

In relation to the systems and structures in Birmingham:

low level (0) → (5) → '(10) → '(15) → high level (20)

(low) (high)
0 Score 20

Birmingham encourages the existence of an environment that is rich in resources that stimulate learning

Environments are largely unstimulating; resources for learning are of low level, low quality, low interest; little voluntary use is made of communal learning resources; little excitement generated by every day processes

High quality resources for learning constantly come across; environments prompt interesting questions; puzzles and paradoxes regarded as interesting events; communal learning resources well used in a variety of ways

In my opinion, on this aspect, Birmingham would score:

Birmingham sees learning as being of different kinds; through various mechanisms

Learning is equated only with formal structures, and with specific activities.

Learning seen as happening via a wide range of organisations and approaches, recognising the strengths of each.

In my opinion, on this aspect, Birmingham would score:

Birmingham ensures that all ages, all communities, all sectors able to engage in learning

Learning seen as 'for me' by limited sections of the community, and in low numbers. Particular forms of learning stereotyped to specific groups.

Learning opportunities actively taken up by large numbers, across broad cross-sections of community.

In my opinion, on this aspect, Birmingham would score:

Birmingham makes learning opportunities readily known about; there is good information and guidance about learning

Reliable information is hard to get, is unclear or ambiguous; and is only available through restricted channels.

Detailed, clear information is easily available; with support and guidance – enabling realistic choices to be made.

In my opinion, on this aspect, Birmingham would score:

In Birmingham there are linked learning pathways, that are clearly understood; it's easy to see routes through learning

Learning occurs in disconnected steps; little sense of choice; routes offer slow progress.

Comprehensive and coherent options exist for learning to continue; These are understood in terms of detail, requirements and consequences; some 'fast track' options available.

In my opinion, on this aspect, Birmingham would score:

Birmingham recognises that anyone can learn from a variety of others (and therefore help others to learn); learning is more than classes

'Learning' equated with 'passive participant'; 'teaching' equated with 'formally qualified'.

'Learning' equated with active participant. There are situations where people see themselves at times as 'learners' and at times as 'teachers'.

In my opinion, on this aspect, Birmingham would score:

Birmingham recognises that learning happens in different ways for different people

Learning is seen as happening in fixed ways, in certain contexts; learning takes place mostly through restricted set of models and only associated with formal 'educational' activities.

Learning takes place via many different models and is openly associated with sports, arts, 'educational', creative, community activity etc etc.

In my opinion, on this aspect, Birmingham would score:

Birmingham recognises that learning can happen anywhere, anytime

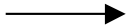
Learning opportunities are largely restricted in time, place etc; there is limited access to learning resources

Learning opportunities easily accessible e.g. remotely via ICT; learning opportunities are available widely and for much of the time; learning is seen as possible in wide variety of contexts

In my opinion, on this aspect, Birmingham would score:

Birmingham promotes 'learning'; sees learning as being for all people

Disconnected promotion of learning opportunities; learning promoted as being for certain groups; promotes separate organisation, courses or events rather than the overall value of learning

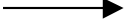


Collective promotion of the value of learning; learning promoted as being appropriate for all groups.

In my opinion, on this aspect, Birmingham would score:

Birmingham promotes high aspirations for all people

Little progress made re learning objectives; little sense of momentum; low expectations; plans and targets are unambitious



At various levels there is a 'can do' approach – striving for improved skills and deeper understandings; high expectations of various communities; plans and targets are realistic but stretching.

In my opinion, on this aspect, Birmingham would score:

Birmingham celebrates learning for a range of purposes

Learning outcomes not widely celebrated; any recognition is mostly through restricted events; some forms of learning get more promotion than others.



Wider patterns and diversity of learning celebrated; wide variety of ways of celebrating city's achievements.

In my opinion, on this aspect, Birmingham would score:

Birmingham recognises that there is a 'learning' element in most social processes (regeneration; events; community services etc)

Learning seen as for a specific purpose only; some forms of learning seen as superior to others.



