Acacia Boardroom

6:30pm – 11pm **Conference Dinner**
Hyatt Regency Ballroom

Tuesday 28 October

Conference Day 2

8:15am **Registrations Open**

9:00am **Opening Day 2**

Keynote Address 3
Klynton Wanganeen, Commissioner for Aboriginal Engagement

Concurrent Workshops and Presentations

Keynote Address 4
Timothy J Zak, Executive Director, Carengie Mellon University, Heinz School Australia

Concurrent Workshops & Presentations

4:15pm – 4:45pm **Plenary – Conference Close**

Key Note Speakers

Key Note Address 1

Monday 27 October 2008

9:50am, Hyatt Regency Ballroom



Peter Kearns, OAM,

Director, Global Learning Services

Towards a 21st Century Approach to Promoting Dynamic Learning Communities - A vision to 20/20

Peter Kearns is the Principal of Peter Kearns & Associates, a Canberra-based consultancy firm and is also the founding Director of Global Learning Services, which is being developed as an international network of consultants.

Peter has substantial international experience and has a special interest in lifelong learning. He has undertaken numerous studies on policies and strategies to advance learning throughout the life cycle. His work on lifelong learning has included equity aspects and combating disadvantage, key learning skills and learning in many contexts including the concept of learning organisations. He has advised communities across Australia on development as learning communities.

Peter was awarded the Medal of the Order of Australia in 2006 for his service to education.

Key Note Address 2

Monday 27 October 2008

1:30pm, Hyatt Regency Ballroom



Angus McFarland

President, National Union of Students

Students as Active Citizens

Angus McFarland is the National President of the National Union of Students. The National Union of Students represents over 600,000 university students across Australia. Angus is studying a double degree of Arts / Law at the University of Sydney. Angus was the President of the University of Sydney Students' Representative Council in 2007 and is currently the undergraduate student representative on the University of Sydney Senate (Board of Directors).

Key Note Address 3

Tuesday 28 October 2008

Hyatt Regency Ballroom



Klynton Wanganeen

Commissioner for Aboriginal Engagement

Klynton Wanganeen was recently appointed the Commissioner for Aboriginal Engagement and has taken leave from his position as Director of the Aboriginal Education Employment Policy Co-ordination Directorate of the South Australian Department of Further Education Employment Science and Technology (DFEEST). Klynton also acts as a consultant to DFEEST's, Aboriginal Policy Co-ordination and is currently the Chair of the Narungga Nations Aboriginal Corporation, Chair SA Congress of Native Title Committees and member National VET Indigenous Taskforce.

Mr Klynton Wanganeen is a descendant of the Narungga and Ngarrindjeri nations and many of you will know him as the former South Australian Zone Commissioner for ATSIC, responsible for Land, Water and Development, Economic and Social participation.

Klynton Wanganeen has a bachelor of Teaching (Adult Education), Graduate Certificate in Management; Advanced Diploma in Community Services Management and a Trade Certificate in Welding.

He has an intimate knowledge of the Aboriginal community of South Australia, and knowledge of state and national Aboriginal issues, especially through his involvement and participation on regional, state and national bodies.



Timothy J. Zak

Executive Director
Carnegie Mellon University, Heinz School Australia

Tim Zak is Executive Director of Carnegie-Mellon University's Heinz School of Public Policy and Management campus in Adelaide, Australia and Co-Director of the school's Institute for Social Innovation. He is also an Adjunct Professor of Operations Management and Manufacturing at CMU's Tepper School of Business where he teaches MBA electives in Manufacturing Strategy and Supply Chain Management, and in the Executive Education program.

Prior to heading up the Heinz-Australia, Tim was the CEO of the Social Innovation Accelerator, a private operating foundation supporting the development of earned-income ventures and innovative solutions to social issues by nonprofits, and to establish the Pittsburgh region as a leader in social enterprise and innovation. He is the host of *Globeshakers*, an acclaimed podcast show highlighting people who transform the world through technology, social innovation, and sustainable solutions (www.siconversations.org).

Prior to launching the Accelerator, Tim was a consultant in the Business Technology Office of McKinsey and Company and a leader in the firm's e-Operations practice. He is an experienced entrepreneur with senior management stints at both a B2B e-commerce company and a technology research and consulting firm. He was also a Manager in Arthur D. Little's IT Practice and a manufacturing engineering manager at IBM where he specialized in start-up production processes and the development of enabling IT systems.

He received a B.S. in Computer Science and Industrial Management from Carnegie-Mellon University and an M.S. in Manufacturing Engineering from Rensselaer Polytechnic Institute. He also earned an M.B.A. from New York University in Finance, Marketing, and International Business.

