Wyndham City Council

Learning Community Strategy

2018 – 2023

"Creating vibrant communities - living and learning together"

Table of Contents

1. EXECUTIVE SUMMARY

Wyndham Learning Community Strategy 2018 – 2023: *Creating vibrant communities - living and learning together*

Wyndham City Council strongly believes learning is fundamental to the future wellbeing, prosperity and sense of belonging for the people of Wyndham.

With the Wyndham Learning Community Strategy 2018 – 2023 as the driver, Council is positioning Wyndham as a pivot for innovation, change and resilience in an increasingly complex and ambiguous world.

The Wyndham Learning Festival, City Libraries, Community Learning Centres and strong community partnerships are critical vehicles for activating learning in Wyndham.

Collaborations such as the Wyndham Integrated Learning Group, Literacy and Numeracy Network and the Building Blocks program further promote access and equity, foundation skills and leadership development at all levels of the community.

Learning Across Life is the central pillar of the Wyndham Learning Community Strategy 2018 - 2023.

Supporting this pillar are strong governance, partnerships and collaborations, strategic promotion and outcomes measurement.

The central pillar relates to all Life Stages - Early Years, School Years, Youth, Adults and Seniors, and recognises that within these Life Stages there are a range of needs and priorities.

The Strategy outlines a strong commitment to ensuring the benefits of learning are available to all Wyndham residents and promotes a learning community culture where equity and inclusion are the drivers of planning, engagement and delivery.

It highlights the need to be nimble, with place-based resources directed locally towards emerging challenges and opportunities as Wyndham's population continues to grow and further diversify.

New and emerging work, rapidly growing local communities, changing social opportunities and the importance of personal resilience and wellbeing underpin identified priority skills. These skills are:

- *Learning Agility* – the ability to learn how to learn in new ways and to adapt learning to rapidly changing environments.
- *Literacy, Numeracy and Language* – foundation skills for learning and creating vocational and social pathways.
- *Digital Fundamentals and New Media* –engaging in digital fundamentals for everyday life, embracing new media and facilitating Wyndham as a smart community for business, work, living and learning.
- *Civics Learning & Engagement* – understanding and utilising Australian systems to fully participate in civic society.
- *Intercultural Learning* – celebrating Wyndham's diverse communities and cultures in learning, work and social interactions.
- *Employability, Vocational & Professional Skills* – skilling for todays and tomorrows work and continuously seeking best and next practice.

⑦ *Leadership, Personal Growth & Cultural Expression* – facilitating local leadership development and investing in personal growth.

The Wyndham Learning Community Strategy 2018 – 2023 fosters the development of these priority skills with a range of strategic actions that are focussed on:

CELEBRATING living and learning in Wyndham, with the Learning Festival as the signature event.

ADVOCATING for equity and quality in service provision.

FACILITATING partnerships and collaboration across sectors to create new learning models and deliver outcomes for all.

INNOVATING learning and fostering new entrepreneurial spirit through integration with, and promotion of, Wyndham's Smart City Agenda.

The actions support Learning Across Life in Wyndham by:
⑦ Responding to localised and place based need;
⑦ Ensuring equity and inclusion;
⑦ Promoting civic and social participation;
⑦ Fostering futures thinking and innovation;
⑦ Connecting Wyndham globally;
⑦ Leveraging from success and promoting Lifelong and Life-wide learning.

Council's role in implementing the Learning Community Strategy over the next five years will vary. With some actions Council will be the **Advocate** for new services or for a more equitable share of learning related resources. There will be other actions where Council is the **Facilitator** of partnerships and collaborations that will unlock local resources to deliver more effective outcomes. Council may be the **Explorer,** the organisation best positioned to determine needs, commission research and discover potentially new ways to develop a learning community. There will be actions where Council will **initiate** and **lead,** and there will be areas where Council will engage in **direct delivery** of services**.**

Case studies

Case Study
Learning Festival – An Exciting Partnership between the Wyndham City Council (WCC) and Wyndham Community Education Centre (Wyndham CEC)
WCC and Wyndham CEC have formed a strong and productive strategic partnership to deliver Wyndham's Learning Festival annually since September 2016. Both parties have a genuine belief in, and passion for, lifelong learning in the Wyndham community, in particular improving lives and outcomes for people from disadvantaged communities. A close working relationship has formed with Wyndham City Council's Coordinator Learning Community and WCEC's Education Projects Coordinator supporting each other in the development and implementation of the Learning Festival. A working group comprised of Council and WCEC representatives, who share an interest in community learning and community development and youth work, support the development, implementation and evaluation of the Learning Festival. Well in excess of 3,000 people annually participate in all forms of learning across all Life Stages in the Learning Festival.

Case Study
Family Centred Learning at Wyndham Park Primary School
Wyndham Park Primary School (WPPS) is an exciting place for young people and their families to engage in education. Core to the WPPS learning model is a focus on the family and the student. Its Community Learning Hub engages parents in learning alongside the children, and partnerships such as the Saffron Café ensure children have the personal resources they need to engage in and enjoy learning.

Case Study
Wyndham Kindergartens embedding Aboriginal and Torres Strait Islander Culture
The Victorian Early Years Awards celebrate exceptional contributions made by individuals and organisations to improving learning and development of young children and their families. In 2017 Wyndham Kindergartens won the **Improving Access and Participation in Early Learning Award** in recognition of the initiatives to embed Aboriginal and Torres Strait Islander Programs and Practice at scale.

Case Study
Planning for delivery of integrated education, child and family and community services in Truganina
Wyndham City Council is working with the Victorian Government to develop a detailed precinct master plan and design for the first stage delivery of a new integrated education and community precinct in Truganina, with stage one, construction of council facilities, expected to commence in 2019.
The master plan will provide a detailed program of infrastructure and services to be delivered in the precinct over time. The project will also provide a template for how co-located education and community health and recreation precincts can be planned and delivered in other locations.

Case Study
VCAL –Students at the Centre of Learning
The key to success in Wyndham Community Education Centre's VCAL provision is its focus on building self-esteem and confidence of each young person as they develop the language, literacy, numeracy and digital skills to pathway into further studies and work. One young person was completely disengaged from education and in trouble with the corrections system. Over time, with the right support, she developed the trust to engage with Wyndham CEC. She has completed Years 10, 11 and 12 through VCAL and is now undertaking a Certificate III at Wyndham CEC.

Case Study

Moving into work – a determined South Sudanese Refugee

Earning and Learning is a key goal for one of WCEC's South Sudanese refugees. With a highest level of schooling at Year 6 in South Sudan, this strong lady, on moving to Wyndham, engaged with a Family Learning Partnership initiative at a local Primary School with the aim of gaining employment. As a result she has undertaken a number of courses with WCEC including computer classes, hospitality training, Food Handlers, Responsible Serving of Alcohol training and English Language classes to develop her employability skills. She also participates in a Community Choir and writes her own songs.

Her persistence has paid off. She has recently secured a part time job in the hospitality industry and is hoping to move into full time work in the near future

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Case Study

Individual Case Study – Nancy

Nancy has been suffering from depression for the last 5 years. She has been on and off medications over a long period of time with her kids looking after her whilst she was sedated.

Her mental health worker suggested she should start getting out of her house and do some activity. She found the sewing class in Tarneit Community Learning Centre affordable and easy to access. She joined the classes early in 2017 and has now done three continuous courses.

Nancy found that going to the classes has taught her several skills, she can make clothing for her children and her self-esteem has grown. It is now a year since she stopped her medications and she feels confident and has such a positive outlook on life. The affordable, accessible and friendly sewing classes at Tarneit have changed Nancy's life for the better.