Learning seen as a component of most other processes; learning for a variety of purposes all seen as valuable

In my opinion, on this aspect, Birmingham would score:

Birmingham values experience, wisdom and critical thinking

Skills and understandings are lost as people move on; constant reinvention of similar processes/structures; experience not valued; little value placed on critical thinking skills; knowledge and experience seen as resting with a 'special

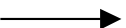


Experience, skills, wisdom etc known about, disseminated and made use of; 'Best understandings' used as basis for decision making; 'experience'; 'thoughtfulness' etc actively promoted; groups brought together to focus on

In my opinion, on this aspect, Birmingham would score:

Birmingham expects that each learning opportunity will foster a continuing motivation to learn

Motivations to continue learning cannot be sustained; learning experiences seen as worthless activity; large numbers show little inclination to learn; large numbers drop out from learning

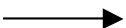


Evaluations of learning experiences are very positive; little falling off of interest; Large, and growing, numbers show inclination to learn; At each stage people receive increased motivation to continue learning.

In my opinion, on this aspect, Birmingham would score:

The systems and structures in Birmingham anticipate change and put learning in place proactively to assist in managing changes

Changes in context are often seen as a threat and a surprise; Steps are taken retrospectively to deal with changes; Need for new approaches, new attitudes not seen as necessary

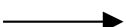


Changes are predicted in advance, and responded to in planned ways; Change is seen as much as an opportunity as a difficulty; New approaches consistently being tested as context changes.

In my opinion, on this aspect, Birmingham would score:

Birmingham seeks out challenges and issues; and commits to using learning to help resolve these

Agencies content to do things as they have been habitually done; Where challenges are identified – these are then ignored; Need to address issues is seen as a problem, not a potential way forward



'Can do/must do/will do' approach to challenges; Challenges seen as opportunities to improve; Learning seen as necessary for dealing with situations; Takes time out to review what is working well and what is challenging.

In my opinion, on this aspect, Birmingham would score:

Birmingham is able to be creative - and to use this creativity for change

There are stable patterns of learning activity; 'Standard assumptions' not challenged; few new ideas/new ways of working coming out of Birmingham.



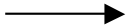
Creativity is valued; problems are identified and innovation encouraged, Birmingham seeks to contribute to real progress in planned ways; Looks for answers; adapts ideas.

In my opinion, on this aspect, Birmingham would score:

<p>Systems and structures in Birmingham know what's going on around them - and use this knowledge productively</p>	<p>Each bit of the system acts in ways that are disconnected from wider networks and wider thinking; unconcerned about getting real feedback on activities. People do their own thing.</p>	<p>→</p>	<p>Seeks out wider knowledge contexts; looks for detailed feedback (positive and negative) on activities, as a basis for deciding about future activities.</p>	<p>In my opinion, on this aspect, Birmingham would score:</p>	<input type="text"/>
<p>Birmingham wants to really know how it's doing, to get feedback and to 'improve on previous best'</p>	<p>Within the structures and systems for learning there is little attempt to look for learning implicit within own activities; Same 'mistakes' recur frequently. Things that have been on the agenda for some time, stay on the agenda.</p>	<p>→</p>	<p>Learning points recognised; knowledge pulled out, and managed for wider improvements; the sets of agencies learn from their own experiences, and the experiences of others; sense that real whole-city progress is being made</p>	<p>In my opinion, on this aspect, Birmingham would score:</p>	<input type="text"/>
<p>Within Birmingham agencies want to work collaboratively with others - to exchange information and knowledge, adding to the common store of knowledge</p>	<p>Information is treated as 'secret'; no willingness to share or to seek the views of others; Work is done in isolation, and in response of own view of what is needed; Organisations mostly link with organisations of the same kind</p>	<p>→</p>	<p>Information and understandings intelligently shared with others; and intelligently sought from others; Cross functional linkages exist between agencies of different kind.</p>	<p>In my opinion, on this aspect, Birmingham would score:</p>	<input type="text"/>
<p>Birmingham goes out of the way to seek the views and 'voices' of groups, individuals and communities.</p>	<p>Seek views only from existing participants in structured activities and programmes; limited capacity to respond to requests from communities</p>	<p>→</p>	<p>Mechanisms in place for a wide and diverse range of people to express views re learning; and likelihood that these will be taken account of.</p>	<p>In my opinion, on this aspect, Birmingham would score:</p>	<input type="text"/>
<p>Birmingham looks beyond the immediate; tries to get a sense of the bigger picture; uses frameworks as thinking tools</p>	<p>Use is made of anecdotal, over-specific case studies from own experience; Documents are seen as 'passive' reports, to be filed; Reports are of sections of the picture, not of the bigger picture</p>	<p>→</p>	<p>Use is made of frameworks that have wide applicability as useful thinking and action tools; Learning is actively integrated into policy/strategy developments; Reports take an intelligent overview.</p>	<p>In my opinion, on this aspect, Birmingham would score:</p>	<input type="text"/>
<p>Birmingham organisations exceed recognised quality standards; promote guarantees and entitlements</p>	<p>Little or no commitment to do other than meet minimum expectations re quality</p>	<p>→</p>	<p>Minimum levels of quality are exceeded; Challenging, aspirational goals are set; Entitlements/guarantees (re standards of learning) are met</p>	<p>In my opinion, on this aspect, Birmingham would score:</p>	<input type="text"/>
<p>Birmingham makes active use of new technologies</p>	<p>Relies on developments produced elsewhere; Seen as 'out of touch' with progress; Held back by lack of appropriate technology</p>	<p>→</p>	<p>Birmingham contributes to well respected developments; Uses 'leading edge' approaches; New technologies for learning are being spread rapidly; Seen as a knowledge-leader re new developments.</p>	<p>In my opinion, on this aspect, Birmingham would score:</p>	<input type="text"/>
<p>Birmingham fosters commitment to longer term visions and strategies</p>	<p>Operates reactively, day-to-day; Sees little role for learning as a key component of longer-term progress; 'Gets by' rather than 'gets on'; few discussions re 'where we need to be in 5-10 years time'.</p>	<p>→</p>	<p>Thinks in terms of 5-10 year changes; 3 year plans are delivered on year-by-year; change is commissioned by building learning into all renewal/regeneration/progress-related activity</p>	<p>In my opinion, on this aspect, Birmingham would score:</p>	<input type="text"/>
<p>Birmingham agencies seek improved outcomes for people</p>	<p>Little overt interest in securing better outcomes for people; Happy with things as they are, even if in need of improvement; Achievement levels lower than could be.</p>	<p>→</p>	<p>Aims constructively to produce improved skills/knowledge outcomes for people; Planned outcomes largely achieved for whole sections of the population</p>	<p>In my opinion, on this aspect, Birmingham would score:</p>	<input type="text"/>

