



### **Devonport as a Learning City**

The launch of the Devonport Learning Communities Strategy “Live & Learn” sets a new direction for Devonport; establishing a solid foundation of life-long learning which is expected to influence the future development, enterprise and innovation in the region.

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### **Dropping off the edge 2015**

Particular acknowledgement is made of the World Health Organisation’s documentation of the social determinants of health but the findings of numerous researches spanning fields as diverse as health, education, employment and criminology, have converged upon a set of general insights into the onset and sustainment of disadvantage. Poor social and economic circumstances affect people’s prospects of fulfilment throughout life

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### **Exploring Management Models for NSW Regional Libraries**

The Centre for Local Government (CLG) was engaged by the State Library of New South Wales to undertake research to explore and recommend regional management models for NSW public libraries

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### **Generating knowhow in later life**

We live in a complex world in which we are increasingly required to take responsibility as individuals for the choices we make and their contingent risks. In this environment, how do older adults know how to live healthy and fulfilling lives in the face of a tsunami of complex information and a plethora of choices? This study set out to explore the knowhow Australians value in later life and how they acquire it.

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### **Home and away: child and youth homelessness report**

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### **Museums 101 - A Model for Learning Cities**

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### **Neighbourhood design for healthy ageing**

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### **Unpacking Career Development for Young People with ASD**

The CEAV in partnership with the Community Learning Board of the City of Melton provided a Career Education Parent Forum to citizens of the City of Melton on Thursday February 18. The one-day forum focussed on the needs of parents with children on the Autism Spectrum and provided an opportunity for parents to meet agencies that support transition of young people with AS into employment and training.

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### **Path to Employment Program**

CityLibraries Townsville recently delivered the Path to Employment program through a State Library of Queensland grant.

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### **Pathways to Education program**

Travellers Aid Australia's [Pathways to Education program](#) provides student travel passes to young people who are experiencing financial difficulties to enable them to travel to school or other forms of training and education.

[Read more](#)

### **The Literacy Issue**

A 2011 ABS study shows that 44% of Australians, aged 15-74 have literacy levels below level 3. Level 3 is considered as the minimum level to meet the complex demands of life and work in the 21st century.

[Read more](#)

### **The Let's Count program**

This report illustrates that there are significant numbers of the Australian population, who do not have, or are at risk of not developing, the mathematical knowledge and skills needed to fully participate economically and socially.

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# Strategy to develop a City of Learners

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Published on 20 November 2015



The launch of the Devonport Learning Communities Strategy “Live & Learn” sets a new direction for Devonport; establishing a solid foundation of life-long learning which is expected to influence the future development, enterprise and innovation in the region.

The City’s first Learning Communities Strategy has been developed over the past three years by over 150 representatives from the education, community, industry, youth and government sectors, steered by the Devonport Learning Communities Special Interest Group.

Devonport Mayor, Alderman Steve Martin said the aim of the Strategy is to improve the learning, training and employment outcomes for the community and that bringing “Live & Learn” to reality was a significant community achievement. “By embracing learning as a community we believe that we’ll be prepared to take advantage of the many opportunities which are set to come our way over the next decade” said Mayor Martin. “In a region characterised by high unemployment, we realised that if we were to improve employment outcomes for the community, that a whole of community approach to lifelong learning was needed” said Mayor Martin.

“Flexibility in our approach and addressing barriers for business to participate in learning programs will also be vitally important in the roll-out of the Strategy”.

“The Devonport Community Live & Learn Strategy is also about embedding learning into our everyday activities and achieving a co-ordinated approach to planning and the allocation of funding for the provision of learning resources in the region”.

“We’ve got the vision, now it’s about having dialogue with the community to get their feedback and hear their ideas about how we can go about progressing the Strategy and realising the vision of Devonport becoming a ‘learning City’ said Mayor Martin.

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# Dropping off the edge 2015

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Persistent communal disadvantage in Australia

**Tony Vinson, Margot Rawsthorne, Adrian Beavis, Matthew Ericson**

19 July 2015

Source:

**Jesuit Social Services**

## Link to Resource

Built on a foundation of national and international research, documenting social influences upon disadvantages that limit people's life opportunities.

### Executive summary

Particular acknowledgement is made of the World Health Organisation's documentation of the social determinants of health but the findings of numerous researches spanning fields as diverse as health, education, employment and criminology, have converged upon a set of general insights into the onset and sustainment of disadvantage. Poor social and economic circumstances affect people's prospects of fulfilment throughout life. Disadvantages tend to concentrate among the same people and their effects on health and life opportunities are cumulative. That Australian children do not escape the social influences upon their wellbeing is reflected in findings of the Growing Up in Australia longitudinal study.

