



HUME CITY COUNCIL

LEARNING TOGETHER 2030 **SHAPING LIFELONG LEARNING** **IN HUME CITY TO 2030**

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FOREWARD

Learning Together 2030 is a Hume-wide strategy reflecting the importance of lifelong learning while committing Hume City Council and the Hume Global Learning Village (HGLV) to driving the continuity of lifelong learning in Hume City.

The importance of learning for personal development and community wellbeing has been emphasised by those who contributed to the development of this strategy and further reinforced by the many achievements arising from the implementation of the Learning Together 1 (LT1) and Learning Together 2 (LT2) strategies.

This third generation strategy reflects the maturing of partnerships and positions 'learning' as a strategic driver in the development of Hume City, as it builds on the bold ambitions of LT1 and LT2 to further extend the impact of learning.

The ambition to be a dynamic 'Learning Community' requires a collective and continuous commitment. The HGLV, together with Hume City Council (HCC) share this ambition and collectively accept the responsibility to meet the Hume City vision for learning;

To enhance life experience, employment opportunities and contributions to the community by inspiring and facilitating the participation of Hume residents in lifelong

learning, regardless of age, ability or ethnicity, resulting in reduced disadvantage and improved quality of life.

(Hume City Plan 2030, 2009 update, p.8)

Active citizenship is encouraged and promoted as a mutual responsibility of all residents of Hume City and **Learning Together 2030** promotes active citizenship through engagement in lifelong learning activities.

Learning Together 2030 incorporates three key, long term goals which have been identified through the consultation process. These goals will be reviewed periodically and actions developed to drive their achievement. The goals to be achieved by 2030 are:

1. To embed a culture of learning within the Hume community.
2. To strengthen pathways to learning, employment and shared prosperity for the Hume community.
3. To strengthen the Hume Global Learning Village by expanding and consolidating the commitment of its partners through collaborative planning, community engagement and advocacy for learning.



THE HUME GLOBAL LEARNING VILLAGE

The need for a Global Learning Village was first identified in 1996 as a result of a comprehensive review of library services undertaken for Hume City Council. The review involved extensive community consultation and recommended that Council establish a major library/learning facility in Broadmeadows (now known as the Hume Global Learning Centre). This initiative was significantly supported and promoted by Council, community leaders including Frank McGuire and the Broadmeadows community. The concept was enhanced and resulted in the building of a facility that provides a doorway to opportunities for the community by addressing social and economic disadvantage through strengthening the capacity of individuals to actively participate in the community.

The development of the Hume Global Learning Centre (HGLC) was made real through the guidance of the Hume Safe City Taskforce and in partnership with Council they led community workshops and meetings to capture the community's ideas, ambitions and aspirations for the HGLC. The HGLC was then identified as a hub for an innovative community development concept – the Hume Global Learning Village (HGLV).

Financial support provided from Council, the State Government and local industries Visy, The Age and Ford Australia, enabled the realisation of the Village concept. The construction of the HGLC and the Visy Cares Learning Centre at Meadows Heights 'kick started' the HGLV.

Today Council has extended the reach of the HGLV to more than 700 individuals and organisations including libraries, local schools, neighbourhood houses, learning centres, tertiary education institutions and local businesses.

Formally established in 2004, the HGLV partnership empowers people to embrace learning as a way of life in the homes, community settings, educational institutions and businesses primarily in Hume. Members collectively work together with the knowledge that social and economic wellbeing is created through the opportunities offered through learning.

Former Victorian Premier, the Hon. John Cain has led the HGLV Advisory Board, Ken Thompson has chaired the HGLV Committee and all representatives of the Board and Committee have volunteered to support and oversee the development and delivery of programs in conjunction with Council staff.

The work of the HGLV members and Hume City Council has been widely recognised at state and national awards including the 2005 Prime Ministers Awards for Excellence in Community Business Partnerships. Hume City Council plays a stewardship role in driving the learning community vision forward, backed by its significant resources. However, the creativity and innovation is only achieved with support of key partners, including local, state and federal government, HGLV members and Hume residents. Together the HGLV and Hume City

Council lead a network of cooperation that results in mutually respectful, energetic and productive relationships. Hume City Council is reframing the role of Local Government by integrating the '*Learning Community*' concept in the community.

