



Reference: AF15/77 TLG

17th February, 2015

TO: CR MEZINEC
CR PERSELLO
CR RICHARDSON
CR JULIE REIS (DISTRICT COUNCIL OF GRANT)
DAVID MEZINEC
SARAH PELLEN
ALEXANDRA NICHOLSON
CHIEF EXECUTIVE OFFICER
LIBRARY MANAGER
COMMUNITY DEVELOPMENT OFFICER

COPY: MAYOR
MEMBERS
TEAM LEADER EXECUTIVE SUPPORT

NOTICE is hereby given that the Mount Gambier Lifelong Learning Sub-Committee will meet in the following Meeting Room on the day, date and time as follows:

LIFELONG LEARNING SUB-COMMITTEE
(Committee Room - Level 4)

Friday, 20th February, 2015 at 2.00 pm

An agenda for the meeting is enclosed herewith.

Members of the Sub-Committee, please note the date/time of the above meeting.

Other Members not on the Sub-Committee are encouraged to attend the above meeting as your thoughts and contributions will be appreciated.

Barbara CERNOVSKIS
MANAGER - COMMUNITY SERVICES AND DEVELOPMENT

LIFELONG LEARNING SUB-COMMITTEE

Meeting to be held in the Committee Room, Level Four of Civic Centre, 10 Watson Terrace,
Mount Gambier, on Friday, 20th February 2015 at 2.00 p.m.

AGENDA

PRESENT:
Cr Mezinec
Cr Persello
Cr Richardson
Cr Julie Reis (District Council of Grant)
David Mezinec
Sarah Pellen
Alexandra Nicholson

COUNCIL OFFICERS:
Chief Executive Officer, Mark McShane
Manager Community Services & Development, Barbara Cernovskis
Library Manager, Vicki Hutchinson
Community Development Officer, Alison Brash

COUNCIL MEMBERS

AS OBSERVERS:

WE ACKNOWLEDGE THE BOANDIK PEOPLES AS THE TRADITIONAL CUSTODIANS OF THE LAND WHERE WE MEET TODAY. WE RESPECT THEIR SPIRITUAL RELATIONSHIP WITH THE LAND AND RECOGNISE THE DEEP FEELINGS OF ATTACHMENT OUR INDIGENOUS PEOPLES HAVE WITH THIS LAND.

The Chief Executive Officer took the Chair for the following business:

1. GOVERNANCE - Committees - Election of Lifelong Learning Sub-Committee Presiding Member - Ref. AF15/77

Goal: Governance
Strategic Objective: (i) Demonstrate innovative and responsible organisational governance

The Manager – Strategic Projects reported:

- (a) Council, at its meeting of Tuesday, 19th August 2014 adopted the Lifelong Learning Sub-Committee Terms of Reference (Attachment 1: Terms of Reference);
- (b) Terms of Reference 5.4 states “The Sub-Committee will appoint a Presiding Member”. It is suggested that the Committee appoint the Presiding Member using the same process recently adopted by Council for its two (2) Standing Committees and as set out in the following parts;
- (c) the term of office for the position of the Lifelong Learning Sub-Committee Presiding Member be one (1) year commencing 20th February 2015;
- (d) the Lifelong Learning Sub-Committee determines that the method of choosing a Presiding Member be by an election process undertaken by secret ballot;
- (e) the successful candidate will be the candidate with the highest number of votes;
- (f) where two or more candidates have an equal number of votes one of those candidates will be determined as successful from a drawing of lots by the Returning Officer;

Lifelong Learning Sub-Committee Agenda, 20th February 2015 cont'd...