While there has been a particular research emphasis on the interplay of social and biological factors, three earlier publications in the present series, *Unequal in Life* (1999), *Community Adversity and Resilience* (2004), and *Dropping Off the Edge* (2007), have charted the vulnerability of Australian neighborhoods to a range of material, behavioural, and educational forms of disadvantage as well as those related to 'health.' The present project, conducted throughout 2014, has used a total of 22 indicators to study the geographic distribution of disadvantage throughout six Australian States and two Territories. Some data has been derived from sources like the Australian Bureau of Statistics, NAPLAN, and the Australian Early Development Index, but considerable trouble has been taken to systematically secure additional information about important aspects of social disadvantage (like confirmed child maltreatment and psychiatric admissions) from state and territory government human service agencies.

The rationale for choosing particular indicators is presented in some detail in the text but two criteria have especially been emphasised, namely, that the indicator has an established research provenance, and that it has a bearing on the limiting of life opportunities. For example, low family income is a central factor in shaping individual and family life opportunities. The research evidence is that family income is interwoven with the influence of other forms of disadvantage represented by the range of indicators included in the present study. With regard to disability support, there is frequently pre-existing disadvantage among people who become disabled. In addition, there is the impact of disability onset itself, and the consequences of remaining disabled. Child maltreatment can have grave short, medium and long-term consequences for individual life opportunities.

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# Exploring Management Models for NSW Regional Libraries

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The Centre for Local Government (CLG) was engaged by the State Library of New South Wales to undertake research to explore and recommend regional management models for NSW public libraries. The review of literature and extensive engagement process undertaken, involved representatives from the NSW State Library and public library managers from different library models across

NSW. Reports and recommendations from this project were endorsed by the Public Libraries Consultative Committee and are available for review.

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# Generating knowhow in later life

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We live in a complex world in which we are increasingly required to take responsibility as individuals for the choices we make and their contingent risks. In this environment, how do older adults know how to live healthy and fulfilling lives in the face of a tsunami of complex information and a plethora of choices? This study set out to explore the knowhow Australians value in later life and how they acquire it.

For the purposes of this study we conceived of knowhow as some dynamic coalescence of the knowledge, information and skills that enable us to adapt and respond to the changing world in which we live. We asked 32 older adults no longer in the workforce in a variety of locations across Melbourne:

What is 'knowhow'? What knowhow is most highly valued in later life? How do older adults acquire knowhow?

Knowhow is difficult to define. Largely tacit, it is the intuitive ability of 'knowing what's the right thing to do with the right kind of thing' (Harnad 2007, p. 1). Research participants found the concept of knowhow 'nebulous' and difficult to articulate per se. They associated it with having a store of useful capabilities accumulated through life experience that enabled them to manage their lives competently.

The knowhow most highly valued constellated around four main aspects of life:

- Basic life skills included literacy and household management.
- Functional knowhow for managing everyday life included financial matters and government entitlements, information and communication technologies, housing and property maintenance, and accessing services.
- Knowhow about health and wellbeing for self and others included ways of maintaining and managing good health such as nutrition, fitness and medication, and managing disability or serious illness.
- Knowhow about later life events and transitions included gathering insights into possible future scenarios such as cognitive impairment, bereavement, living alone, caring or being cared for. This led to knowhow to plan for the later years of life, especially maintaining independence, maximising control of their lives, and understanding the late ageing process, their options for care and death and dying. By contrast, the meaning or purpose of life received little mention as a type of knowhow.