The role of the HGLV today is to act as the catalyst, facilitator, leader and driver to achieve the shared vision of Hume City as a leading learning community. The work of the HGLV members, Advisory Board and Committee together with Hume City Council has been defined by two, three-year learning strategies – LT1 and LT2 – covering the period 2004-2010. The development of each learning strategy, including ***Learning Together 2030***, has involved Council, residents and members of the HGLV in a creative process of consultation, discussion and learning.

Confident and active citizenship contributes significantly and directly to social cohesion and quality of life and all citizens are expected to contribute. The Hume community is therefore challenged to join with HCC and the HGLV in promoting '*Lifelong Learning*' as a way of life, and embracing the belief that we can all live life as both a learner and teacher in Hume City.



HUME CITY PLAN 2030

The Hume City Plan 2030 describes a vibrant municipality characterised by; a strong economy, a pre-eminent multi-modal transport hub and the aspiration to be '*..recognised as the ideal location for healthy living, lifelong learning, employment, recreation, enjoyment and prosperity*'. Every four years, Hume City Council develops a Council Plan and both the Hume City Plan 2030 and the Council Plan express a strong commitment to supporting lifelong learning in the City.

Learning Together 2030 compliments the Hume City Plan 2030 and supports the expressed ambitions to:

- *"achieve employment levels equivalent to Melbourne's average."*
- *"double the percentage of Hume residents with qualifications."*
- *"ensure the Hume community have access to broadband internet or its equivalent."*

Central to the achievement of these goals is the building of a '*Learning City*', where the commitment to lifelong learning is accepted as a shared value by the Hume community.



DEVELOPING *LEARNING TOGETHER 2030*

The development of a twenty year strategy (2010 to 2030) requires an understanding of the present day challenges as well as formulating a vision for the future. Future events, issues and opportunities cannot always be foreseen, however, it is the desire to meet the current challenges, to redress social and economic disadvantage, to improve learning opportunities, and to increase prosperity and raise aspirations that has shaped ***Learning Together 2030***.

Learning Together 2030 and an associated action plan – ***Learning Together 3 (LT3) Action Plan 2010 – 2013*** – were developed following extensive consultation with Hume City Council, HGLV members and the broader Hume community. A series of nine workshops, including an education roundtable discussion hosted by the Mayor, were held across the City with participation from teachers, career advisors, educational planners, community development workers, service agencies, local learning networks, neighbourhood house coordinators, students, parents and residents. The creative thinking shared during these workshops has informed and shaped the development of this strategy and associated action plan. This strategy reflects the hopes and aspirations of the Hume community, that is, to be a place where everyone is able to improve their quality of life, through learning.

The key challenges that have been identified as a high priority during the consultation phase are as follows:

- 1) Supporting parents to develop their preschool aged children to confidently commence primary school, this includes increasing the participation levels at kindergarten.
- 2) Improving the participation and retention rates of students to year 12 or equivalent program, particularly in the suburbs where these rates are below the metropolitan average.
- 3) Providing clear pathways for young people moving from '*school to employment*' and for adults¹ undertaking '*retraining to secure new employment*'.
- 4) Aligning available training courses with employment opportunities in Hume City and to encourage local residents to develop the skills required to fill the local employment opportunities.
- 5) Improving access to education and training programs at all levels (certificate, diploma, degree and postgraduate levels) within easy access to residents' place of living or via available public transport.
- 6) Improving access to both formal and informal learning opportunities to build '*confidence in learning*', regardless of age, ethnicity, ability or economic capacity.
- 7) Increasing opportunities and participation in learning by those most at risk in our community.
- 8) Developing and delivering learning programs that help develop generic life skills, such as communication, problem solving and conflict resolution.
- 9) Developing successful local learning programs and strengthening the HGLV across the City.

¹ This includes the need for greater support for newly arrived adults seeking to convert, update or acquire qualifications for employment.

THE GOALS

The following goals have been developed to support community aspirations and address key challenges identified during the extensive consultation process.

Learning Together 2030 will be driven by three broad goals, each with a set of related objectives.

Goal 1:

To embed a culture of learning within the Hume community.

Objectives:

- 1.1 To develop confident learners in the early years of life.
- 1.2 To support families in developing children.
- 1.3 To widen intergenerational and intercultural learning opportunities across the Hume community.
- 1.4 To foster a confident and active community whom contribute to strengthening social cohesion.

Goal 2:

To strengthen pathways to learning, employment and shared prosperity for the Hume community.

Objectives:

- 2.1 To develop life skills, optimism and a pathway to future careers.
- 2.2 To encourage and support maturing learners, build employment skills and a platform to work.
- 2.3 To develop close links between local training opportunities and employers in Hume City.

Goal 3:

To strengthen the Hume Global Learning Village by expanding and consolidating the commitment of its partners through collaborative planning, community engagement and advocacy for learning.

Objectives:

- 3.1 To build and strengthen partnerships and advocate for enhanced learning opportunities in Hume City.
- 3.2 To plan and seek resources for the provision of infrastructure to support learning.
- 3.3 To support and promote the learning opportunities available in Hume City.

GOAL 1: TO EMBED A CULTURE OF LEARNING WITHIN THE HUME COMMUNITY.

Education is often cited as the key to collective human progress and many events in history support this view. Embedding a culture of learning, at a personal level and from an early age, is more likely to foster confident, lifelong learners and active community members. The benefits of learning are many; it can contribute to an individual's health, build emotional intelligence, develop knowledge and skills and generate understanding and wisdom that will foster confident and active citizens. It is also important to recognise that learning can happen in many settings; within the home, at school, in the community and through many and varied life experiences.

OBJECTIVES:

1.1 To develop confident learners in the early years of life.

Increasingly, research demonstrates that the learning that occurs in the early years of life shapes the future health and wellbeing of the community. Supporting families in developing their children in the years before they commence primary school is the focus of contemporary policies and programs emanating from the Federal and State Government – this includes the development of a national early years learning framework. The aim is to provide each child with the best opportunity to experience joy in learning and to reach their potential to commence school confidently.

Partnership efforts between Hume City Council, children's service providers and schools have resulted in increasing participation rates in kindergartens and other early childhood development programs. This has resulted in school principals and prep-year teachers reporting increased 'school readiness' among children in their first year at primary school. This positive trend is encouraging and supports the continuing focus on investment in early childhood development programs that engage children and parents.

1.2 To support families in developing children.

Affirming the role of parents as their '*child's first teacher*' and acknowledging '*the family as an important context for learning*' reinforces the need to provide appropriate information, programs and support to parents to assist them progress their child's learning. There are existing programs in place offered to families in Hume City that support parents to develop their children, including resources to support learning.

It is in the primary school years, where children begin to exercise independence outside of their home, form friendships and develop social skills, that the foundations are set for important life skills, such as; effective communication, problem solving, negotiation, assertiveness and cooperation. The primary school years are also an ideal time to foster and strengthen '*emotional intelligence*'. Offering a range of social activities outside of school hours, will compliment and extend the development of these important life skills. The value of learning through engagement in sport, art, music and other cultural activities was a common message expressed during the community consultation. The partnership between families, schools and the local community are integral to supporting the development of children.

1.3 To widen intergenerational and intercultural learning opportunities across the Hume community.

The need to develop a culture of '*learning throughout life*' is a founding principle of the HGLV and this has been re-affirmed as important during the development of this **Learning Together 2030** strategy. Linked to this objective are the expressed preferences for;

"..learning locally", "...learning 24/7" and "...at an affordable price."

Important resources associated with these objectives include; access to learning facilities in local neighbourhoods and through online internet based courses that enable flexible participation. Reducing the barriers to technology, particularly for older residents, will increasingly provide the basis for proposed intergenerational activities and strengthen the sharing of community based facilities. This will increase both the scope and lifespan of programs that can be delivered locally. Drawing on the rich cultural diversity of residents in Hume City provides an opportunity to foster intercultural learning.