- (g) the Chief Executive Officer be appointed the Returning Officer for the election;
- (h) upon the completion of the election, the Returning Officer be authorised to declare the successful candidate elected to the position of the Lifelong Learning Sub-Committee Presiding Member;
- (i) upon declaration of the Returning Officer the candidate be appointed to the position of the Lifelong Learning Sub-Committee Presiding Member for the term of office determined by this resolution.

moved it be recommended:

- (a) the report be received;
- (b) the above process to appoint the Presiding Member for the Lifelong Learning Sub-Committee be adopted.

seconded

2. GOVERNANCE - Committees – Lifelong Learning Sub-Committee - Call for Nominations - Ref. AF15/77

Goal: Governance
Strategic Objective: (i) Demonstrate innovative and responsible organisational governance

- (a) The Chief Executive Officer called for nominations for the position of Presiding Member for the Lifelong Learning Sub-Committee;
- (b) The following nominations were received:
 - 1. Cr _____ nominated Cr _____ to be the Lifelong Learning Sub-Committee Presiding Member.
 - 2. Cr _____ nominated Cr _____ to be the Lifelong Learning Sub-Committee Presiding Member.

The Returning Officer declared Cr _____ be elected to the position of Presiding Member for the Lifelong Learning Sub-Committee.

moved it be recommended the report be received.

- (a) the report be received;
- (b) Cr _____ be appointed to the position of Presiding Member of Lifelong Learning Sub-Committee.

seconded

Cr _____ took the Chair for the following business:

APOLOGIES:

moved the apology received from
be accepted.

seconded

Lifelong Learning Sub-Committee Agenda, 20th February 2015 cont'd...

- QUESTIONS:
- (a) With Notice - nil submitted.
 - (b) Without Notice -

3. GOVERNANCE – Committees – Scheduling of the Lifelong Learning Sub-Committee Meetings - Ref. AF15/77

- Goal:* Governance
- Strategic Objective:*
- (i) Establish measures for Council's performance and continually compare against community expectations
 - (ii) Engage with national, state, regional and local forums and partnerships to provide solutions and options to continually improve Councils service deliver and performance

The Manager Community Services & Development reported:

- (a) The Sub-Committee is requested to consider the time and schedule of meetings.

moved it be recommended:

- (b) *To be determined at the meeting.*

seconded

4. GOVERNANCE - Committees – Sub-Committee Terms of Reference and Purpose – Lifelong Learning Sub Committee Report No 1/2015 – Ref. AF15/77

moved it be recommended:

- (a) Lifelong Learning Sub Committee Report No. 1/2015 be received and key achievements noted;
- (b) The purpose of the Lifelong Learning Sub-Committee and future focus areas be reviewed;

seconded

OTHER MATTERS

MOTIONS WITHOUT NOTICE

The meeting closed at _____ p.m.
BJC



MOUNT GAMBIER LIFELONG LEARNING SUB-COMMITTEE

TERMS OF REFERENCE

A Sub-Committee of Council Established
pursuant to the provisions of Section 41
of the Local Government Act 1999.

Terms of Reference for the conduct of the business of the Council Sub-Committee were approved and adopted by the City of Mount Gambier at its meeting held on 19th of August 2014.

Mount Gambier Lifelong Learning Sub-Committee

The Mount Gambier Lifelong Learning Sub-Committee has been established to assist the Mount Gambier City Council achieve its strategic goal;

“To be recognised as a learning community which celebrates learning for all groups and members of the community.”

The Sub-Committee will:

1. Encourage and promote partnerships with the community, industry and governments that will increase delivery and uptake of lifelong learning opportunities.
2. Foster relationships and facilitate conversations to improve community engagement and learning.
3. Promote the benefits of cooperative learning and the contribution learning makes to our enhanced quality of life.
4. Support a diverse range of community learning initiatives and celebrate the success of formal and informal learning achievements.

Mount Gambier Lifelong Learning Sub-Committee

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1. NAME

The name of the Council Sub-Committee shall be the Mount Gambier Lifelong Learning Sub-Committee (in these Terms of Reference referred to as “the Sub-Committee”).