Case Study

The Grange P-12 - bringing School and Community Together

The Grange P-12 School is known for the work it does in bringing the community into the school. Parents and grandparents are actively undertaking digital learning from the students at school and the resources of the school are used by families and community groups from across Wyndham.

2. Introduction
2.1 Background

Wyndham City Council has established, through a succession of Learning Community Strategies since 2010, a strong foundation for the "creation of a community of lifelong learning in Wyndham"[1].

The Wyndham Learning Community Strategy 2018-2023 identifies the driving imperatives behind facilitating lifelong and life-wide learning in Wyndham. It builds on the strengths and achievements of the Wyndham Learning Community Strategy 2014-2017 and the work being undertaken to "mobilise all types of learning to drive the social, economic, environmental and cultural life of our community through a shared vision and partnership approach"[2].

The Strategy positions the Wyndham Learning Festival, Wyndham City Libraries, Community Learning Centres and strong community partnerships as critical vehicles for activating learning in Wyndham. It leverages the success of the Wyndham Integrated Learning Group, the Literacy and Numeracy Network and the Building Blocks program to further promote access and equity, foundation skills and leadership development at all levels of the community.

The purpose of the Learning Community Strategy 2018 – 2023 is to "provide a strategic and integrated framework for the creation of a community of lifelong learning in Wyndham."[3] It clearly identifies Council as having five potential roles in improving learning outcomes in Wyndham. These roles are **advocacy, facilitation, exploration, initiation** and **delivery**.

Learning Across Life, the central pillar of the Wyndham Learning Community Strategy 2018 - 2023, is supported with robust governance, strong partnerships, strategic promotion, clearly defined outcomes and recognised measurement tools such as the Collective Impact Assessment Tool (CIAT)[4].

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[1] RFQ DOCUMENT FOR: Wyndham Learning Community Strategy 2018-2023, October 2018, Page 33
[2] ibid

[3] ibid

[4] Measuring Impact Toolkit, Wheeler, L., Wong, S., Blunden, P. (2014). Learning Community Framework Volume 1. Australian Centre of Excellence for Local Government (ACELG), University of Technology, Sydney

2.2 City of Wyndham

The City of Wyndham is located in the peri-urban area between metropolitan Melbourne and Geelong. It is 542km² in size and features 27.4km of coastline.

It is one of the fastest growing local government areas in Victoria at 5.7%. In 2018 Wyndham is home to 257,028[5] residents. By 2036 the population is set to almost double to around 435,000[6].

Growth is being driven by two main factors. The first is the settlement of new migrants into the area. The second, with 13 babies being born in the community every day[7], is a steadily increasing birth rate. The major population centres in Wyndham are Point Cook, Werribee, Hoppers Crossing and Tarneit. Rapid growth is expected to continue in Wyndham Vale, Tarneit, Point Cook, Werribee and Truganina. These larger centres contrast with areas of relatively small population such as Werribee South and Little River. The demographics vary across each of these communities creating a unique set of learning needs and opportunities.

Cultural diversity is a major demographic characteristic with almost half Wyndham's population being born overseas (42%)[8] from 162 different communities[9]. High numbers of people have settled in the local government area from India, China, the Philippines and the Pacific Islands including New Zealand. In addition, a significant number of refugees on humanitarian visas are settling in local communities.

Wyndham's Aboriginal and Torres Strait Islander population, at 0.8%[10] and growing, is the largest in all of Greater Melbourne[11]. Wyndham City Council is working with the local Aboriginal community to develop the Wyndham Aboriginal Community Centre. It is co-located with a new family and community centre in Wyndham Vale and will be "a culturally safe place for strengthening community and improving coordination and connection of services and programs for Aboriginal people living in Wyndham".[12]

The five top employing industries in Wyndham are Transport, Postal and Warehousing industry as the largest employer, the Retail industry, Education and Training, Health Care and Social Assistance and Construction. These five industries account for more than half (57%) of all jobs in Wyndham[13].

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[5] The Snapshot of Wyndham<https://www.wyndham.vic.gov.au/sites/default/files/2018-05/Wyndham%20Snapshot%20%28A1749199%29%283%29.pdf>, 5th July 2018

[6] ibid
[7] https://www.wyndham.vic.gov.au/about-council/wyndham-community/research-and-statistics/demographics-population-overview, 5th July 2018

[8] Wyndham Health Summary – 2018, www.wyndham.vic.gov.au
[9] https://www.wyndham.vic.gov.au/about-council/wyndham-community/research-and-statistics/demographics-population-overview, 5th July 2018
[10] http://www.censusdata.abs.gov.au/, 15/06/2018
[11] https://www.wyndham.vic.gov.au/about-council/wyndham-community/research-and-statistics/demographics-population-overview, 5th July 2018
[12] http://www.wyndham.vic.gov.au, 15/06/2018
[13] Gap Analysis, Assessing industry and resident workforce to inform the investment strategy

In general, the demographic trends for Wyndham show:

- Relatively low socio-economic disadvantage when compared with other Melbourne Local Government areas;
- Lower levels of tertiary educational attainment at 24.5% when compared with Greater Melbourne at 27%[14];
- A relatively young population, with 58% of residents 35 years or younger[15]. The number of children aged 0-11 years is forecast to increase by 73% to over 83,000 by 2036[16]. The population of 12-25 year olds is forecast to more than double in size (103%), adding 41,049 youths[17].
- A rising unemployment rate in Wyndham, from 7.34% in the March 2017 quarter to 7.83% in the September 2017 quarter to 7.9% in December 2017 quarter. This compares to the national average of 5.4%[18].
- Youth unemployment, at over 17.5%, is also significant in comparison to the national youth unemployment average at 12.3%[19].
- The number of older adults forecast to grow with the population aged over 65 years growing by nearly 23,000 people to 2036[20].

Wyndham City Council is taking the lead in utilising learning as the driving imperative for change in this diverse and exciting local government area and is committed to ensuring that Wyndham residents "have the best opportunity to participate in formal and informal learning that assists with future employability."[21]

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[14] https://www.wyndham.vic.gov.au/about-council/wyndham-community/research-and-statistics/demographics-population-overview, 5th July 2018
[15] https://www.wyndham.vic.gov.au/about-council/wyndham-community/research-and-statistics/demographics-population-overview, 5th July 2018
[16] Wyndham Health Summary – 2018, www.wyndham.vic.gov.au
[17] ibid
[18] Australian Bureau of Statistics, Estimated Residential Population (ERP) figure, Wyndham, 2016
[19] ibid
[20] Wyndham Health Summary – 2018, www.wyndham.vic.gov.au
[21] RFQ DOCUMENT FOR: Wyndham Learning Community Strategy 2018-2023, October 2017, Page 33

2.3 Context: Lifelong Learning for Sustainable Communities

Wyndham City Council's Learning Community Strategy 2018 – 2023 connects to local, national and global strategies and movements that promote sustainable communities where lifelong and life wide learning drive equity, inclusion and a healthy environment for all people.

Wyndham 2040[22] outlines an emergent vision for the Wyndham community where

> **People** are connected to each other, **Communities** are welcoming and are known for listening to and learning from the diversity of all residents.
> **Places and Spaces** work for everyone. People are able to move around easily. The natural and built environments contribute to the quality of life of residents at all ages.
> There are lots of exciting ways for people to **Earn and Learn** with businesses of all sizes and great schools and universities. Libraries and community centres support learning for everyone.
> Passionate residents **Lead and Participate** by using their skills and knowledge to build the community we envision.