In the lives of the older adults in this study, knowhow is accumulated and shared incidentally and serendipitously through life experience. It depends heavily on living in an environment conducive to opportunities for social contact with family, friends and wider social networks where observations and conversations, both incidental and purposive, take place. Accumulation of a dynamic store of knowhow depends on five main factors: Personal attributes and skills Personal attributes are important enablers of knowhow. Research participants nominated such attributes as interest, curiosity, initiative, effort, self-direction, self-discipline, responsibility and self-confidence. Access to information, much information is acquired by word of mouth. As would be expected, the internet, the various media, local government and service agencies are also important sources of information. Not all information that presents itself in the course of daily life is reliable: its validity needs to be tested in dialogue with trusted others. Accumulation through life experience. Later life brings with it a store of accumulated knowhow on which older adults constantly draw, remembering, interpreting and re-interpreting it in different situations and combining it with knowhow born of new experiences as they unfold. Intentional pursuit of knowhow. While most participants believed they developed knowhow through learning from experience, a few spoke of intentional strategies to build knowhow for particular interests or hobbies. However, formal learning, in the sense of being taught, was seldom mentioned. It was evident that educational courses played only a small part in contributing to what participants regarded as knowhow. Social engagement Knowhow is propagated in a social context. Of all modes of acquiring knowhow, social interaction was implicitly and explicitly by far the most prevalent and valued means of acquiring knowhow for the 32 study participants. Observation and 'eavesdropping', day-to-day conversation, clarifying and verifying information with others, and group activities are all important to the generation of knowhow.

Knowhow evolves in the company of others. Together older adults not only acquire knowhow, they create it in a dialogic process and propagate it through their social networks. The generation of knowhow is a social and complementary process. It is akin to Bandura's theory of reciprocal determinism, where people's behaviour, environment and personal qualities all reciprocally influence each other.

Social isolation is the enemy of knowhow. As adults age, they can continue to enhance their capabilities, providing they live in an enabling environment. For the generation of knowhow this means having ample opportunities to be in the company of others so as to develop and exercise their knowhow individually and communally. This is essential if older adults are to live well in a complex and dynamic society.

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# Home and away: Child and youth homelessness report

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Mission Australia

16 February 2016

[Download file](#)



## Executive summary

According to the 2011 Census, some 44,000 children and young people in Australia are homeless. The reality is worse; many others are 'hidden homeless' who are not counted in the official statistics.

There is a growing body of evidence being developed about the true picture of child and youth homelessness. Our own primary research, the Mission Australia Youth Survey, gives a special insight into the housing experiences of young people across Australia and from different socio-economic backgrounds, which is rare in the youth homelessness literature.

## What does child and youth homelessness look like?

The Youth Survey uncovered a substantial number of young people experiencing housing instability, frequently as a result of family breakdown or conflict, which may impact negatively on their schooling, support networks, community connections and familial bonds.

It also revealed that nearly one in seven young Australians responding to the survey had spent time away from home because they couldn't return, a proxy indicator for couch surfing. The vast majority of these young people had done so on more than one occasion and some had typically stayed away for periods longer than six months.

The Youth Survey's findings point to the existence of a critical group of young couch surfers with poor family relationships, experiencing family conflict, not feeling confident about the future, unsure of their ability to cope with stress, concerned about depression and suicide, who leave home repeatedly, often for extended periods, because they feel they can't stay with their families at home.

The Youth Survey's finding of the prevalence of family conflict and couch surfing is also reflected in other recent Australian research. Family conflict affects 1.9 million Australian children in their early to middle years. Over 85% of homeless young people had spent time couch surfing before they were 18. Even amongst non-homeless young people, 38% had couch surfed at some point.

These young people are on a pathway to entrenched homelessness unless action is taken.

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# Ideas from other libraries

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## Love Cats Collage Workshop

Cat lovers are invited to participate in a whimsical morning of collage, facilitated by Carol Slattery and Chrissie Bolton. Unleash your inner creativity and experiment with a wide range of paper-based materials. This is the purr-fect time to let your imagination run wild.

**Where:** Wagga Wagga City Library, Community Learning Space

**When:** Monday 4th April, 10am - 12 noon

**Cost:** \$10

**Bookings available from Monday 7th March:** 02 6926 9700

or [wcl@wagga.nsw.gov.au](mailto:wcl@wagga.nsw.gov.au)



## RMS Safer Drivers Courses

NRMA Safer Driving School are running RMS Safer Drivers Courses in our library throughout the year. Check out the NRMA website for more info, and to book: <http://www.nrmasaferdriving.com.au/safer-drivers-course.htm>

**Dates:** Saturday 9th April (1pm start), Thursday 14th April, Wednesday 20th April

**Where:** Community Learning Space

**When:** 10am - 1pm

## Learning Together @ WCIG Training Services Sunshine

This new program aims to support culturally and linguistically diverse mothers and carers of young children to gain essential language and literacy skills. Delivered in collaboration with VICSEG New Futures and Brimbank City Council, it will seek to assist participants to improve literacy and numeracy skills and break down social isolation due to language barriers.

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# Let's Read

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*Let's Read's vision is for all Australian children share books, stories, songs and nursery rhymes every day from birth with the important people in their lives.*

## About Let's Read

Let's Read is a national, evidence-based early literacy initiative that promotes reading with children from birth to five years. Its vision is for all Australian children to share books, stories, songs and nursery rhymes every day from birth with the important people in their lives.

Let's Read was developed by the Centre for Community Child Health at the Murdoch Children's Research Institute and The Royal Children's Hospital. The Murdoch Children's Research Institute and The Smith Family have partnered to implement Let's Read with communities across Australia.

Let's Read supports the development of evidence-based skills, practices and environments that foster emergent literacy development. It is a multi-tiered initiative based on an ecological model of early literacy support. It is designed to increase home literacy resources and build the capacity of both families and professionals to foster children's emergent literacy skills.

Let's Read works closely with the Raising Children Network, collaborating to ensure parents, families and caregivers receive consistent messages about the importance of emergent literacy practices.

In July 2012 Let's Read received significant funds from the Australian Government to support a national early literacy campaign in 2012-13 building on the National Year of Reading 2012.

## The Let's Read Community Program

Let's Read works with communities to promote the importance of early literacy. The Let's Read community program aims to address the additional literacy challenges faced by children growing up in low socio-economic households and communities.

### The Let's Read Community Program:

- Trains professionals about the importance of early literacy and how to engage with families and caregivers to help them to support their children's emergent literacy
- Supports the Let's Read universal multi-point intervention which is provided by a trusted community professional multiple times between the birth and five years of age
- Makes high quality children's books available at low cost for use in the home and community
- Provides messages, information and resources that support provision of literacy rich home environments
- Provides messages and resources to support community approaches to early literacy development and encourage literacy rich experiences in the community
- Encourages and supports partnerships and initiatives for literacy activities and promotion.

Communities across Australia are using Let's Read to support families and carers to read with their children from birth. Since 2005, Let's Read has been delivered in more than 100 disadvantaged communities across seven Australian states and territories, with over 200,000 children participating in the program. In 2013-14 the community program was delivered to almost 10,000 children in approximately 36 communities across the country.

**Find a Let's Read community program | Establish Let's Read in your community**

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# Museums 101-A Model for Learning Cities

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[Museums 101 - A Model for Learning Cities](#)

*Written by Pat Inman on Mar 08, 2016 06:06 pm*

The *Chicago Tribune* (6 March 2016) has published a guide to help the public navigate Chicago's numerous cultural attractions; this provides a great model for other learning cities.

*See the link below:*

<http://www.chicagotribune.com/business/columnists/chi-museum-101-visitor-guides-storygallery.html>

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# Neighbourhood design for healthy ageing

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Sadasivam Karuppannan, Alpana Sivam

4 March 2010

Source:

[Barbara Hardy Institute](#)

[Link to Resource](#)

Identifies the relationship between neighbourhoods and healthy ageing.

## Abstract

Ageing is critical to housing systems as it affects the level of demand for housing. As the population ages, the suitability of housing influences the demand for social services, support and care in community. An ageing population will exert significant pressure on neighbourhood design and housing. Unfortunately the existing built environment in Australia – predominantly low - density developments with high automobile dependency – is not sympathetic to the needs of the aged population. It is widely acknowledged that the ageing of society is a challenge for social policy. However, there is little literature on planning policy supporting healthy ageing.

The aim of this paper is to identify the relationship between neighbourhoods and healthy ageing.

Neighbourhood consist of both housing and spaces in which we live and work. The paper presents the results from a household survey and focus groups conducted in South Australia on the perception of the aged population on age - friendly neighbourhood design and housing options. It is found that due to low - density development and lack of public transport and inappropriate location of facilities and design of public spaces, neighbourhood does not adequately support healthy ageing. The study concluded that there is a need to create a safe pedestrian environment, easy access to public transport, shopping centres and public facilities, recreational facilities and nearby health centres. These elements can substantially improve the neighbourhood and can positively affect the ageing.

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# Unpacking Career Development for Young People with ASD

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A Career Education Parent Forum was held in February for citizens of the City of Melton. This one day event was a joint initiative by The CEAV and the Community Learning Board of the city of Melton. The event focused on the needs of parents with children on the Autism Spectrum. The day enabled parents to engage with agencies that support the transition of young people with AS into training and employment.