1.4 To foster a confident and active community whom contribute to strengthening social cohesion.

Key indicators of a strong and healthy community include active engagement of residents in community life, local leadership, active volunteerism and a demonstrated understanding of each other. Such involvement and understanding strengthens social cohesion and contributes to making the community a better place to live, learn, work and play. Opportunities to improve knowledge of governance and understanding of leadership will promote engagement. Increased opportunities for volunteering not only provides an invaluable service to the community, but also offers opportunities for learning, pathways to employment and improved social inclusion.

GOAL 2: TO STRENGTHEN PATHWAYS TO LEARNING, EMPLOYMENT AND SHARED PROSPERITY FOR THE HUME COMMUNITY.

*The extrinsic value of learning and its associated benefits to the development of the individual and their contribution to the wider community, is most evident in the completion of formal education and the attainment of qualifications that meet the standards associated with employment in various occupations, trades and professions. Developing a community with the skills and knowledge base required to support the expanding industrial, commercial, service and public sector employment opportunities evident in Hume City is one of the explicit objectives of **Learning Together 2030**. To “..live, learn and work in Hume City”, was an often heard view by those who participated in the consultation.*

OBJECTIVES:

2.1 To develop life skills, optimism and a pathway to future careers.

An objective shared throughout Hume by young people, their parents and teachers is to inspire teenagers to be optimistic about their future and develop their capacity to either secure: an apprenticeship or traineeship; a place in a University or TAFE course or; a job that offers a pathway to future employment. Careers advice and work experience opportunities informed by contemporary employment trends and post-secondary course opportunities are critical to empowering young people with the information they need.

Complementing this knowledge is the development of a range of ‘soft skills’ that have been identified as foundation and transferable competencies required by prospective employers. These include; leadership, communication, problem solving, emotional intelligence, negotiation skills, an understanding of healthy living and teamwork. These skills are developed over time and through a range of activities, drawing from school and community-based programs. Close collaboration in planning and coordination in program delivery is required between schools and youth focused services to provide and promote youth

development opportunities and to attract additional resources. Successful collaboration will strengthen the developmental opportunities for all young people in Hume City. 'Social Enterprises' that assist young people, particularly for those who are most 'at risk' and who have disengaged with the mainstream school and training programs, need to be established.

2.2 To encourage and support maturing learners, build employment skills and a platform to work.

Providing ease of access and increasing participation in post-secondary tertiary education has stimulated interest by Universities and TAFE Colleges in the delivery of courses in Hume City and from suitable venues in the main population centres. Due to the structural barriers associated with distance, lack of public transport and social and economic disadvantage, the need to deliver tertiary courses locally is becoming significant.

Fostering interest and participation in tertiary education is further strengthened by a growing commitment to align course offerings with the profile of Hume City's established industries and major employers. This provides added benefits to the local businesses, as they seek to attract, train and re-train their workforce.

2.3 To develop close links between local training opportunities and employers in Hume City.

Hume City hosts a large industrial and commercial base, providing extensive and diverse employment opportunities. However in some parts of the City, unemployment remains above the metropolitan average and there are some families who experience generational unemployment. One compelling aspiration voiced during the community consultation was that by 2030 there would be "...a job for everyone".

Linking the provision of training courses to the employment opportunities and job vacancies prevailing in Hume City is identified as a high priority. This includes the provision of transitional occupational education to address changes in industry and workforce demands. Complementary to these objectives is the need to continue the provision of qualifications assessment (particularly for newly arrived migrants and advisory support services) to guide young people and adults seeking to focus their continuing education into employment related areas.

GOAL 3: TO STRENGTHEN THE HUME GLOBAL LEARNING VILLAGE BY EXPANDING AND CONSOLIDATING THE COMMITMENT OF ITS PARTNERS THROUGH COLLABORATIVE PLANNING, COMMUNITY ENGAGEMENT AND ADVOCACY FOR LEARNING.

The Hume Global Learning Village (HGLV) is a collaboration of organisations and individuals who believe in the power of learning. The collective efforts of HGLV members have recorded extraordinary achievements exceeding the expectations of those who first conceived the Global Learning Village concept. These achievements are testament to the power of partnerships and shared vision. The responsibility to maintain the momentum and reach of the HGLV must continue to be shared, as its' success is contingent upon the maintenance and growth of these partnerships.