The City Plan 2017 – 2021[23] draws on the 2040 Vision to ensure that Wyndham is an inclusive, safe and welcoming city, which celebrates our diverse heritage and cultures, embeds the Aboriginal heritage of the area, and helps residents to stay healthy, active and connected.
The Wyndham Liveability and Wellbeing Indicators for Earning and Learning relevant to the Learning Community Strategy 2018 -2023 include:

- The number of adults participating in learning and skills programs offered at Wyndham libraries;
- Satisfaction with local library services;
- Youth disengagement: percentage of 15-25 year olds not engaged at all in work or study;
- Higher Education: percentage of the adult population attending University or TAFE (18+ years)

Nationally, Adult Learning Australia (ALA)[24] positions Lifelong Learning as critical in helping communities deal with new challenges and respond to ever-changing cultural, social and economic circumstances by developing the skills, knowledge and capacity of their people to think critically.

The Australian Centre of Excellence for Local Government (ACELG) developed best practice guidelines, as presented in the ACELG's Learning Community Framework and Measuring Impact Toolkit.[25] These guidelines support local government in developing learning community strategies where evaluation and measurement are integral components.

Globally UNESCO's 2030 Agenda for Sustainable Development sets out, in 17 Sustainable Development Goals (SDGs), an ambitious and transformational vision for a world in which equity, inclusion and a healthy environment are assured for everyone.[26] Lifelong learning supports the aims of the 2030 Agenda and underpins the establishment of more sustainable smart cities.

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[22] https://www.wyndham.vic.gov.au/about-council/your-council/plans-policies-strategies/wyndham-2040
[23] Wyndham City Plan 2017 - 2021
[24] https://ala.asn.au/policy-representation/policy/, 16th June 2018

[25] Wheeler L. & Wong, S. 2013, *Learning as a Driver for Change: Learning Community Framework*, Australian Centre of Excellence for Local Government, University of Technology, Sydney, *and,* Wheeler, L., Wong, S., Blunden, P. 2014. Learning Community Framework and Measuring Impact Toolkit. Volume 2. Australian Centre of Excellence for Local Government, University of Technology, Sydney.

[26] Learning Cities and the SDGs: A Guide to Action, P 5

Local governments are identified as being best placed to link global goals to local communities and to ensure that their residents acquire the capabilities for living and working in a "smart city", including literacy and numeracy, professional and vocational skills, community engagement and active citizenship to make cities and communities inclusive, safe, resilient and sustainable.

A "smart city" is a municipality that uses information and communication technologies to increase operational efficiency, share information with the public and improve both the quality of government services and citizen welfare[27].

Wyndham City Council is embracing emerging technologies and supporting a knowledge-based economy, innovation and entrepreneurship to improve productivity and work efficiency. Council is committed to creating and delivering sustainable leading edge "smart city"[28] solutions that take advantage of the benefits of new technologies, including in the facilitation of learning. It is transforming how it engages with citizens and other stakeholders, partners with other organisations across the public, private and voluntary sectors and anticipates and responds to future challenges.

UNESCO sees the Learning Cities concept as a person-centred learning-focussed approach that provides a collaborative, action-oriented framework for working on the diverse challenges related to sustainable development[29] including smart cities.

Learning cities enable their citizens to learn throughout life. In doing so, they enhance individual empowerment, social cohesion, and economic and cultural prosperity, thereby laying the foundation for sustainable development[30].

The Learning Community Strategy 2018-2023 has alignment with Wyndham's Family Friendly Charter principles and will assist in strengthening Wyndham's Family Friendly status.

Whilst Wyndham recognises the role of lifelong and life-wide learning in each of the 17 goals, the Strategy identifies four SDGs in particular that link to the intent of Wyndham's Learning Community. These are:

> SDG 3 Good Health and Wellbeing for People
> SDG 4 Quality Education
> SDG 5 Gender Equality
> SDG 11 Sustainable Cities and Communities[31]

Wyndham City Council, through the Learning Community Strategy 2018 – 2023, establishes Lifelong Learning as the guiding principle driving social, economic, environmental and cultural life in our community.

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[27] https://internetofthingsagenda.techtarget.com/definition/smart-city, 7th July 2018
[28] https://www.wyndham.vic.gov.au/what-smart-city, 6th July
[29] Ibid
[30] http://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/learning-cities/en-unesco-global-network-of-learning-cities-guiding-documents.pdf

[31] UNESCO moving forward the 2030 Agenda for Sustainable Development.

3. Key Roles

3.1 Wyndham City Council

Wyndham City Council's ambition to drive a knowledge-based and innovative economy where entrepreneurship is highly valued, coupled with its commitment to Wyndham as a Learning Community, positions it as a significant stakeholder in the facilitation of learning for its residents.

Council takes on multiple roles in relation to learning across life and the Wyndham Learning Community Strategy 2018-2023. These include:
- Advocacy and influencing to ensure Wyndham secures the necessary resources to enable equitable access to learning for all residents.
- Facilitation of partnerships, collaborations and relationships that are critical to optimising the use of community resources in delivering lifelong learning opportunities to the people and places of Wyndham;
- Supporting service development through access to existing data and analytics and encouraging exploration of new models through leading and/or participating in research and development
- Initiating new responses to identified existing and emerging needs.
- Directly delivering learning related services through its Libraries and Community Learning area (also responsible for the Learning Community Strategy 2018 – 2023), the Community Learning Centres and early years and youth programs. Council also provides community education through its health and well being services, environmental initiatives and economic development workshops and forums for business.

3.2 Governance

Lifelong learning is seen as critical to underpinning Wyndham's Capability to respond to new challenges and opportunities presented by its rapidly changing cultural, social and economic circumstances.

Governance of the Learning Community Strategy 2018 – 2023 has been identified as key to its sustainability. The governance structure ensures that a system of vertical and horizontal accountabilities connects the Learning Community operationally as well as strategically to Council, Council Officers and the Community.

The Wyndham Learning City Portfolio Committee, the Learning Community Steering Committee (LCSC), community accountability and formal partnerships form the key features of the governance structure. The Manager Libraries and Community Learning and the Coordinator Learning Community are responsible for operationalizing the Wyndham Learning Community Strategy 2018-2023.

The following diagram illustrates the governance model.

Wyndham Learning Community 2018 - 2023 Governance Model
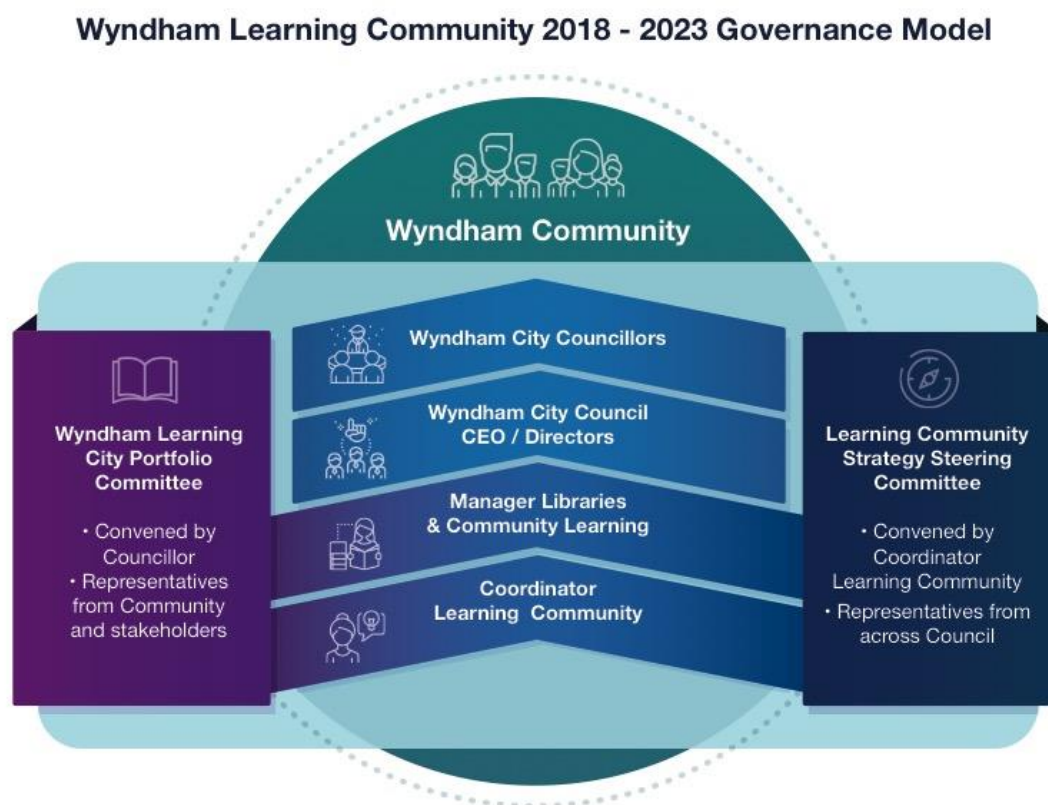
3.2.1 Wyndham Learning City Portfolio Committee