Birmingham organisations put in adequate resources for learning, in equitable ways

Learning is under-resourced; No real planned ways forward; Use of resources regarded as inequitable and ad hoc

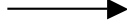


Learning is adequately/well resourced; Resources for learning are used in agreed, planned ways for maximum benefits

In my opinion, on this aspect, Birmingham would score:

Birmingham has ways of sharing knowledge

Finding things out relies on chance encounters; Some people consistently get knowledge, others consistently don't; Little sharing of knowledge



Flexible and effective use made of reviews, think tanks, surveys etc to create/gather knowledge; Key elements are systematically shared and distributed; There are systems for learning how to learn and for staying up to date

In my opinion, on this aspect, Birmingham would score:

Learning, in Birmingham, draws on resources of all sectors; reflecting diversity of traditions and cultures

Draws on city's wealth of resources in limited, monocultural ways; Some groups offered restricted learning choices; Substantial aspects portrayed as 'minority interests'

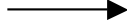


Learning recognises value of diverse traditions and cultures; Resources from a variety of traditions and cultures are integrated into learning

In my opinion, on this aspect, Birmingham would score:

Agencies in Birmingham constantly look for deeper understandings

Understandings are not sought – fixed views maintained; 'understanding' is seen as one group persuading another

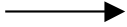


Shared understandings are actively fostered; 'understanding' is seen as agreeing that differences fit within a bigger picture

In my opinion, on this aspect, Birmingham would score:

Birmingham uses learning to match diversity with cohesion

Unresolved conflicts between diversity and cohesion; Activity is seen in partisan 'silo' ways. Inappropriate focus on local or on 'top down'

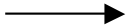


Dynamic and productive interactions between diversity and cohesion; Activity is seen to gain from clear interactions between local and wider actions

In my opinion, on this aspect, Birmingham would score:

Birmingham creates high skills levels for all

High skills associated with particular groups; Some groups consistently continue to underachieve

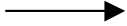


All groups demonstrate the capacity to achieve high skill levels

In my opinion, on this aspect, Birmingham would score:

Birmingham uses learning to enable engagement with wider social processes

Some groups remain marginalized by lack of skills to engage with processes; few preventative programmes in place.



Most individuals have the skills to engage with wider processes; Ongoing support to enable all to maximise contributions.

In my opinion, on this aspect, Birmingham would score: