

The State Library
of Queensland

THE LIFELONG LEARNING FRAMEWORK: CHILDREN AND YOUNG PEOPLE



"The public library, the local gateway to knowledge, provides a basic condition for lifelong learning, independent decision-making and cultural development of the individual and social groups."

UNESCO Public Library Manifesto, 2004

SLQ: THE FRAMEWORK

The State Library of Queensland (SLQ) will use this framework to stimulate innovative learning practice with children and young people. The State Library plays a vital role in supporting Queenslanders' learning and their navigation of the rapidly changing conditions of living in a technological and knowledge based society. The constantly changing conditions of receiving, creating and sharing knowledge in the 21st century demand that SLQ embrace learning-based practices that support lifelong learning across a range of contexts:

We have a key role in supporting learning opportunities, complementing formal education systems; facilitating lifelong learning; and expanding the learning capacity of local communities (Enriching Lives, 2007:5).

SLQ will offer rich, engaging and quality experiences that help build the capacities necessary for lifelong learning. Its *Lifelong Learning Framework: For Children and Young People, Parents, Carers and Educators* provides an explicit philosophical and theoretical platform for practice.

What is learning?

Learning is a complex and personal process occurring in many contexts; however, at its core is the importance of personal experience, transformation, understanding, identity and agency. SLQ embraces the following description of learning as key to its Lifelong Learning Framework:

Human learning is a combination of processes whereby whole persons construct experiences of situations and transform them into knowledge, skills, attitudes, beliefs, values, emotions and the senses, and integrate the outcomes into their own biographies (Jarvis, 2004:111).

Lifelong Learning

Lifelong learning refers to the continuous acquisition of knowledge, skills and understandings from the "cradle to the grave" (Delors, 1998). This ongoing concept of learning includes:

The development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding that they will require through their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments (UNESCO, 1995:5).

Capacities of the Lifelong Learner

SLQ aims to build and foster the capacities of the lifelong learner including:

- personal qualities such as self-management, agency, self-efficacy, initiative and enterprise
- critical and creative thinking, planning and problem solving
- interpersonal skills and the ability to work collaboratively
- multiple literacies and communication skills

Core Values

Values outlined in SLQ's programming policy for children and young people include the necessity to:

- celebrate the contemporary lives, cultures and identities of children and young people
- value the things that children and young people can do and want to know
- recognise the important role of parents, carers and educators in the lives of children and young people
- acknowledge the right of children and young people to access, contribute to, and comment upon SLQ collections, services and programs (<http://www.slq.qld.gov.au/about/pol>)

"I loved my library. My earliest memory is of my primary school library. I loved to read and our librarian would sit and read with us: it was wonderful. We had a small outdoor area as well. We would make our own story books and then keep them in the library. I was a library monitor as well. Our librarian would do birthday celebration things for us. I loved the smell of the library. It was always sunny. The library was a safe space. When I came down to the old State Library as a teenager I found it cold and big and scary. I couldn't find things...it was nice and quiet, peaceful, but I found the staff unapproachable. I just didn't know what to ask them...I felt so awkward. The State Library now is a much friendlier place. Programs and activities bring people into Level One...it warms things up. The Corner invites people in...the Open Area...it's not as daunting for people."

(SLQ Staff Member, Phase One Consultation, June 2007)

CORE LEARNING PRINCIPLES

The identified capacities of the lifelong learner, combined with SLQ's core values, drive the learning principles shaping SLQ space and practice, creating a rich learning environment for children and young people. These evidence-based principles acknowledge the multifaceted nature of the learner.

SLQ will provide environments for children and young people encouraging

Joy

- freedom, fun, laughter and play

Inclusion

- a sense of belonging within circles of trust and acceptance

Through processes enabling

Collaboration

- active partnerships, dialogue and interaction

Challenge

- imagination, critical thinking, creative risk taking and problem solving

Immersion

- time and space for practice and deep thinking

Building the learner's capacity for

Agency

- personal choice, initiative and investigation

Self Awareness

- self reflection, dimensions of self identity and self evaluation

Multiple Literacies

- opportunities for the development of multiliteracies, including critical and information literacy

RECOMMENDATIONS

Recommendations	Suggested Actions for Learning Based Activities	Working with Educational Institutions
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SLQ will provide environments for children and young people encouraging

Core Learning Principle **Joy**

- freedom, fun, laughter and play

<ul style="list-style-type: none"> • Include opportunities for children and young people, educators, parents and carers to experience joy through interaction, fun, choice and play in the design of learning programs, services and events across all SLQ units • Incorporate the principles of aesthetic/arts based learning, engaging the learner through experience, emotions and the senses 	<ul style="list-style-type: none"> • Further develop programs and services that incorporate interactive and engaging opportunities for play, fun and participant choice • Train and develop staff in approaches to learning and ways to tap into children and young people's intrinsic motivation through aesthetic learning 	<ul style="list-style-type: none"> • Review current practice with school groups and develop programs and services with an appropriate balance between the need for control and supervision, and the needs of the learner for joy and autonomy
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Core Learning Principle **Inclusion**

- a sense of belonging within circles of trust and acceptance

<ul style="list-style-type: none"> • Adopt a children/young people centred approach to issues of access, equity and opportunity across all units of the library • Offer and develop formal and informal programs, services and ongoing communication strategies to build trust and positive relationships with children, young people, parents, carers and educators • Allocate appropriate space and resources to offer an inclusive and consistent quality experience for all children and young people 	<ul style="list-style-type: none"> • Consolidate current practices that target specific groups that may not regularly attend the library • Develop capacity for outreach work, providing follow up and ongoing contact with target groups • Develop more cross generational and flexible programs that encourage children and young people to learn with friends, family and carers • Attract and train more volunteers to assist with relationship building and support services • Seek client and community feedback to identify need 	<ul style="list-style-type: none"> • Audit current school contacts, identify the gaps, and develop specific strategies to progressively address these gaps • Develop open and democratic processes and communication strategies, enabling any school to become involved in library programs and services
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THE LIFELONG LEARNING FRAMEWORK: CHILDREN AND YOUNG PEOPLE

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Through processes enabling

Core Learning Principle **Collaboration**

- active partnerships, dialogue and interaction

- Develop more coordinated processes and strategies that build active partnerships internally and externally

The aim here is to deliver higher impact, sustainable, relevant and effective programs, events, services and collections for children and young people, parents, carers and educators.

- Develop a central event and services calendar for children and young people across all SLQ work units
- Consult internally and externally with educators, children and young people to incorporate core learning principles in all SLQ planning and subsequent yearly offerings of events, programs, and services
- Consider resources, support, training and direction needed to actualize new approaches
- Develop clear timelines for planning program events, service design, and print materials

- Build relationships with schools through consistent contact and communication systems eg published programs, teacher launches, an education hotline, online information, and an E bulletin network
- Build brand recognition and expectation with educators to foster trust and confidence in quality
- Distribute information about programs, exhibitions and services to schools in February
- Repeat core programs over two years to allow educators to plan for, and include material in, learning programs
- Build resources in partnership with other "Learning" organisations
- Provide a variety of multiple entry points for educators (for example, both long and short term services)
- Build strategic long term and sustainable partnerships with educational organisations, curriculum bodies and professional associations

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Through processes enabling

Core Learning Principle **Challenge**

- imagination, critical thinking, creative risk taking and problem solving

<ul style="list-style-type: none"> Develop and build upon current programs and services that include a problem or inquiry based approach to encourage thinking about thinking 	<ul style="list-style-type: none"> Review current fact sheets and other online and support materials that assist children and young people in the development of research and investigation skills Engage educators or learning specialists to help structure and scaffold programs, events and services to develop higher order thinking skills Establish an internal quality assurance system or centralized co-ordination of selected learning approaches and program and service development 	<ul style="list-style-type: none"> Provide written support material, linking to exhibitions and other public programs. Publish these online for children, young people, carers and teachers to access after their visit to the library Select common school topics and frequently asked questions and develop well produced and documented programs that can be repeated and measured over time Foster stronger links to school curricula and develop creative and critical thinking and problem solving skills
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Core Learning Principle **Immersion**

- time and space for practice and deep thinking

<ul style="list-style-type: none"> Enhance the real and virtual environment of SLQ to promote deeper engagement with collections, services and programs Follow up and encourage connection over a period of time Continue to offer and develop creative, transitional and interactive spaces that offer children and young people the opportunity to play and move between their interpersonal, inner and cultural realms of experience 	<ul style="list-style-type: none"> Adopt a three tiered approach, assisting children and young people to move from: <ul style="list-style-type: none"> – participation, to – deeper engagement, to – transformative experience Utilise one-off programs as leverage to move engagement from “tourist” to “citizen” of the library Match the learner’s needs with appropriate facilitators and consider engaging external experts to help facilitate this process Provide training for managers and supervisors in reflective practice and planning processes 	<ul style="list-style-type: none"> Work to appropriate and realistic timelines to adequately liaise with educators prior to their visit to SLQ Ensure the length of program or service allows time for deeper engagement Provide more adequate space and resources for school groups to immerse themselves in the problem or research
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Building the learner's capacity for