Wyndham City Council has 12 Portfolio Committees to assist Council in its work, and to focus extra attention on key priority areas. Portfolio Committees are Advisory Committees of Council. They have no power to commit Council to any decision or action. They may make recommendations for Council consideration, however Council reserves the right to accept or reject any or all recommendations that are made by the Committees. At key stages, and/or as required, Relevant Portfolio Committees will be engaged with to provide advice or guidance. All Portfolio Committees will receive an annual snapshot of indicative action implementation timelines and current delivery status of the Learning Community Strategy.

The Wyndham Learning City Portfolio Committee meets four times a year over the duration of the Council term and provides Council with advice on a range of strategies and policies that contribute to making Wyndham a great place to live, work and play. The Learning City Portfolio Committee includes residents with a wealth of knowledge and experience in planning and delivering lifelong learning and is chaired by a Councillor. Community education, training, libraries, youth participation and advocating for more schools in Wyndham are key focus areas of this Portfolio Committee[32].

UNESCO, in *Key Features of Learning Cities[33],* identifies the critical importance of political will in driving a Learning City agenda. The inclusion of a Learning City Portfolio Committee in Wyndham's Portfolio Committee structure highlights the importance of the Learning Community Strategy 2018 – 2023 to the strategic future of Wyndham.

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[32] www.wyndham.vic.gov.au, 16th June 2018
[33] Key Features of Learning Cities, UNESCO

3.2.2 Learning Community Steering Committee

The purpose of the Learning Community Steering Committee is to ensure the Learning Community Strategy 2018 – 2023 integrates across Council to underpin and fully support the development of an inclusive, safe, welcoming and sustainable city.

LCSC Terms of Reference
>The LCSC will meet four times a year. The meetings will align with budget and business cycles, as well as Council Portfolio Committee meetings, to inform plans for resource allocation, partnering, cross Council collaboration and integration of strategic initiatives.
>
>Key areas of Council work will be represented through membership of the LCSC and will be convened by the Coordinator Learning Community.

The LCSC will:

1. Communicate across strategies
2. Identify and share resources and join up actions as appropriate
3. Share successes and challenges
4. Monitor Progress
5. Support the collection of relevant data
6. Review Action Plan and input into updates
7. Contribute to other plans and strategies

The LCSC will meet for the duration of the Learning Community Strategy 2018 – 2023 and will be reviewed for effectiveness in line with reviews of the Learning Community Strategy.

3.2.3 Community

The Strategy is accountable to the Wyndham community in three distinct ways. These are:
- ⑦ Accountability to elected Councillors to the Community
- ⑦ Annual Community Forums, educational round tables, digital platforms such as Listening Post and The Loop, the District Advisory Committees and the Youth Services Forums;
- ⑦ Feedback data collected from individual Learning Community initiatives.

3.3 Partnerships

The Learning Community Strategy 2018-2023 is predicated on best practice in strong collaborative cross-sectoral partnerships[34] that can sustain and embed learning in the diverse communities that make up Wyndham.

Council will underpin its Learning Community partnerships with a Memorandum of Understanding (MOU) that will help advance the strategic intent of the Learning Community Strategy 2018-2023 and commit organisations to working together on facilitating the implementation of key actions.

Addendums to the MOU relating to specific projects will outline roles and responsibilities, key personnel and contact details, agreed actions, accountabilities for implementation, outcomes measurement, data collection, reporting and the allocation of resources to the project.

The Strategy will develop a framework for measuring the effectiveness of cross sector partnerships in delivering outcomes more effectively and developing innovative solutions to learning challenges.

In addition to facilitating partnerships, the Learning Community Strategy will foster a strong system of collaborative networks that will provide input into and oversight of Learning Community initiatives.

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[34] Wheeler, L., Wong, S., Blunden, P. Learning Community Framework and Measuring Impact Toolkit. Volume 2. Australian Centre of Excellence for Local Government, University of Technology, Sydney. 2014:40

4. Learning Across Life

4.1 Focus on Life Stages

Learning Across Life is the central pillar to the Wyndham Learning Community Strategy 2018 – 2023 ensuring that the needs and priorities of people at each stage of life's journey stay in focus at all times.

Life Stages are developmental phases, each with its own biological, psychological, and social characteristics, through which individuals pass over the course of their lives[35]. In the Wyndham Learning Community Strategy 2018 – 2023 Life Stages are defined as Early Years, School Years, Youth, Adults and Seniors.

The use of Life Stages ensures the Strategy and its actions are consistent with current service and policy reform thinking in relation to learning for early years, young people, working age adults and older Victorians.

Applying a Life Stage framework to the Strategy enables Wyndham to utilise existing data sources in determining longer-term outcomes across the life course.

4.2 People and Diversity

Wyndham, with its rapidly growing population, is wonderfully diverse, providing rich intercultural opportunities to support new ways of learning, earning and living together.

Council is committed to ensuring inclusive and equitable access to learning opportunities and outcomes so that people who live in Wyndham are able to acquire the capabilities needed for individual progression and empowerment, social cohesion, and economic and cultural prosperity.

The Learning Community Strategy 2018 – 2023 will play a key role in facilitating early years, schools, tertiary and informal learning providers to ensure equity and inclusion drives planning, engagement and delivery of learning and pathways for all residents of Wyndham.

The Strategy encourages the inclusion of people marginalised by and underrepresented in old institutional learning models and people from Culturally and Linguistically Diverse Backgrounds (CALD), new arrivals to Australia, and young and old, to inform the development, implementation and evaluation of truly learner centred systems, processes and practices.

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[35] http://www.usu.edu/anthro/childhoodconference/reading%20material/life_stages.doc, 25th July 2018, *LIFE STAGES*, Mintz S, Moore, J, Moore R, American Cultures Program,   University of Houston

4.3 Places

With Wyndham continuing to grow rapidly over the next five years place-based needs across the municipality will change. These needs may arise in locations that are identified at the suburb, district and/or specific neighbourhood level.

The Learning Community Strategy 2018 – 2023 recognises the importance of understanding the likely impact of local changes including what they mean for people at each Life Stage. It will work with partners and other stakeholders, such as State and Federal Governments, to ensure that the resources are available and optimised in the provision of timely, best practice learning responses that are directed locally towards emerging challenges and opportunities.

It also encourages Wyndham's Libraries to further develop as integrated learning hubs that work closely with local Community Learning Centres, Early Years Providers and Schools on understanding emerging trends and providing services to respond to opportunities as they arise.

4.4 Ready for the Future – New Skills and New Ways of Learning

Wyndham City Council's Learning Community Strategy 2018 – 2023 recognises the underpinning role of lifelong learning in economic, social, cultural and environmental sustainability. It acknowledges the ongoing importance of formal learning through Kindergartens, Schools, TAFEs, Registered Training Organisations and Universities. Of equal importance is the recognition of informal and pre-accredited learning in settings such as Libraries, Learn Locals, Community Learning Centres, Men's Sheds and workplaces and digital learning as a just in time model to knowledge acquisition through connections to global expertise.