Concurrent Workshops and Presentations

Presentations by:

- **Dr Kaye Bowman**, Consultant
Community e-learning: Critical success factors for sustainability

Twenty creative community partnerships located across the nation in various outer-metropolitan, regional, rural and remote areas and in whole state networks have built e-learning into their development projects and achieved many kinds of lasting benefits. They have proven communities can do it [e-learning]. Partnering is the key. Hear from Kaye about the community e-learning model and then explore the practice and e-tools used with Mary Hannan and Georgina Nou in Workshop 3.

- **Allison Deegenars**, Tocal College, NSW Department of Primary Industries
NSW Department of Primary Industries staff at Tocal college connecting wine industry organisations in learning about spaces – environmental sustainability, water use efficiency and quality wine grape production

Allison will give a presentation on Tocal College and the NSW Department of Primary Industries are developing new ways of training in the wine grape industry. The capacity of grape growers to obtain knowledge and skills to improve productivity, increase awareness of innovative production strategies, environmental sustainability and develop skills and competencies that will be nationally recognised is being strengthened.

- **Suellen Priest**, Research Officer, NCVET
Exploring social capital: what does 'social capital' really mean and how can vocational education and training help develop it?

Suellen will give a presentation on recent research in the vocational education and training (VET) sector which shows that students gain a range of benefits from their studies, beyond expected course outcomes. These benefits also flow on to communities and regions.

- **Marie Smith**, Community & Neighbourhood Houses & Centres Association
Workforce Development: Making connections

Marie will present a flexible and successful workforce development strategy that is being implemented in the under resourced Community and Neighbourhood Houses and Centres sector. Creative strategies are being used to develop regional networks, recognise prior learning and provide gap training and assessment in the workplace for leaders and members who work locally to provide learning opportunities and build community capacity, resilience and social cohesion.

Community and Neighbourhood Houses and Centres Association won a Human Services at Work Award for Excellence in Workforce Development May 2008.

- **Steven Honeywood**, Education Officer, NSW Department of Primary Industries
A fair assessment: Engaging indigenous communities through Skills Recognition

Steve will give a presentation on skills recognition; a skills based form of recognition of prior learning (RPL) is providing people in remote and regional indigenous communities the opportunity to attain formal qualifications in conservation and land management through a registered training organisation, Tocal College.

- **Peter Peterson**, CEO, Adult Learning Australia
The role of Learning Communities in Building a strong national scene in Adult Learning (and vice-versa)

Will community-based adult learning and learning communities experience a Rip Van Winkle awakening with the advent of Social Inclusion under the new Labour government? Not unless we sell

a united national policy and agenda to the Government. After all, to date we are not included in Rudd 'Education Revolution' and we need to be there.

Learning communities and adult learning build pathways to productive participation in the Australian community. This includes a major contribution to the national skills agenda which is not adequately recognised. The benefits extend far beyond this and most particularly into enhancing the health and longevity of both communities and individuals.

- **George Osborne**, Manager, Learning Community Department, Hume City Council & **Dr Leone Wheeler**, RMIT University, member Hume Global Learning Village
Partnerships in Hume City – Learning Together 2

This presentation will continue the story of the partnership between Hume City Council and the Hume Global Learning Village in the shared endeavours to create a learning community in Hume through the implementation of the Learning Together 2 Strategy

- **Catherine Arden**, Centre for Research in Transformative Pedagogies, University of Southern Queensland & **Kathryn McLachlan**, Community Development Officer, Community Development Services Inc, Stanthorpe, QLD
Building Capacity for Sustainable Engagement: Lessons from GraniteNet Phoenix Phase 1

This presentation reports an evaluation of the partnership between the University of Southern Queensland and the Stanthorpe community for GraniteNet Phoenix Phase I, a participatory action research project undertaken during 2007 to develop a model for the operation and governance of a self-sustaining virtual community portal that would support Stanthorpe's development as a Learning Community. The presentation explores implications of the evaluation findings for the relevance and utility of identified critical success factors for sustainable university-community engagement, and in particular for partnerships that utilise participatory action research and evaluation processes to build capacity through cogenerative learning.

- **Alison Kershaw**, Project Officer, Digital Bridge unit, Dept of Further Education, Employment, Science & Technology
Cyberland – It's a wonderful place but....

Let's face it the internet is the best thing since bread came sliced. But...there are a few things that need be thought through before we all jump on the information super highway.

The possibilities for communication, entertainment and education online are virtually endless but there some issues that need to be considered to ensure everyone gets the most out of the wonderful world of cyberland.

This presentation will discuss some of the issues facing organisations, educators and learners, such as workplace policies, safety, privacy and the cost to users, when using the internet as a communication and educational tool.