The report can be accessed with the link below:

[file:///E:/W%20Parent\\_Forum\\_Evaluation\\_City\\_Of\\_Melton.pdf](file:///E:/W%20Parent_Forum_Evaluation_City_Of_Melton.pdf)

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# Path to Employment Program

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CityLibraries Townsville recently delivered the Path to Employment program through a State Library of Queensland grant. The program was aimed at addressing high unemployment in Townsville. It also recognised that maintaining a resilient community was important. With that in mind the program developed was not just about increasing skills about how to get a job but also emphasised resilience, mental and physical wellbeing.

It was a 6 week program, one day a week. Of the 25 who registered 22 participants graduated and about a quarter of participants were from the Aboriginal and Torres Strait Islander community and the multicultural community. Participants gained greater direction and increased positivity throughout the course which was certainly noticeable on graduation day. Many of the participants are now registered as volunteers. Session facilitators enthusiastically supported the program and many volunteered their time. We certainly underestimated how much the project could build community connections and resilience.

Judith Jensen Coordinator

Learning and Information Services CityLibraries Townsville



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# Pathways to Education Program

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Travellers Aid Australia's [Pathways to Education program](#) provides student travel passes to young people who are experiencing financial difficulties to enable them to travel to school or other forms of training and education.

Referrals must be made by the schools, and the following criteria applies:

1. Students must attend secondary education in an alternative setting, namely community schools and secondary education at a tertiary institution
2. Student/their family is on low income and experience financial disadvantage
3. Student is committed to regular attendance and attendance is monitored by the school
4. Students must be studying full time and attend a school listed in the approved list of schools. Full time VCE and VCAL students studying at TAFE can apply, [listing via PTV here](#)

For more information, [Tel:03 9670 2873](tel:0396702873) or E: [er@travellersaid.org.au](mailto:er@travellersaid.org.au)

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# The Literacy Issue

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## The issue

A 2011 ABS study shows that 44% of Australians, aged 15-74 have literacy levels below level 3. Level 3 is considered as the minimum level to meet the complex demands of life and work in the 21st century.

Literacy skills in the population are strongly linked to educational attainment and labour force participation <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4228.0Main+Features202011-12>

Our achievement, as a nation, in literacy, mathematics and science is declining as evidenced in the OECD 2012 Program for International Student Assessment (PISA).

14,481 Australian 15 year old students were assessed in the 2012 study.

Rural students (15 y.o) are on average **one year of schooling behind** metropolitan students in reading and scientific literacy. Students from the lowest SES quartile are, on average, **2 ½ years of schooling behind** students from the highest SES quartile. Even though Australian students achieve above the OECD average, they are between one and three years behind students from the leading countries.

<http://www.acer.edu.au/documents/PISA-2012-In-Brief.pdf>

The Industry Skills Council 2011 paper, 'No More Excuses', highlights the critical need for improvements in language, literacy and numeracy skills and noted the following key points:

- Language, literacy and numeracy (LLN) are the essential underpinning skills that enable people to be productive in their work, to continue to learn and develop, and to participate fully in society.
- Literally millions of Australians have insufficient LLN skills to benefit fully from training or to participate effectively at work
- The situation looks as if it could be getting worse, not better: the LLN performance of Australian students has, over the past decade, worsened in comparison to other OECD countries

[http://www.isc.org.au/pdf/NoMoreExcuses\\_FINAL%20single%20page.pdf](http://www.isc.org.au/pdf/NoMoreExcuses_FINAL%20single%20page.pdf)

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# Strengthening early numeracy learning: The Lets Count Program

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**The Smith Family**

18 March 2015

Source:

**The Smith Family**

## Link to Resource

This report illustrates that there are significant numbers of the Australian population, who do not have, or are at risk of not developing, the mathematical knowledge and skills needed to fully participate economically and socially.

### Summary

Numeracy is the capacity, confidence and disposition to use mathematics in daily life. It includes understanding numbers, patterns, measurement, spatial awareness and data, as well as mathematical thinking, reasoning and counting.

Numeracy is needed for a wide range of everyday activities such as handling money, taking medication and cooking.

It is also critical for economic and social participation in the technology-rich 21st century. For individuals, proficiency in numeracy is positively associated with labour market participation, employment and earning higher wages. It has become an essential skill for all people in the workplace.

For nations, the mathematical skills of their adult population influences the capacity to introduce productivity-improving technologies. This, in turn, contributes to increased living standards. Mathematics, engineering and science are key underpinnings for the future of innovative economies, with an increased global reliance on these knowledge areas. Australia's Chief Scientist has described these areas as part of the essential path to a future that is broadly socially, culturally and economically prosperous

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