2. INTERPRETATION

For the purpose of these Terms of Reference, unless inconsistent with the subject matter or context: -

2.1 Definition

- 2.1.1 “Act” means the Local Government Act 1999 and includes all Regulations and Schedules.
- 2.1.2 “Sub-Committee” means the Sub-Committee of Council established pursuant to 3.0.
- 2.1.3 “Sub-Committee Member” means the person appointed by the Standing Committee.
- 2.1.4 “Commencement Date” means the date on which the Sub-Committee is established and becomes operative pursuant to 3.2.
- 2.1.5 “Council” means the City of Mount Gambier.
- 2.1.6 “Presiding Member of the Sub-Committee of Council” means the person appointed to that position pursuant to 5.3.
- 2.1.7 “Observers” means those persons attending any meeting of the Sub-Committee of Council, but not having a vote on any matter to be determined by the Sub-Committee and not having been appointed as Members.
- 2.1.8 “Singular” includes a reference to the “plural”.
- 2.1.9 Standing Committee means the Committee that established the Sub-Committee and to which the Sub-Committee reports.

2.2 Defined Terms

Any words, phrases or terms used in these Terms of Reference that are defined in the Act shall have the same meaning as are given in the Act.

2.3 Local Government Act

These Terms of Reference shall be interpreted in line with the provisions of the Act.

2.4 Notices

All communication to be given to the Sub-Committee shall be addressed to: -

Mount Gambier Lifelong Learning Sub-Committee
PO Box 56
MOUNT GAMBIER SA 5290
Email: city@mountgambier.sa.gov.au

3. ESTABLISHMENT

- 3.1 The Sub-Committee is established under Section 41 of the Local Government Act 1999.
- 3.2 The Sub-Committee will be established and become operative from the time a resolution of the Standing Committee is passed.
- 3.3 The Sub-Committee is established by the Standing Committee to assist in the co-ordination and administration of Council's Lifelong Learning Strategy.

4. OBJECTIVES

- 4.1 To be recognised as a learning community which celebrates learning for all groups and members of the community.

5. MEMBERSHIP

- 5.1 Membership of the Sub-Committee will comprise three (3) City of Mount Gambier Elected Members, one (1) District Council of Grant Elected Member and three (3) Community Members. The Mayor has Ex-Officio membership on this Sub-Committee.
- 5.2 Elected Members will serve on the Sub-Committee for the duration of the Council term (4 years). Community Members appointment will be a four (4) year term commencing mid way through the Council term (with the right to re-nominate). Community Members will be stood down (with a right to re-nominate) mid way through the Council term for a period equivalent to said term to enable effective succession.
- 5.3 The Corporate and Community Services Committee reserves the right to remove any Member of the Sub-Committee and appoint another Member in their stead. All Members hold office at the pleasure of the Standing Committee.
- 5.4 The Sub-Committee will appoint a Presiding Member.
- 5.5 The Sub-Committee have the flexibility to co-opt Members in an advisory capacity to assist with project work. Term to be at the pleasure of the Sub-Committee. A co-opted Member will not have any voting rights.

6 CASUAL VACANCIES AND REPLACEMENT REPRESENTATIVES

- 6.1 The Standing Committee may replace any Member on the Sub-Committee or fill any casual vacancies, by notifying the Sub-Committee the identity of the person proposed to replace the representative or fill the casual vacancy.

7 NO PROXY

- 7.1 The appointment of a person as proxy for any Member on the Sub-Committee is not permissible.

8 RESIGNATION OF REPRESENTATIVES

- 8.1 Any Sub-Committee Member may resign from the Sub-Committee, but such resignation shall not be effective until the Presiding Member has received written notice to that effect.

9 QUORUM

- 9.1 At all Meetings of the Sub-Committee a quorum must be present.
- 9.2 A quorum will be determined by dividing by 2 the number of Members formally appointed to the Sub-Committee ignoring any fraction and adding 1 (excluding Mayor as ex-officio).

10 MEETINGS OF THE SUB-COMMITTEE

- 10.1 The Sub-Committee shall meet as and when determined by the Presiding Member.
- 10.2 The CEO shall give notice to each Sub-Committee Member at least five clear days prior to any meeting.
- 10.3 The CEO shall send a copy of the notice of a meeting and minutes of the Sub-Committee to the Standing Committee.
- 10.4 The CEO must, at the request of the Presiding Member or three other Members, call a special meeting of the Sub-Committee.
- 10.5 All notices of meetings shall be issued under the hand of the CEO.
- 10.6 No business shall be transacted at any meeting of the Sub-Committee unless a quorum of Members is present.
- 10.7 Each Member of the Sub-Committee including the Presiding Member present at any meeting of the Sub-Committee must vote on any matter requiring determination and all decisions shall be decided on a simple majority of votes cast.
- 10.8 Each Member of the Sub-Committee including the Presiding Member present at any meeting of the Sub-Committee shall have one deliberative vote only.

11 PROCEDURES AT MEETINGS

The procedure to be observed in relation to the conduct of meetings of the Sub-Committee is in accordance with Local Government (Procedures at Meetings) Regulations 2000.

12 LIABILITY OF THE SUB-COMMITTEE

- 12.1 A liability incurred by the Sub-Committee rests against Council.

- 12.2 No liability attaches to a Member of the Sub-Committee for an honest act or omission by that Member of the Sub-Committee in the performance or discharge, or purported performance or discharge, of the Member's or the Sub-Committee's functions or duties.

13 MINUTES OF THE SUB-COMMITTEE

13.1 Administration

- 13.1.1 The CEO must cause minutes to be kept of the proceedings of the Sub-Committee.
- 13.1.2 Minutes of the Sub-Committee shall be available to all Members of the Sub-Committee, Standing Committee, Council and the public.
- 13.1.3 The Minutes of the proceedings of a meeting must include:
- 13.1.3.1 the names of the Members present and the time at which they entered or left the meeting;
 - 13.1.3.2 the names of observers or visitors to any meetings;
 - 13.1.3.3 every motion or amendment and the names of the mover and seconder;
 - 13.1.3.4 any disclosure of interest declared by a Member;
 - 13.1.3.5 whether the motion or amendment is carried, lost or lapsed;
 - 13.1.3.6 Minutes of the Sub-Committee Meeting shall be distributed within 5 days of the meeting;
 - 13.1.3.7 Minutes of the Sub-Committee Meeting shall be submitted for confirmation at the next meeting of the Sub-Committee and if confirmed, shall be signed by the Presiding Member or other person presiding at the subsequent meeting.

14 AMENDMENTS TO THESE TERMS OF REFERENCE

- 14.1 It will be lawful for the Standing Committee by resolution of the Standing Committee to revoke, vary or add to any of the provisions of these Terms of Reference at its own discretion within the parameters of the Local Government Act and other relevant legislation.
- 14.2 Notwithstanding 14.1 before the Standing Committee resolves to revoke, vary or add to any of the provisions of these Terms of Reference the opinion of the Sub-Committee shall be obtained.

15 INTERPRETATION OF THESE TERMS OF REFERENCE

- 15.1 Should there be any dispute as to the definition and/or interpretation of these Terms of Reference, or any part thereof or any irregularities whatsoever, then

the Standing Committee shall determine the dispute and the decision of the Standing Committee shall be final and binding.

16 WINDING UP

- 16.1 The Standing Committee may cease the operation of the Sub-Committee and the Sub-Committee may make such recommendation to the Standing Committee on the completion of its function.

25th February, 2014
Ref: AF11/350
MJT/LD/TLG

LIFELONG LEARNING SUB-COMMITTEE REPORT NO. 1/2015

SUBJECT: LIFELONG LEARNING KEY ACHIEVEMENTS

REF: AF15/77

Goal: Learning

Strategic Objective:

- (i) Encourage and promote partnerships with the entire community so that everyone understands and embraces the benefits of a lifelong learning community.*
- (ii) Promote the benefits of cooperative learning and the contribution learning makes to our enhanced quality of life.*
- (iii) Foster partnerships that develop programs, services and opportunities that deliver learning excellence.*
- (iv) Support and encourage a diverse range of community learning initiatives and celebrate the successes of formal and informal learning achievements.*
- (v) Council support opportunities for the community to strengthen relationships with families, friends and extended networks so as to promote and extend the learning of life skills.*

INTRODUCTION

The purpose of this report is to provide new Members of Council with some background information on the key achievements of the Lifelong Learning Sub-Committee.

