

Community Learning Leaders Program

Residential Workshop

Coogee, Sydney

Year 2000

TIMETABLE

WEDNESDAY 16TH JULY

10.30am

Welcome - Tony Brown, Director ALA and Dorothy Lucardie, President ALA

10.35am

Program Outline - Rick Flowers, UTS

10.40am

What's Leadership and what's a Community Learning Leader? - Phillip Pogson, Leadership Consultant

1pm

Lunch

We'll walk round to Clovelly along the cliffs. There's a café/pub up on the rocks. That will take about 20 minutes walking briskly up and down hills, but with great views. Please bring clothing for Coogee's variable weather - sunny days, strong ocean winds, a little rain, and chilly mornings and evenings. The walk might be a good opportunity to begin the mingling.

2.45pm

Learning in Practice, Griff Foley and Rick Flowers, UTS

The work of community learning leaders and other practitioners is increasingly complex and demanding. This session will offer you a systematic way of analysing and acting on your practice. We will use this session to begin the process of planning leadership projects to be undertaken over Sept., Oct., and Nov. We'll continue the planning process tomorrow and Friday. We will discuss the nature and scope of possible projects. We will report on, and generate, ideas for projects.

3.45pm

Afternoon tea

4.15pm to 6.30pm

Session continues.

7pm

Walk to Bronte for dinner (takes about half an hour along the cliffs and through a famous cemetery to beachside restaurants).

8.30ish

Dinner speech - Ann McIntyre, Educational Leadership Development Unit, NSW Department of Education & Training

THURSDAY 17TH JULY

Breakfast will be available at the Coogee Bite Cafe. That's around the corner from the motel entrance, up the hill a little with views across Coogee Bay.

8.30am

Case Study in Community Learning Leadership no. 1 - Vision and Strategies: Moving between regional and national - Dorothy Lucardie, ALA and CEC

9.25am

Learning for Community Development, Mike Newman, UTS

Mike will set you the first of three exercises related to different types of learning and different types of problem solving. This series of exercises will also provide an opportunity for you to talk with, and learn, from each other, about your respective types of work.

10.15am

Morning tea

10.55am

Case Study in Community Learning Leadership no. 2 - Vision and Strategies: A regional perspective - Hazel Smith, Central West Community College

11.50pm

Learning for Community Development, Mike Newman, UTS

Mike will set you the second of three exercises related to different types of learning and different types of problem solving.

12.45pm

Lunch at Barzura's at the south end of the beach.

2.15pm *Charades or Image Theatre* outside, Rick Flowers.

3pm

Case Study in Community Learning Leadership no. 3 - Vision and Strategies: A metropolitan perspective - Gary Traynor, Sydney Community College

3.55pm

Afternoon tea

4.10pm

Learning for Community Development, Mike Newman, UTS

Mike will set you the third of three exercises related to different types of learning and different types of problem solving.

5pm

Free time!

6.30pm

Planning leadership projects, Rick Flowers, UTS

7.30pm

Dinner at Thai George on Coogee Bay Rd.

8.30ish

Dinner speech, Mike Newman, UTS

FRIDAY, 18TH JULY

Breakfast will be available at the Coogee Bite Cafe. That's around the corner from the motel entrance, up the hill a little with views across Coogee Bay.

8.30am

Planning leadership projects, Rick Flowers, UTS

9.30am

Community Leadership and Environmental Education, Geoff Young, Head of Community Education, Environment Protection Authority

11am

Morning tea

11.30am

How do we fit in with current adult learning policy initiatives/ advocating for what? Tony Brown, ALA

1pm

Lunch at Coogee Bite

PLANNING YOUR PROJECT

About the project you should undertake

An important feature of the leadership program is the undertaking of a project. There are two main goals of the project activity. The first is to encourage and support you to engage with a chosen issue or development related to community learning that is possibly of national, or international, importance. The second goal is to explore and develop some strategies that will address the chosen issue; that might be employed to influence and bring about the sort of change you desire. An assumption that shapes these goals is that two important qualities of leadership are the ability to (a) influence and bring about change and (b) clearly know the purpose of the sought change.

We will negotiate and plan the projects at the residential workshop in Coogee, Sydney. At the project planning sessions we will explore relationships of practice, learning and change and consider systematic ways of analysing and acting on practice. Some ideas for the way you might undertake the projects are to: (a) plan and facilitate a web-based forum on a chosen issue, (b) prepare a package of resources on a new initiative such as Learning Cities, (c) plan and facilitate a workshop, a panel discussion, a 'hypothetical' forum, an image or forum theatre piece, at the ALA conference.