- **Professor Roger Harris**, Hawke Research Institute for Sustainable Communities, University of SA
Faces in tertiary places and spaces: experiences in learning in both higher education and VET

There is considerable national and international interest in the respective roles of higher education (HE) and vocational education and training (VET) in building human capital. This theme is particularly significant in today's society where development of knowledge workers for tomorrow is of increasing importance. The relationship between the sectors, for example, was the subject of the 25th Agora in 2007 of the European Centre for the Development of Vocational Training (Cedefop), and has formed a key theme in several recent journal editions.

This paper is designed to provoke questions relevant to the theme of this conference: what kinds of learning places and spaces are Australia's HE and VET institutions? How does the individual make sense of the learning and teaching in these sectors? The paper focuses on the experiences of

learners who have studied in both sectors – faces who are therefore in a unique position to analyse them as learning places and spaces.

- **Margaret Anderson**, M.B.A., Dip Soc Sci., B Ed (Art)
Connecting people to places and reducing work spaces: a policy framework for best practice for the community transport industry in rural Australia

Access to transport by all members of Australian society is often identified as a key goal of social policy. Transport is necessary for connecting people to places where they can shop, socialise, work or play. Transport is crucial in the health and wellbeing of both individuals and neighbourhoods as a whole. Lack of access to the community inhibits not only an individual's personal development, but also their capacity to contribute to society.

- **Cassandra Gibson-Pope**, Learning Community Coordinator & **Bridget Ransome**, Economic Development Officer, City of Marion
The building blocks of Learning – A local Government perspective. City of Marion: A Learning Community

Lifelong Learning for all is actively promoted by The City of Marion and is seen as a tool to enhance social cohesion, regeneration and economic development. Marion Council, in partnership with community groups, service providers and industry, aims to increase the community's participation in a wide range of learning opportunities and supports learning as an essential building block for a sustainable community.

Learning, whether formal or informal empowers people and communities and builds regional capacity by creating an environment where potential is enhanced and skills and knowledge are acquired, which in turn strengthens the ability of the region to cope and embrace change, whether on a regional, national or global scale.

- **Fiona Hodges**, General Manager Community Wellbeing, Cardinia Shire Council & **Paul Di Masi**, CEO, Southeast Learning and Employment Network
Collaborative Planning for learning: A local story

Cardinia Shire is a rapidly growing metropolitan fringe municipality in Melbourne's south east. The region is large and diverse, with numerous distinct townships divided between a fast developing urban corridor, rural farmland and a hills community. Local residents experience isolation due to the geographic size of the region and the limited public transport available. There is a distinct lack of post-compulsory and tertiary education or vocational training provision in the region, leading to significant access issues for residents seeking learning opportunities. Whilst informal learning in Cardinia has traditionally been well served by the vast number of local volunteer groups, such as community house committees, more formal provision has been lacking.

- **Dr Alan Campbell**, Senior Lecturer, School of Social Work and Social Policy, University of SA
Facilitating Student Engagement in an Intensive Course: Integrating Cognitive, Affective and Social Learning

This presentation will consider student engagement in a specific intensive course that combines theory with practice at a postgraduate level. After providing a description of the course and its student body, the presentation/paper will critically analyse the teaching arrangements that have been applied over the past four years. It will explore areas of dissatisfaction for the students and the teacher alike, suggesting possible reasons for this dissatisfaction. It will then consider an alternative framework for engaging students, by taking a student-centred perspective through applying the three dimensions of learning (cognitive, affective and social) as discussed by Illeris (2004). The paper will conclude by arguing that an intentionally integrated application of these dimensions – where faces, places and spaces interconnect - will lead to significantly more positive outcomes for students in this course.

Workshops by:

- **Sung-Hwa Jung**, CEO, ForBliss Inc, South Korea
Lifelong Learning in Korea – Construct the Lifelong Learning Country
- **Mary Hannan**, ACE E-learning Coordinator, ALA, **Georgina Nou**, E-learning Practitioner, NT & **Margaret Granger**, South Australian E-learning Coordinator, Flexible Learning Framework
E-learning as a tool for Learning Communities

Join Mary, Margaret and Georgina and explore how your learning community can embed e-learning into your community. Georgina will share her e-learning journey and explain the model of delivery she used in 2006 as a successful Community Engagement project and how this journey has progressed into 2008. Mary and Margaret will explore with you some of the key focus areas within the Framework and how learning communities should explore opportunities for 2009 funding.

There are limited spaces available for this interactive workshop

- **Tony Ryan BA (Syd), DipEd (Adel), FACE, FAIM**, Executive Producer Lifelong Learning, PBA FM Adelaide
Learning Works – linking community radio and community learning

Why in the 21st century is there an interest in an educational radio initiative such as Learning Works? And how can this (older) medium of radio be used alongside other (newer) technologies, as an online learning resource? This workshop will feature material from the Learning Works website – www.learningworksradio.com - as well as encouraging discussion on this use of broadcast media in the context of community learning. Participants will also have the option of contributing their stories about community learning to a future Learning Works program.