BACKGROUND

The City of Mount Gambier continues to adopt Learning as a key theme and strategy and in the review of Council's current Strategic Plan, Learning remains one of our key strategic goals Beyond 2015.

Our fundamental focus is that learning in all its forms is a lifelong activity and is a core source of individual, social and community strength. This is reflected in the simple statement of our learning vision: "To enhance our community's quality of life through the development, recognition and celebration of lifelong learning".

It is not the role of Council to take responsibility for, nor to be a provider of education in our City however, Council does facilitate information sharing and broker cooperative opportunities which:

- Dramatically reflect our commitment to the value of learning within our communities of interest
- Reinforce the message that learning and education are fundamental building blocks of a strong community
- Understand the issues and opportunities facing education and advocate effectively on behalf of the community
- Foster a united and shared understanding of the way forward.

Education Degree

In response to strong interest in the community for the local delivery of an Education Degree a public meeting was held in September 2010 to establish an accurate measure of the extent of interest that existed within the community; an estimated 200 people made it very clear that they would support the local delivery of an Education Degree of which more than 130 people confirmed their commitment to participate in a locally delivered program.

Lifelong Learning Sub-Committee Report No. 1/2015 cont'd...

Council's Lifelong Learning Sub-Committee collaborated with the wider community and Education sector to explore and better understand the opportunities and options available to attract the program and were strong advocates for the local delivery of an Education Degree.

A Primary Education Degree program is now delivered at the Mount Gambier UniSA campus.

Relational Learning & Social Capital

In 2012, the City of Mount Gambier were privileged to partner with Flinders University and host a Sidney Myer Rural Lecture Series '*Rural Communities ... Education for the 21st Century*' at City Hall in Mount Gambier with Dr George Otero (Director of the Centre for Relational Learning in Santa Fe, New Mexico) in conjunction with Professor John Halsey from Flinders University. Dr Otero's fundamental philosophy is simple:

"We believe that our relationships hold the keys to educational success"

This lecture was an incredible success and received an overwhelming response from participants wanting to be involved in further workshops to challenge the traditional education paradigm and develop a local whole of community, relationship based approach to education and learning which raised the question, *where to from here?*

Thinker in Residence Professor Carla Rinaldi, Reggio Emilia, Italy

South Australia's Thinker-in-Residence Dr Carla Rinaldi, internationally respected for her expertise on early childhood development based around the Reggio approach visited Mount Gambier in 2012, and worked with a number of local people from the community and practitioners in the early childhood sector.

Representatives from the then Department of Education and Children's Services (DECS) presented to the Lifelong Learning sub-committee their learnings from a recent visit to the Reggio Emilia area of Italy. The Reggio Emilia approach to learning is centred on the principles of respect, responsibility and community, together with a recognition of the extraordinary potential young people have for learning and co-constructing their growth and knowledge. The request made by the Department at the conclusion of this presentation was for consideration to be given to developing a Children's Plan for the City of Mount Gambier. This request received a most enthusiastic response.

It then became evident that quite independently, Tenison Woods College had for some time been moving towards a Reggio Emilia inspired centre at its Mount Gambier campus.

The City of Mount Gambier embraced the work and wisdom of Departmental and Tenison Woods staff, and were fortunate to work together with a range of key stakeholders and support the attraction of globally respected educators to deepen our learning and understanding of education and childhood, guide the development of a Mount Gambier Charter for Children, and to strengthen our "*community village*".

Professor Rinaldi promoted the concept of early childhood spaces being places of and for learning for children, teachers, parents and the community. As she stated in her "Vision for South Australia"

"The competent child is amazing if we are able to make them visible. The competent child, the competent teacher and the competent parent can and do exist in South Australia. They are waiting for our pedagogical, cultural, social and political decisions"

Lifelong Learning Sub-Committee Report No. 1/2015 cont'd...