OBJECTIVES:

3.1 To build and strengthen partnerships and advocate for enhanced learning opportunities in Hume City.

The HGLV is a collaboration of organisations and individuals with an interest in learning, representing Council, schools, neighbourhood houses, libraries, TAFE Colleges, universities, job services providers, businesses, community and sporting groups, government departments, trainers, tutors and individuals.

The role of the HGLV is to be the catalyst, facilitator, leader and driver of the shared vision for Hume City to become a 'Learning Community'.

To ensure vitality, energy and innovation permeate the activities of the HGLV, the following is required:

- A periodic review of governance structures, including partnership representation on the Advisory Board and the Committee.
- Continue to provide effective opportunities for engagement between members of the HGLV.

- Continue to monitor the learning indicators and educational outcomes for the Hume community and create and link new opportunities to enhance learning in Hume City.
- Continue to build strong working relationships with educational providers, learning institutions and associated research projects, including extending connections with international educational organisations and strengthening bilateral links that will inform and contribute to the development of contemporary and effective learning opportunities in Hume City.

3.2 To plan and seek resources for the provision of infrastructure to support learning.

The HGLV shares a collective responsibility for the identification, planning and provision of key learning infrastructure across Hume City. The development of new facilities, the redevelopment of existing facilities and the acquisition of technology and its associated infrastructure (e.g., broadband network) are central to the provision of learning opportunities for the Hume community. Effective advocacy and strong partnerships will need to be fostered in order to win resources to support the provision of appropriate learning facilities.

3.3 To support and promote the learning opportunities available in Hume City.

Promoting and marketing the '*value of learning*' is an ongoing role of the HGLV. Working in partnership to offer a broad range of learning opportunities tailored to the needs of the Hume community and increasing participation in these programs and courses requires systematic, creative and coordinated promotion. The broader membership of the HGLV provides a direct opportunity to disseminate information about learning opportunities. Building upon the existing communication strategies and seeking to improve dissemination is an ongoing commitment for all HGLV members.

*LEARNING
TOGETHER 2030*
STRATEGY
FRAMEWORK

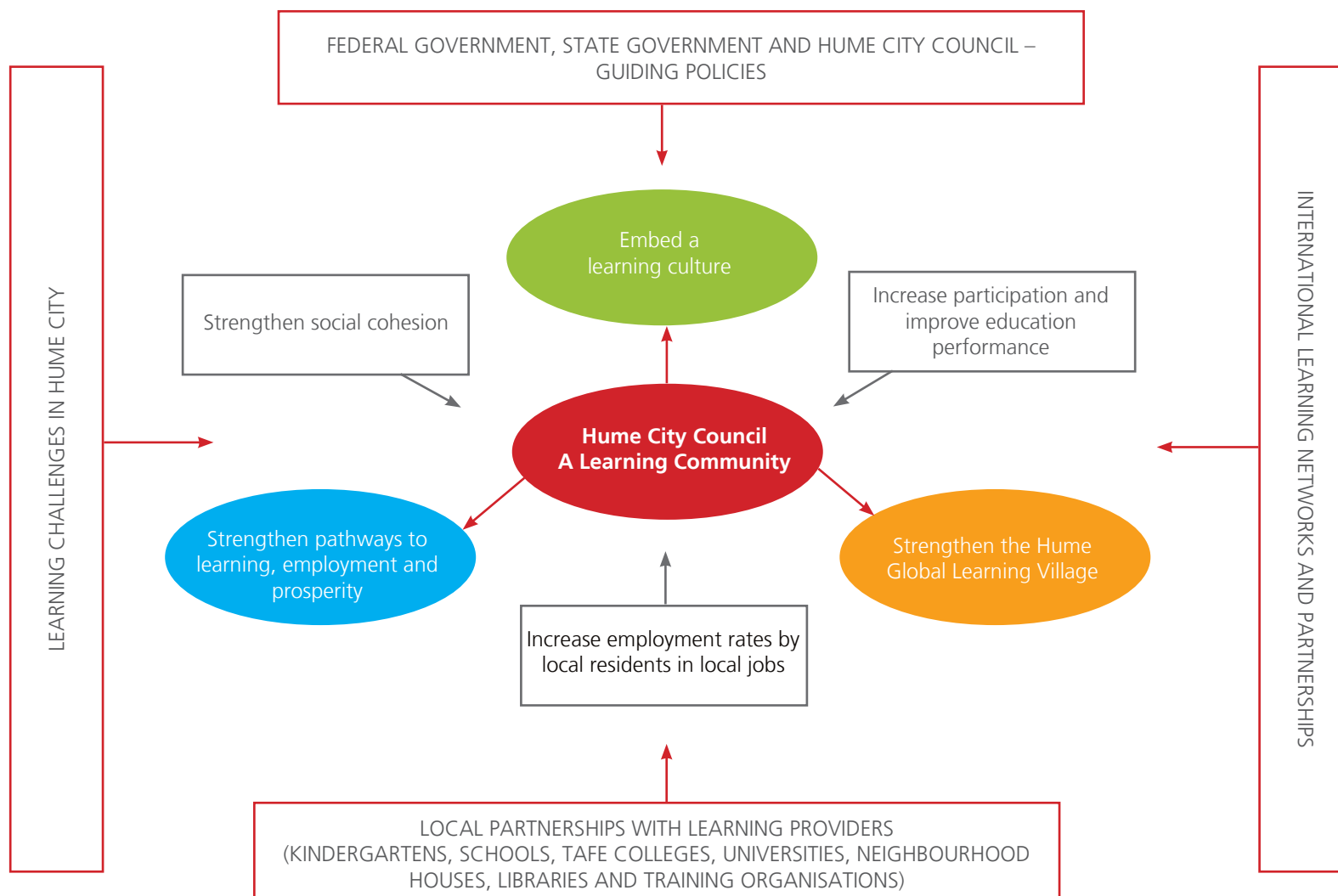
The framework which has guided the development of *Learning Together 2030* is depicted in the following diagram. The strategy has been shaped by the following four factors:

1. The learning challenges evident in Hume City.
2. Government policy (federal, state and local government) that supports education and learning.
3. The existing platform for learning and educational services currently available to Hume City residents.
4. Contemporary international ideas, trends and innovations that are shared through learning networks and partnerships.

Throughout the community consultation process, three broader community aspirations were repeatedly noted. These aspirations have guided the development of the strategy in conjunction with the factors described above. The broader community aspirations are to:

1. Strengthen social cohesion.
2. Increase participation and improve education performance.
3. Increase employment rates by local residents in local jobs.





ACTION PLANS – ACHIEVING *LEARNING TOGETHER 2030*

Developing a 20 year strategy requires big picture and longer term thinking. To assist those responsible for delivering the goals and aspirations defined in ***Learning Together 2030***, a series of four year action plans will be developed. The Action Plan is a separate and complementary document to be read in conjunction with the ***Learning Together 2030***.

Each action plan will be aligned to the Council Plan to enable developing and achieving shorter term actions that respond to emerging learning needs of the community while monitoring the progress of the long term goals of **Learning Together 2030**. In order to align the delivery of these action plans to the Council planning process, the **Learning Together 3 (LT3) Action Plan 2010-2013** will only cover a three year period.

The **Learning Together 3 (LT3) Action Plan 2010-2013** builds on the successes of LT1 and LT2 and includes a series of programs and projects that will focus on:

- Extending the reach of successful learning programs.
- Piloting innovative ideas to engage residents in learning.
- Planning for future infrastructure to support education and learning.
- Strengthening the work of the HGLV.

REPORTING PROGRESS

Action Plan implementation will be reported upon annually and measured against project indicators. Some indicators will not be achieved within a given 12 month period but will contribute to longer term outcomes. Every four years a report will be prepared conveying the changes in key indicators of community learning.

FURTHER INFORMATION

Please visit www.hume.vic.gov.au for more information about the work of the Hume Global Learning Village and the programs and projects on offer.



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