- **Dr Stan Salagaras**, Manager, Education Services (SA), Delfin Lend Lease & **Annie Payne**, Development Coordinator, The Mawson Centre
Developing Mawson Lakes as a Learning Community

This interactive workshop will provide an overview of the development of Mawson Lakes as a learning community, from concept to practice. Attendees will be taken through a ten year journey – from the development of the initial vision for Mawson Lakes, through the various stages of implementation, the key collaborations and partnerships, to the on-the-ground achievements which exist in the community today. The strategies and processes adopted, and the challenges and issues encountered along the way, will be discussed and explored interactively with participants to highlight the key learnings, innovations and outcomes. Materials used during the various stages will be shared with a view to providing a tool-kit of resources which participants can apply in their own communities.

- **Karyn Bradford, Shirley Smith & Stuart Jones**, Milang Old School House Community Centre
Is there a recipe for developing a learning community? Reflections from the Australian Learning Community of the Year

The Milang Old School House Community Centre (MOSHCC) has been described as the heart of the community, opening the doors of opportunity for 950 local residents. Run by a volunteer management committee it is all about making lives better through listening to the community, responding and making things happen. The Centre builds linkages, supports families and encourages people to take an active role in the community. People have been empowered to make a positive difference in their own lives and the lives of others. The Centre has programs for all ages and sharing of skills and knowledge across generations is encouraged and a highlight of the programming. Over the past 12 months the Centre has won 3 awards, 2 for adult learning and 1 for innovative use of ICT.

- **Proteus Leadership Centre**
Leading a positive culture

This fast paced interactive workshop will help individuals create their own plan of action to create and lead a positive culture back in the workplace.

During this workshop participants will:

- Learn to use John Kotters '8 Step Change Model'
- Understand how to establish team 'non-negotiables'
- Fight Clean in the workplace

On completion of the workshop participants will have an 8 step action plan to more effectively create and lead a positive workplace culture.

- **Margaret Hunter**, Coordinator, PSP Partnership Development & **Philip Hart**, PSP Consultant
Sydney Region, NSW Dept of Education & Training
Building Learning Communities through Service Learning

Service Learning is a method of teaching, learning and reflecting that combines academic school work with meaningful community service in real situations. Students learn by applying their skills and knowledge in projects that have significance in the real world.

This workshop will include an activity-based introduction to the key-aspects of the service learning approach, including quality teaching, reflective thinking, student voice and community partnerships.

- **Professor Andrew Vann**, James Cook University & **Kayci Delaney**, Barrier Reef Institute of TAFE
Forming, Storming, Norming....Almost Performing: experiences of the Learning NQ Inc Community Leadership Group

Learning NQ Inc (formerly "Learning Thuringowa") was established under the sponsorship of Thuringowa City Council in late 2006. The aim of this group was to establish Thuringowa as a learning community, and this was influenced by the experiences of regions such as Hume Council in Victoria. The group brought together senior people from education, industry and community organisations as well as officers of the Council. The group was intended to be an independent body so the initiative could be owned by the community.

As well as a philosophical commitment to the value of learning, Thuringowa Council had acknowledged the demographic make up of their constituents. This includes significant semi-rural populations, low socio-economic status groups and a large indigenous population, all representative of groups constantly faced with challenges such as equity and access to educational opportunities. Therefore, the aim was twofold: to promote economic growth and build resilience within the community. Skills shortage was seen as a particularly acute issue.

- **Gail Robinson & Bettina Nissen**, Independent Facilitators, Library Language Outreach Project (LLOP), Caboolture District Library
Roly Poly

Bettina Nissen and Gail Robinson have been working together on the Library Language Outreach Project in Deception Bay, Qld for 3 years. In this workshop they explore the creative ways they have extended the project.

This workshop, with complementary paper providing theoretical background, is based on the stories of four case studies as platforms to explore how a Community Early Literacy program builds human, social and organisational capacity.

- **Jan Simmons**, Morrison House

Economic Development – Interaction with Lifelong Learning

Supporters of Lifelong Learning believe that learning fosters change and improvement on a large scale and that to foster conditions that allow citizens to participate in Lifelong Learning will achieve sustainable economic, environmental and social outcomes

We will look at situations in large and small communities that demonstrate this thinking and then question the influences and effectiveness of these models of practice.

- **Dr Ruth Schubert, General Manager Regions, TAFE SA**

Building communities.....Which way forward

TBA