Under the auspice of the ***“Perspectives of Children in the City”*** project the views and aspirations of a wide range of young people from across Mount Gambier were gathered. These views were delivered in a series of presentations to Professor Carla Rinaldi by early childhood leaders (kindergartens, childcare centres, preschool, children’s centre, OSHC) who had sought the views of young people on a range of questions that included:

- What are the places you like to visit with your friends and family?
- Where do you like to play and why?
- What makes your place special?
- Where don’t you like to go and why?
- What do you think would make Mount Gambier even better?

The presentations reflected the thoughts, ideas and understandings of the children in their own words and drawings and a short workshop was held after the presentations.

Outcomes from *“Perspectives of Children in the City”*:

Through the ***“Perspectives of Children in the City”*** project we have listened to young children as well as the early learning educators who support them. This has been important as the City recognises the value in encouraging and respecting the perspectives of children and responding to their requests and interests.

- Council recognises early childhood learning and development as fundamentally important
- Council acknowledges that the experts on childhood are the children themselves
- Play settings which reconnect children to nature also encourage children to problem solve, think creatively and develop their own growth and knowledge (moved)


As part of the ***“Perspectives”*** project we sought to understand the way children view their own city. We asked them to tell us and to show us. By doing this, we learned that:

- Not every child in Mount Gambier knows the name of the City they live in
- Mount Gambier children like places that allow them to explore their imagination, seek adventure, nature and height.

Australian Early Development Index

The Lifelong Learning Sub-Committee supported the Mount Gambier Childrens Centre deliver a forum with keynote Dr Sally Brinkman who explained the value (and complexities) of the Australian Early Development Index figures. This index measures the development of young people by the time they start formal full-time school, and has been fundamentally important in our goal of better understanding and respecting our young people and valuing the strength of their learning journey. This seminar presented for the City of Mount Gambier some confronting figures that further highlighted the value of the working being undertaken to develop a Charter for Children of our community.

Lifelong Learning Sub-Committee Report No. 1/2015 cont'd...




Comparative results tool: All indicators

AEDI Mount Gambier community, South Australia

Mount Gambier community	Number of children †	Proportion of children developmentally vulnerable (%)						
		Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school-based)	Communication skills and general knowledge	Vulnerable on one or more domains of the AEDI	Vulnerable on two or more domains of the AEDI
2009								
Mount Gambier community	341	6.6	7.2	7	4.1	3.8	15.5	7.3
2012								
Mount Gambier community	306	8.1	9.2	8.9	6	8.1	19	11
Your community's difference		1.5	2.0	1.9	1.9	4.3	3.5	3.7
Critical difference* (+/-)		3.5	2.4	2.6	2.5	3.0	4.0	2.9
Change in children's development		↓	↓	↓	↓	↓	↓	↓

Legend values	
Significant decrease in vulnerability	↑
Significant increase in vulnerability	↓
Decrease in vulnerability but not significant	↑
Increase in vulnerability but not significant	↓
No change in vulnerability	↔



2012 Community results table

AEDI Mount Gambier community, South Australia

Legend values	
Highest proportion	
Lowest proportion	
0.0 = There are no children developmentally vulnerable	

AEDI data collection is greater than or equal to 60% and less than 80% of the ABS five-year-old population; interpret with caution.
 * AEDI data collection is less than 60% of the ABS five-year-old population. The AEDI may not accurately reflect the population of children; interpret with caution.
 N/A Data for this local community is not available.