Some pre-workshop tasks - make notes about project ideas

Read the papers that are included in this package. To directly help you plan your project we suggest you refer to Griff Foley's papers. The first paper, "Strategic Learning: Enhancing the effectiveness of HR work" is a (slightly abridged) chapter from his forthcoming book. It introduces you to a systematic way of thinking about your work as a community learning leader. The focus of this chapter is the work of human resource developers. But the action research method it outlines is applicable to your work. The second paper, "Strategic learning: Three case studies", contains three examples of "problem setting", the first stage of the action research process we will discuss in the workshop. These three practitioners, working in very different settings, are all outlining problems which they will investigate and then act on. The third paper, "An action research process", briefly explains the problem setting phase.

Before the workshop make some notes that outline a problem or issue that you would like to work on as a "leadership project."

We also ask that you consider, and make notes about, at least one question in each of the following four sections before coming to the workshop. The questions are also intended to help you think more generally about the nature of your work, of community learning, and of leadership.

VALUES AND PURPOSE

- What motivates and inspires you? Are the values that shape your personal life similar to those that shape your paid work and unpaid work life? Are the values that shape the organisations or groups you work with similar to yours?
- What would you say are the most important issues that should be addressed by the federal, state and local government authorities?
- What are the most important issues that community learning organisations should address?
- What are the most important issues that you should address?
- Whose interests are served by your work (paid and unpaid)?
- Why should anyone do the work you do? Why should you?
- Is there a tension between the 'common good' and your personal fulfilment?
- Do you feel sceptical, cynical or optimistic about your answers to the above questions?

NATURE OF LEADERSHIP

- What is leadership? Is it characterised by seniority or superiority? Do excellence and role modelling define it? Are we really talking about management skills? Is leadership about having plans and policies? Or is it simply being vested with institutional authority?
- If you were running an organisation or group what sort of leader do you want to be? Do you want to be 'loved', respected, feared? Do you want the organisation or group to be like a family?
- Is there a difference between individual leadership, group leadership, community leadership, political leadership, organisational leadership and 'social movement' leadership?

NATURE OF COMMUNITY LEARNING

- What does 'community' in community learning mean? Is there a difference between community learning, organisational learning, vocational learning, academic learning, and personal learning?
- Does learning build communities or /and individuals?
- How can community learning contribute more effectively to building the sort of society or community you or we want?
- How can we promote more partnerships between educators in the health, environment, VET, ACE, youth education, union etc sectors? Why would we want to?
- How can we forge partnerships between industry, business and adult and community education? Why would we want to?

- Should there be equal focus on informal community learning along with formal community learning?

ORIENTATION AND IDENTITY

- Is your personal life sharply separated from your work life? Do you separate your paid work from unpaid work? What matters most to you?
- Do you identify by the nature of your paid or unpaid work? How do you define your identity: as an adult educator, a trainer, a community educator, a community worker, a teacher, a change agent, a manager,..... ?
- How do you perceive the people you work with and for: Are they students, clients, learners, customers, colleagues, ?
- Are you ambitious? Are you ambitious to build an individual career; to advance your organisation's or group's interests; a political cause; a community's interests... ?

Project reporting format

Below is a suggested format for your project reports. You are expected to submit your report by the 23rd November.

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- Project title:
 - Name of project participants:
 - Issue/s the project engaged with and why are the issues important?
 - What sort of change is your project seeking to bring about? Why?
 - What types of strategies are needed to bring about the change? Why?
 - How was the project undertaken?
 - What did you learn by doing the project?
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Readings

Godfrey, Bill (1999). *Leaders and Leadership*. www.bookwatch.com.au

Lopez, Isabel (1995). "Becoming a Servant-Leader: Ther Personal Development Path", in Larry Spears (Ed) *Reflections on Leadership: How Robert Greenleaf's Theory of Servant-Leadership Influenced Today's Top Management Thinkers*. New York: John Wiley & Sons.

MacKenzie, Donald G. (1997). ""Community response to change. *Adult Learning*, Jan-Feb 1997 v8 n3 p13(3).

Newman, Mike (1999): "The Adult Educator", section 7 in *Maeler's Regard: Images of Adult Learning*. Sydney: Stewart Viktor Publishing

Brown, Tony

Foley, Griff (2000 forthcoming). "Strategic Learning: Enhancing the effectiveness of HR work", Chapter 7 in *Strategic Learning: Understanding & facilitating organisational change*

Foley, Griff (2000). *Strategic learning: Three case studies*

Foley, Griff (2000 forthcoming). "An action research process", in *Strategic Learning: Understanding & facilitating organisational change*