The focus of the Learning Community Strategy 2018 – 2023 is on facilitating and celebrating new teaching and learning capabilities and approaches, and, through collaboration within and across education providers, practitioners and services, fosters the exploration of best and next practice in learner- and family-centred models.

It highlights the need to strengthen foundation skills such as language, literacy, numeracy and digital learning, and encourages opportunities to innovate at all Life Stages, through action learning, rapid prototyping, accelerated failure, co-design and human centred design thinking. It also encourages a diversity of learning models, recognising that individuals obtain 70% of their knowledge from task/job-related experiences, 20 % from interactions with others and 10% from formal educational events[36].
The Learning Community Strategy 2018 - 2023 identifies the following priority skills and capabilities:

Learning Agility
Learning agility fosters the ability to adapt learning to rapidly changing environments, including work, social, community and/or family. An agile learner is able to quickly absorb and make sense of new and complex information, use learning to adapt behaviours and approaches in the face of ambiguity and analyse trends to see beyond the horizon.

Learning agility will be critical to the ability of people at all life stages to navigate the transformational changes to work and society expected over the next ten years. According to DELL Technologies "85 per cent of the jobs that will exist in 2030 haven't even been invented yet"[37]

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[36] https://trainingindustry.com/wiki/content-development/the-702010-model-for-learning-and-development/
[37] DELL Technologies, Huff Post, accessed 25th July 2018

The World Economic Forum also highlights the disruptive changes to business models in the coming years with the major drivers of transformation expected to have a significant impact on what jobs and work look like. "In such a rapidly evolving employment landscape, the ability to anticipate and prepare for future skill requirements, job content and the aggregate effect on employment is increasingly critical for businesses, governments and individuals"[38].

Literacy, Numeracy and Language
In a world where effective use of information and knowledge translates into economic prosperity and personal wellbeing, foundation skills such as literacy, numeracy and language are critical.

These foundation skills are fundamental to achieving access to equitable formal and informal learning outcomes for all life stages.

With a high and growing birth rate, high youth unemployment and a large and diverse Culturally and Linguistically Diverse (CALD) population, including older people from a CALD background, Wyndham needs to ensure opportunities are available across the municipality for residents to acquire and deepen foundation skills.

Digital Fundamentals and New Media
The assumption of pervasive digital access and accompanying skills underpins the way business is now conducted and services offered, including Government services.

The digital divide, however, is widening for many people, in particular older adults and people who have come to Australia as refugees. The eSafety Commissioner identifies "4 million older Australians as keen to improve their digital literacy, but want help addressing online safety concerns"[39]

Without digital fundamentals there will be people in Wyndham who will be disadvantaged in accessing services, work and learning.

In addition to the imperative for digital fundamentals, new digital media, including robotics, augmented and virtual reality and artificial intelligence, is set to change the way people work, the way services are delivered and the way people connect. "A robot revolution and the rise of the thinking machine will transform the global economy over the next 20 years"[40].

Equity and access to digital fundamentals and a population that embraces new media will facilitate Wyndham as a smart community for business, work, living and learning.

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[38] World Economic Forum http://reports.weforum.org/future-of-jobs-2016/chapter-1-the-future-of-jobs-and-skills/

[39] eSafety Commissioner, https://www.esafety.gov.au/, Accessed 25th July 2018

[40] https://www.theguardian.com/world, Bank of America Merrill Lynch Report, "Robot revolution: rise of 'thinking' machines could exacerbate inequality", Accessed 25th July 2018

Civics Learning & Engagement
An inclusive culture will ensure that people are provided with the information and knowledge to optimise their use of Australian systems and are confident to participate in shaping the community in which they live, work and learn.

Currently there is little in the way of comprehensive learning opportunities that enable people to participate formally in the systems that underpin Australia's civic society. People in Wyndham, in particular youth and people from CALD backgrounds have to learn, often by trial and error, how to access education, health, banking, superannuation, legal, social services and political systems that define Australian society.

Intercultural Learning
Wyndham's Aboriginal culture and local history and its diverse CALD communities offer rich opportunities for embedding cultural understanding and influence in learning, work and social interactions.

An inclusive Wyndham recognises benefits to community cohesion and identity of intercultural learning and exchange. The Strategy encourages all Life Stages to continually develop cultural knowledge through formal and informal learning. It seeks to extend the work done by early years providers and Kindergartens to acknowledge the traditional custodians of the land. The Strategy also encourages the development and inclusion of learning resources and approaches that embed the local Aboriginal culture into formal and informal curriculum.

In addition, the Strategy promotes growth in intergenerational learning with approaches that offer the opportunity for the exchange of knowledge, learning and respect between life stages.

Employability, Vocational & Professional Skills
The creation of a successful transition to work culture, and the employability skills to support that culture, is both an economic and social imperative for Wyndham.

The official youth unemployment rate in Wyndham is persisting at around 17%. In addition, many young people in part time or casual employment take an extended time to transition fully into work.

Over the next 15 years the 12-24 year age group in Wyndham is set to more than double, adding 41,049 youths. This growth poses an immediate and long-term challenge for Wyndham to understand best practice in transition to work and to explore new approaches to shifting persistent youth unemployment and poor transition to work rates.

A competitive local economy where business and industry is reaping the benefits of a globally connected marketplace relies on skilled and capable workers. The opportunities presented by new digital technology, combined with a sophisticated and empowered customer base, has led to increasing value being placed by employers on workers who are highly skilled vocationally, are effective communicators, are able to innovate as they identify and solve problems and who are accountable for quality work.

The Learning Community Strategy recognises the need for young people and adults to be ready for work now and to be skilling for todays and tomorrows work whilst continuously seeking best and next practice.

Leadership, Personal Growth & Cultural Expression
Maintaining and further developing a cohesive and inclusive Wyndham will rely on leadership from people at all Life Stages. Wyndham offers a number of opportunities for people to develop skills in community and workplace leadership.

The Learning Community Strategy seeks to extend informal learning opportunities for people across the Life Stages, in particular youth, to understand their leadership potential and capabilities and to pathway into recognised leadership development initiatives.

The joy of learning lies in knowledge development, confidence building, resilience, cultural expression and personal growth for individuals. Formal and informal learning including through music and the arts, provides opportunities for people of all ages to develop skills, create relationships, extend community connections, ignite passions and celebrate learning across Wyndham.

5. Learning Community Strategy 2018-2023 Action Plan

5.1 Underpinning Principles

The Wyndham Learning Community Strategy 2018 – 2023, with its 5 –year Action Plan, commits to**:**

Responding to Localised, Place Based need - maximising opportunities for people at all Life Stages to engage in learning by facilitating localised, place based and responsive learning programs, services and resources.

Ensuring Equity and Inclusion – focussing planning and delivery on ensuring that all residents of Wyndham are able to access lifelong learning.

Promoting Civic and Social Participation – facilitating the provision of learning opportunities that enable people at all Life Stages to engage socially and participate in civic activities.

Fostering Futures Thinking and Innovation – exploring new ways to generate ideas and innovation, supporting the creation of new learning models and embedding digital media capabilities in solution making.

Connecting Wyndham Globally – participating in and generating global conversations and initiatives focussed on extending the reach and influence of Learning Cities.

Leveraging success and promoting Lifelong and Life-wide learning – Leveraging from the success of the Wyndham Learning Festival, Building Blocks, Literacy Numeracy Network, Wyndham Integrated Learning Group (WILG), Libraries and Community Learning Centres to foster a culture of lifelong and life wide learning across the community.

5.2 Key Actions

The Wyndham Learning Community Strategy 2018-2023 Action Plan seeks to focus its resources on Actions that are strategic and will achieve systemic medium and long-term change to learning engagement and outcomes for all Life Stages in Wyndham. The Actions are designed to mobilise learning for all by:
- CELEBRATING living and learning in Wyndham.
- ADVOCATING for equity and quality in service provision.
- FACILITATING partnerships and collaboration across sectors to create new learning models and deliver outcomes for all.
- INNOVATING learning and fostering new entrepreneurial spirit

5.2.1 CELEBRATING living and learning in Wyndham

Celebrating living and learning in Wyndham focuses on learning for everyone – all Ages, all Stages, from all parts of the Community and on all sorts of learning.

The Learning Community Strategy 2018 – 2023 provides the opportunity to recognise and share Wyndham's best learning practice.

It encourages partnerships across sectors to explore new learning models that benefit all.

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 1: **Learning Festival** Learning Festival as Wyndham's signature learning event	Plan, promote, conduct & evaluate	Plan, promote, conduct & evaluate	Plan, promote, conduct & evaluate	WCEC
Action 2: **Transformative Education -Showcase** Annual professional learning day to showcase and celebrate Wyndham's best practice and explore next practice in partnerships that foster student & family centred learning and support transformative teaching and learning initiatives. Practitioners across all providers and educational institutions will share their approaches to facilitating learning for all.	Launch *Towards a Werribee Curriculum* – Public Pedagogy Institute	Establish partners, promote, conduct & evaluate the 1st Showcase Event. Launch *Towards a Point Cook Curriculum* – Public Pedagogy Institute	Promote, coordinate, conduct and evaluate	WCEC

5.2.2 ADVOCATING for Equity and Quality in Service Provision

Wyndham's rapidly growing community has the right to equitable and quality service provision.

Strong evidence backed advocacy and a willingness to work with state and national governments will ensure that Wyndham residents can access the learning resources they need.

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 3: **Strong Advocacy to Ensure Learning for All** Determine issues impacting on access, equity (including gender diversity) and learning engagement including resource levels and support services in Wyndham. Prioritise the focus of advocacy. Determine advocacy strategies.	I Love Kinder (15 funded hours) Campaign Schools4Wyndham Campaign	I Love Kinder (15 funded hours) Campaign Schools4Wyndham Campaign Monitor policy by state and federal governments in education services for Asylum Seekers to determine any emerging issues. Monitor the impact of free TAFE places to determine if any perverse impacts emerge.	Determine the implications of emerging issues such as: Plans for an Independent School for disadvantaged youth (WCEC) Kindergarten places for all 4 year olds Learning associated with developments e.g Youth Justice Precinct & East Werribee Employment Precinct	Learning City Portfolio Committee to commission investigations and prioritise advocacy

5.2.3 FACILITATING Partnerships and Collaboration

Wyndham's Learning Community Strategy 2018 – 2023 is focussed on facilitating smarter ways of planning and working together.

Government, community leaders, Principals, CEOs and key stakeholders can optimise solutions by partnering and collaborating together on resource creation and utilisation.

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 4: **Education Roundtable** Host annual Education Roundtable to: Identify key strategic planning and resources issues impacting Wyndham's learning sectors; Facilitate solutions through school-to-school, school-to-sector (Learn Local, TAFE, University), school-to-community (support services, industry), school-to-Council & State Government-to-Council partnerships; Inform the Learning Community Advocacy agenda (4.2.1) Report to the community on progress of Roundtable actions		Consult key stakeholders on strategic priorities; Develop Roundtable structure; Plan 1st Roundtable and promote to Principals, CEOs & State/Federal Governments including Kindergartens Learn Local, TAFE, Universities Support Services;	**Year 3:** Conduct 1st Roundtable; Evaluate, monitor actions, identify emerging issues, report, plan for Year 4 Roundtable; **Year 4-6:** Evaluate, monitor, plan and conduct Roundtable each year.	Libraries and Community Learning
Action 5: **Constructive relationships with Principals**		Host Principals' Breakfast	Host Principals' Breakfast	Libraries and Community Learning

5.2.3 FACILITATING Partnerships and Collaboration continued

Early Years, schools, Learn Locals, LLEN, Tertiary Providers and support services in Wyndham articulate as critical the need to develop strong practices and partnerships to create new and enhance existing pathways as people "transition" in learning between life stages.

The Learning Community Strategy 2018-2023 recognises the urgency associated with population growth and the need to incisively focus resources to optimise the outcomes for people at all Life Stages who are in transition.

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 6: **Best Practice in Transition** Promote best practice in "transition" at all life stages: 1st 1000 Days Kindergarten to Primary Primary to Secondary Secondary to tertiary Secondary to employment Employment to retirement Ensure individuals at all Life Stages have the Learning Agility and Literacy, Numeracy & Language skills to transition successfully into new learning environments. Phase 1: Discovery Phase 2: Development and trialling of transition strategies Phase 3: Evaluation (run concurrently with Phase 2)	Develop a concept paper for this major project Send invitation to potential Advisory Committee members	Develop specifications for Phase 1 & convene Advisory Committee Phase 1: Commission: - Literature Review - Map transition practices - Identify good practices - Develop specifications for Phases 2 & 3 including Evaluation Framework - Source external resources for Phase 2 & 3	Advisory Committee **Year 3 - 5** Phase 2 & 3 Develop and trial Actions (e.g. service reconfig, partnerships, advocacy, new models) - Roll out agreed actions - Formative evaluation and continuous improvement & adaptation **Year 6** Phase 3 Evaluation & Recommendations	Libraries and Community Learning Advisory Committee - Membership to include VU/Deakin, Early Years, Primary, Secondary, Economic Development, LLEN and other community representatives

5.2.3 FACILITATING Partnerships and Collaboration continued

The Learning Community Strategy 2018-2023, in "mobilising all types of learning", will ensure the benefits are available to all Wyndham residents by promoting a learning community culture, where equity and inclusion are the drivers of planning, engagement and delivery.

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 7: Inclusion and Equity in Learning for All Evidence-based approaches to ensuring equitable learning, pathways and outcomes for all: ⑦ Organisational culture, structures, systems, processes and practices are designed for learning for all ⑦ Recruitment and promotion targets all people ⑦ Choice and Control drives learning opportunities ⑦ Learning providers continuously adjust teaching and learning strategies to support learning for individuals		Develop concept paper, project plan and specifications for this major project; Convene Working Party.	**Year 3** Phase 1 Analysis of data on participation by key equity groups in learning; Determine gaps; Literature review on inclusive models; **Year 4 & 5** Phase 2 Source external funding to develop models that strengthen inclusion. Recruit co-design focus groups; Trial, measure and evaluate strategies; **Year 6** Phase 3 Evaluate and make recommendations	Lead: National Disability Coordination Officer WILG & Libraries and Community Learning
Action 8: Strengthen Literacy and Numeracy Network	Continue Literacy and Numeracy Network.	Continue Literacy and Numeracy Network	Continue Literacy and Numeracy Network	Libraries and Community Learning

5.2.3 FACILITATING Partnerships and Collaboration continued

The Wyndham Learning Community Strategy 2018-2023 is informed by, and supports, the Wyndham Reconciliation Action Plan (RAP), Victoria's Marrung Aboriginal Education Plan 2016 – 2026 and the Wurreker Vocational Education and Training Strategy.

It influences teaching and learning practices and fosters opportunities to promote local Aboriginal culture, history and politics through easily accessible resources.

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 9: **Aboriginal Culture driving new ways to Learn** Foster learning environments in Wyndham that acknowledge, respect and value Aboriginal culture and identity Co-develop learning resources that promote the integration of Wyndham's Aboriginal history, culture and language into formal and informal curriculum. Support RAP in pursuing self- determination	Ensure education providers and support services are provided with a copy of Council's Reconciliation Action Plan (RAP).	Facilitate opportunities for education providers to implement strategies focussed on integrating the objectives of the RAP; promote the links between the RAP and the Marrung Aboriginal Education Plan 2016 – 2026 and the Wurreker Vocational Education and Training Strategy through dissemination of information at the Principals Breakfast. Investigate existing learning materials based on showcasing learning through Aboriginal art, storytelling and dance and determine opportunities for resource development relevant to early years, libraries and community centres. Facilitate engagement with the RAP and the Possum Skin Cloak as a cultural artefact through an interactive touch table exhibit for display in a range of locations throughout Wyndham.	**Year 3** Collate existing resources, including electronic education resource directory, and make available on library website Libraries update and diversify collections. **Year 4** Market and promote in learning community. **Year 5** Disseminate resources and support the uptake into curriculum through principals breakfast; Promote learning resources for all Life Stages **Year 6** Evaluate the uptake and impact of the resources	Wyndham City Council's Community Development Officer (RAP lead) WCEC Libraries and Community Learning

5.2.3 FACILITATING Partnerships and Collaboration continued

Wyndham's Building Blocks program, plus the Committee for Wyndham's leadership program and the LLEN's work with young people provide a strong base from which to recruit alumni into exploring, developing and implementing new opportunities for leadership mentoring that builds the confidence of people, including young people, as they explore their leadership potential.

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 10: Developing Leaders in Local Communities	Promote Building Blocks & other leadership initiatives	Promote Building Blocks & other leadership initiatives	Promote Building Blocks & other leadership initiatives	Building Blocks
Action 11: Alumni as Leadership Mentors Create opportunities for alumni in a leadership mentoring initiative Work with the Building Blocks initiative, WynBay LLEN & Committee For Wyndham to create leadership opportunities including mentoring		Investigate options & develop Wyndham leadership mentoring model; Recruit and train Building Blocks community leadership alumni, and alumni from other leadership development programs, as mentors	**Year 3** Trial & evaluate place-based leadership mentoring model, includes youth at risk in community learning centre; **Year 4 – 6** Scale up placed based mentoring model to other Community Learning Centres Evaluate model.	WCEC Wyndham Park Community Centre Tarneit Community Centre Supported by MOU between organisations and with Wyndham City Council

5.2.4 INNOVATING Learning

Wyndham is connecting and leading locally, nationally and now internationally through its Learning Community Strategy 2018 – 2023.

It is ready to contribute to the international discourse on Learning Cities, and to showcase initiatives that aim to build an inclusive economic and social community underpinned by the UN's Sustainable Development Goals

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 12: **Engaging, Participating and Leading Globally** Active participation in, and contribution to, UNESCO's Global Network of Learning Cities (GNLC). Active participation in LearnWest and Australian Learning Community networks	Accept invitation to establish relationship with Doha Learning City and share experience in establishing the Learning Festival.	Join GNLC and actively participate; Host the first Virtual Learning Community (VLCF) Forum with focus on implementing a Learning Festival. Evaluate.	**Year 3** Conduct VLCF/s Host visitors and/or regularly spend time (virtually and face to face) with partner Learning Cities; **Year 4** Apply for a UNESCO Learning City Award Present at International Conferences **Year 5/6:** Host International Conference Join global forums & planning committees	Learning City Portfolio Committee Libraries and Community Learning

5.2.4 INNOVATING Learning continued

Innovating learning, fostering entrepreneurial spirit and integrating with Wyndham's Smart City Agenda will provide Wyndham residents and businesses with opportunities to create new ways of earning and learning together.

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 13: **Wyn Talks** Thought leadership through twice yearly Wyndham TED Talks to explore future practice in learning and the new media revolution.	Secure Partners	Develop, trial and evaluate a Wyn Talk format Conduct 2 Wyn Talks a year	Promote, showcase and evaluate 2 Wyn Talks a year	Coordinator Library Systems Technology Tech School Support from Smart Cities
Action 14: **Enabling Innovation & Entrepreneurship in Business** Support the work of Council's Economic Growth Department in the delivery of business training initiatives and forums	Initiatives and forums delivered within scheduled timeframe including : - WYNnovation - Innovate to Excelerate - Barry Jones Oration - Annual Training Calendar	Initiatives and forums delivered within scheduled timeframe: including : - WYNnovation - Innovate to Excelerate - Barry Jones Oration - Annual Training Calendar	Initiatives and forums delivered including : - WYNnovation - Innovate to Excelerate - Barry Jones Oration - Annual Training Calendar	Economic Growth
Action 15: **Future Space** Support the work of Council's Economic Growth Department in the exploration of options for the establishment of spaces that support start-ups, innovation and business acceleration	Feasibility study completed	Feasibility recommendations implemented		Economic Growth

5.2.4 INNOVATING Learning continued

The Learning Community Strategy 2018 – 2023 supports the creation of opportunities to immerse Wyndham's young people, in particular, in music and arts experiences.

It also commits to opportunities that strengthen civic understanding, including governance, political and social service systems, and empowers residents to become active in the community.

Action	Year 1 (2018) Deliverables	Year 2 (2019) Deliverables	Years 3,4, 5 & 6 Deliverables	Lead Responsibility
Action 16: **Community "Hackathons"** Changemakers work with volunteer hackathon teams to solve issues to the benefit of the community. People of all ages work together on a common goal.		Secure partners Co-design, develop, trial and evaluate Hackathon model	Engage community and scale up x 2 per year	Coordinator Library Systems Technology working with Tech School
Action 17: **Creative Learning Program** Development and delivery of workshops, public talks and creative engagement opportunities to be delivered in a community learning context as part of the Annual Arts & Culture Program.	Artist in Conversation and Creative Engagement programs at Wyndham Art Gallery. Plan and scope annual program activity in collaboration with Neighbourhood Hubs and Libraries	Extension of Gallery engagement program to include Arts Learning and Education Programs. Delivery of creative writing and craft programs in Library settings. Delivery of Arts Education (public talks) in Library Settings	Continuation and extension of Creative Learning program activities across Council sites and venues.	Arts & Culture Team
Action 18: **Civics Learning and Social Cohesion** Develop understanding of, and the skills to interact with and contribute to, the Australian Civil Society and Systems.		Develop learning framework for Civics Learning & Social Cohesion Course that addresses systems such as education, finances, social services and political; health literacy, gender respect and intercultural learning.	**Year 3** Trial Civics Learning Course Create opportunities for interaction and engagement with council (eg green learning, waste management) **Year 4, 5 &6** Roll out course to other Community Centres	Wyndham Park and Tarneit Community Centre's in partnership with WCEC and Libraries and Community Learning

6. Measuring Success

6.1 Mobilising Learning

The Wyndham Learning Community Strategy 2018 – 2023 contributes to the Wyndham 2040 Vision[41] and, in particular, its Learning and Earning outcomes by "mobilising all types of learning to drive the social, economic, environmental and cultural life of our community through a shared vision and partnership approach"[42].

The success of the Strategy will be in its ability to broker partnerships and collaborations that are able to mobilise all types of learning. Measuring success will rely on:

> a) Establishing agreed measurement tools that can be consistently applied across the life of the Strategy to gain valid quantitative and qualitative data;
> b) Utilising the tools along with an Environmental Scan to establish Baseline Data at the commencement of the Strategy;
> c) Collecting and analysing data consistently throughout the life of the Strategy and determining the trends relevant to baseline data.

Wyndham City Council's Annual Community Satisfaction Survey reaches a large number of people within the municipality to measure satisfaction with Council services. Inclusion of a carefully worded question relating to the Learning Community Strategy 2018 – 2023 in the Survey would provide a small yet statistically valid data set to assist in determining trends associated with community knowledge of the Strategy and its Actions. The results of the Survey in Year 2 (2019) of the Learning Strategy would provide baseline data on which to measure community understanding of, and satisfaction with, the Strategy.

Partnerships and collaborations are critical to the ability of Council, through the Learning Community Strategy 2018-2023, to facilitate new learning models and opportunities whilst optimising the impact of available resources.

The Collective Impact Assessment Tool (CIAT)[43] will measure and evaluate the strength of the partnerships in contributing to the achievement the aims of the Learning Community Strategy 2018 - 2023.

CIAT provides the ability to generate consistent numerical data about subjective findings. The underlying premise of 'Collective Impact' is that partnerships are key to creating large-scale, transformational social change.

The purpose of CIAT is to measure the strength of partnerships and the collective impact they have on achieving outcomes of a strategy, initiative or project.

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[41] https://www.wyndham.vic.gov.au/about-council/your-council/plans-policies-strategies/wyndham-2040
[42] RFQ DOCUMENT FOR: Wyndham Learning Community Strategy 2018-2023, October 2018, Page 33

[43] Measuring Impact Toolkit, Wheeler, J, ,Wong, S., Blunden, P. (2014). Learning Community Framework Volume 1. Australian Centre of Excellence for Local Government (ACELG), University of Technology, Sydney

It is proposed that an annual CIAT measurement be done on the partners to the Learning Community Strategy 2018 – 2023 to determine their collective impact on the mobilisation of all types of learning in Wyndham. A CIAT at the commencement of the Strategy will provide baseline data for measurement against in subsequent years.

In addition, it is proposed that the CIAT form the basis of a "dynamic partnership map" that provides a highly visual line of sight to where partnerships are strong and thriving and where there are gaps.

The third measure for the Strategy is the aggregated success of its Actions in mobilising all types of learning through a partnership approach. A report on each Action will include baseline data, trends and outcomes. A measurement matrix (see 7.2 Measuring Actions below) will guide consistent application of tools and use of data in determining the success of each Action in achieving its planned outcomes.

The UNESCO Global Network of Learning Cities recognizes that participation in education and lifelong learning is "at the heart of the Sustainable Development Goals (SDGs) and indispensable for their achievement"[44]. The Wyndham City Council Learning Community Strategy 2018-2023 utilizes participation measures as an indicator of learning mobilisation. Participation provides a strong indicator of the value of learning in meeting the immediate and longer-term needs of individuals and communities.

Libraries data and data held by other areas of Council such as Service Planning, Partnerships and Reform will provide an indication of participation in informal and formal learning by location and demographics as well as insights into placed based trends. Along with these data sets, information from Council sources, such as the Wyndham Liveability and Wellbeing Indicators, will assist in identifying emerging needs and opportunities across the life of the Strategy.

A critical internal advocacy role for the Strategy is to influence the improvement of existing, and/or adoption of new, Council systems to enable data on participation in Community Learning Centres and other areas to be collected, analysed and utilised efficiently and effectively to make evidence based planning and resource allocation decisions in relation to mobilising learning across all Life Stages.

External participation and outcome data from Schools, TAFE, Learn Locals, RTOs, Universities and other state and federal government departments will be accessed and analysed where appropriate.

The Wyndham Learning City Portfolio Committee and the Learning Community Steering Committee will both have significant roles to play in monitoring and responding to the trends in learning mobilisation associated with the Strategy. An Annual Statement of Progress and Achievement will be delivered to Council

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[44] Cork Call to Action for Learning Cities, **Global goals, local actions:** Towards lifelong learning for all in 2030, UNESCO Institute of Lifelong Learning,

6.2 Measuring the Actions

Each Action will have a set of measures that have been negotiated with the Lead Partner. These measures will be associated with the outcomes that are to be achieved. Baseline data will be established for each Action and progress towards outcomes will be measured both on an annual basis and when each stage of an Action is completed.

A Measurement Matrix (6.3) has been developed to guide Council and Lead Partners in nominating measuring tools that are most appropriate for particular Actions.

In previous Strategies accurate and complete participation data for Actions targeting wide scale mobilisation, such as the Learning Festival, has not been easy to collect. With the advent of the Internet of Things (IOT) smart intuitive digital technologies can be deployed to assist in the collection of data and the promotion of learning initiatives. The Coordinator Learning Community will work with the Manager Smart Cities Office to identify the right cost effective digital solutions that will work for partners as well as Council.

The Strategy will aim for completeness of quantitative data sets where possible. There will be some Actions, however, where cost and practicality prohibits the collection of extensive or complete quantitative data sets. In these situations relevant qualitative measures will supplement quantitative data to enable reasonable conclusions to be drawn.

Lead Partners will be encouraged to select no more than 3 measurement tools for each Action from the following Measurement Matrix.

6.3 Measurement Matrix

Tool	What it Measures	Appropriate to Actions
Smart digital technologies	Participation Satisfaction Engagement	Actions 1, 6, 7, 11, 13, 15, 16, 17 & 18
Digital app - Survey Tools	Participation	Actions 1, 2, 3, 5, 11, 13, 14, 15, 16,17 & 18
Registration/Application Apps	Participation Level of Interest and quality in awards Number & Diversity of Events/Presentations	Actions 1, 2, 4, 11, 13, 14, 15,16 & 17
Case Studies	Innovation, diversity and Partnerships	Actions 2, 4, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17 & 18
CIAT	Diversity & Impact of Partners on outcomes	Actions 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15 & 16
Post Event Debrief Meetings (1:1 and in groups)	Participation, Diversity and Impact of Partners on outcomes	Actions 1, 4, 5, 11, 13 & 16
Reporting on outcomes	Alignment of activity with project specifications	Actions 3, 4, 6, 7, 8, 9, 10, 11, 12,14, 15, 16 & 18
Council Data	Place based and demographic needs	Action, 6, 7, 9,

7. Promoting the Wyndham Learning Community Strategy 2018 - 2023

Promotion of the Wyndham Learning Community Strategy 2018-2023 is critical to it achieving success in 'mobilising all types of learning'[45]. The following tactics will be used to promote the Strategy:

1. Develop and implement a communication strategy for families, workplaces and education and service providers including:
   - ⑦ Council newsletters;
   - ⑦ Council Website, including Learning Community web page and case studies of learning from Festival and Showcases;
   - ⑦ Social media campaigns associated with Actions and key time frames;
   - ⑦ Engagement of early years, kindergartens and schools in disseminating to families;
   - ⑦ Utilisation of the Principal's Network meetings;

2. Empower Customer Service Staff from Council and Partners to become "Learning Navigators":
   - ⑦ A half-day workshop annually would present the Strategy to critical customer facing staff and engage them in planning tactics to promote the Strategy and its Actions;
   - ⑦ Ensure Learning Navigators are up to date with activities associated with the Strategy through regular information 'blasts' and/or via video hook up;

3. Include knowledge of the Learning Strategy included in the Community Learning Centre Integration Toolkit;

4. Work with Manager Smart Cities Office to develop and showcase visual, and potentially interactive, displays using video based and other resources to celebrate and promote learning in Wyndham. Surprise the Wyndham community with displays in expected and unexpected locations e.g. customer waiting areas of partners, libraries, Community Centres, library walls, local places and public spaces;

5. Implement communication protocols for Partners for each Action;

6. Each year provide a report to the community on the progress of Actions and from the Education Roundtable;

7. Learning Community Steering Committee to monitor the Action Plan and re-promote it for each year.

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[45] RFQ DOCUMENT FOR: Wyndham Learning Community Strategy 2018-2023, October 2018, Page 33

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