Mount Gambier community	Number of children surveyed	Proportion of children developmentally vulnerable (%)						
		Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school-based)	Communication skills and general knowledge	Vulnerable on one or more domains of the AEDI	Vulnerable on two or more domains of the AEDI
Australia	289,973	9.3	9.3	7.6	6.8	9.0	22.0	10.8
South Australia	18,921	10.2	11.3	9.3	6.8	8.9	23.7	12.2
Mount Gambier Community	306	8.1	9.2	8.9	6.0	8.1	19.0	11.0
Local Community								
Mount Gambier East #	108	10.0	12.4	9.4	9.1	11.2	22.3	15.3
Mount Gambier Lakes #	59	3.5	3.5	7.1	0.0	5.3	15.8	3.6
Mount Gambier North West	87	11.7	12.8	14.1	9.0	7.8	23.4	15.8
Mount Gambier South West	52	3.9	3.9	2.0	2.0	5.9	9.8	3.9

The City of Mount Gambier Lifelong Learning sub-committee identified that the Relational Learning philosophies of Dr George Otero dovetail powerfully with the Reggio Emilia principles, and provided a solution to the confronting figures that were presented to us at the AEDI forum and, that we were most fortunate to have them supporting our work.

Relational, whole of community based ways of providing education, human and support services have formed the pillars of our approach to developing a sustainable community learning model specifically designed to meet the ongoing needs of our community - with our community.

Lifelong Learning Sub-Committee Report No. 1/2015 cont'd...

Our Mount Gambier Village – Online Hub

Learning takes on many forms and it has been widely recognised that it takes a village to teach the child therefore the City of Mount Gambier remain committed to enhancing our community's quality of life through the development, recognition and celebration of lifelong learning.

The City of Mount Gambier has remained committed to the continued development of a whole of community relational learning approach, working in an increasingly relationship-based way in terms of both service provision and the development of the Mount Gambier Charter for Children.

The launch of the online hub has allowed for ongoing conversations and collaboration as we shift from focusing on predominantly agency based approaches to education and service delivery.

This is a way to continue the conversation, foster relationships and plan outcomes and action plans for our community.

Participation in the online hub demonstrates a commitment to continuing the conversation and developing Social Capital by working together.

Charter for Children

The Charter for Children aims to serve as an aspirational set of principles, to guide the work of Council, early learning services, service providers and business who wish to subscribe to the Charter's principles.

The focus remains on early childhood, with the aim of decreasing rates of developmental delay in the region (recorded independently by the Australian Early Childhood Index -AEDI) we recognise the Charter principles have relevance and application within our community.

Council on 19th August, 2014 resolved:

- a) *The report be received;*
- b) *Council formally endorse the Mount Gambier Charter for Children and the formal launch of the Charter on 22nd October 2014.*

The Mount Gambier Charter for Children was officially launched on the 22nd October 2014.

DISCUSSION

Following the series of forums and workshops held in Mount Gambier over the past few years the City of Mount Gambier's Lifelong Learning Sub Committee has continued to foster and develop partnership projects which enhance our community across each stage of the learning cycle.

With a goal of making Mount Gambier the most liveable City for all of our citizens, we recognised the importance of developing a pledge with local services to allow our children to flourish in their earliest years.

Whilst the sub-committee has primarily focused on partnerships in the early childhood stage of the lifelong learning cycle in recent times it has still remained aligned with its purpose. As identified within the Terms of Reference, the purpose of the Lifelong Learning Sub Committee has been to:

Lifelong Learning Sub-Committee Report No. 1/2015 cont'd...

1. Encourage and promote partnerships with the community, industry and governments that will increase delivery and uptake of lifelong learning opportunities
2. Foster relationships and facilitate conversations to improve community engagement and learning
3. Promote the benefits of cooperative learning and the contribution learning makes to our enhanced quality of life
4. Support a diverse range of community learning initiatives and celebrate the success of formal and information learning achievements

RECOMMENDATION

- (a) Lifelong Learning Sub Committee Report No. 1/2015 be received and key achievements noted;
- (b) The purpose of the Lifelong Learning Sub-Committee and future focus areas be reviewed;

A handwritten signature in black ink, appearing to read 'Barbarovskis', enclosed in a thin black rectangular border.

Barbara CERNOVSKIS
MANAGER – COMMUNITY SERVICES & DEVELOPMENT

Sighted:

A handwritten signature in black ink, appearing to read 'Mark McShane', written in a cursive style.

Mark McSHANE
CHIEF EXECUTIVE OFFICER

16th February, 2015
BJC