Core Learning Principle **Agency**

- personal choice, initiative and investigation

<ul style="list-style-type: none"> Foster and develop an empowering model of communication and learning for children and young people, parents, carers and educators Utilise children and young people's ideas, knowledge and experiences as a primary tool for engaging with, and planning for, services, collections and programs 	<ul style="list-style-type: none"> Consider the question: "Are we encouraging dependency?" Review broad communication methods and audit in terms of participant empowerment Create more effective and time efficient orientation programs for SLQ to foster and promote empowering models of learning for educators, parents and young people Include greater opportunity for self directed and autonomous learning approaches for children and young people 	<ul style="list-style-type: none"> Develop a dedicated online space for education and include all booking information for teachers online Develop education notes or support materials for services, collections and exhibitions relevant to educators Develop professional development program for teachers, particularly targeting: <ul style="list-style-type: none"> Teacher Librarians English Teachers History Teachers Visual Art Teachers
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Core Learning Principle **Self Awareness**

- self reflection, dimensions of self identity and evaluation

<ul style="list-style-type: none"> Embed approaches that assist SLQ in developing a greater awareness of current practices and participant experiences Expand possibilities for children and young people to develop self awareness and personal identity through the offering of specific exhibitions, programs and services 	<ul style="list-style-type: none"> Develop staff capacity for critical reflection on practice and interaction Invest in cycles of practice, reflection, evaluation, review and new implementation in the development and planning of programs, services and collections 	<ul style="list-style-type: none"> Find a balance between content, skill and reflection (on experience) in current school programs to foster deeper and more enduring learning
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Core Learning Principle **Multiple Literacies**

- opportunities for the development of multiliteracies including critical and information literacy

<ul style="list-style-type: none"> Adopt an overall organisational position, acknowledging the need for multiple literacies to be embedded in all programs, services and collections Develop children's and young people's skills and confidence in interpreting and creating multimodal texts 	<ul style="list-style-type: none"> Include more multimodal materials and events Expand understanding of literacy and move beyond text based resources to include the development of all literacies Coordinate an annual calendar and mapping of children and young people's programs to ensure the scope and breadth of literacy development is addressed 	<ul style="list-style-type: none"> Develop online support materials in Information Literacy Develop programs in partnership with Education Queensland, Catholic Education, Independent Schools and Teacher Librarians Develop a trial program in information literacy with schools and develop curriculum materials for the online environment
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Democratic Learning

The theory of democratic learning suggests that learners and learning facilitators should share equal responsibility for *what* is learned and *how* it is learned. The democratic learning environment sees children and young people as active “citizens” of the learning process, who should democratically decide on the rights and responsibilities of all participants in the learning community.

Learning through Play

One of the primary sources of new knowledge acquired by children and young people is gained through the ways they engage in ‘play’. The experience of ‘play’ can range from a child immersing themselves in a game of ‘let’s pretend’, to a young adult using the internet to chat to friends. Experiencing ‘play’ allows young learners to develop, define and experiment with new knowledge and understandings about the world. Play is a valuable learning tool, as it is an enjoyable process entirely controlled by the learner. The experience of enjoyment that comes from learning through play can foster a love of learning in children and young people.

Agency

Self-efficacy, initiative and enterprise are key attributes that children and young people with a developed sense of agency possess. A sense of agency allows children and young people to take a more active role in the direction and pace of their own learning, as they are able to manage their own processes in completing tasks, and can critically reflect on what they have learned. A well-developed sense of agency builds children and young people’s capacities to be more autonomous in achieving their ultimate learning goals.

Collaborative Learning

The process of collaborative learning relies on effective dialogue between learners, co-learners and learning facilitators. Group problem-solving, teamwork and co-creation are all forms of collaborative learning that help children and young people discover new ways to view and understand the world around them. Collaboration allows us to think and do with the “other” and this invokes the need to think as opposed to the capacity to think (Arendt cited in Kohn 1994).

Multiple literacies

In 1996, The New London Group formulated the concept of multiliteracies. The term ‘multi’ is applied on two levels of the concept. The first ‘multi’ refers to the notion of multimodality – that information and language in today’s communications environment exist in multiple modalities including linguistic, visual, spatial, audio, and gestural (Cope as cited in Cloonan, 2004:47). The second ‘multi’ refers to the ‘multiplicity’ of the English language. In his 2004 interview with Alan Cloonan, New London Group member Bob Cope (2004) explains that language and communication is shaped through “cross-cultural interchange”, and that the English language is evolving and changing due to the fact that is used differently in many different countries and communities (47). This ‘multiplicity’ of language is described as ‘social language’ (Ibid).

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