



Official Newsletter of the Australian Learning Communities Network

Incorporated in NSW. No: 9883167

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On behalf of the Australian Learning Communities Network, we would like to wish you a safe and very happy Christmas and New Year

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Australian Library Reports and Statistics

Australian public libraries statistics, 2013-2014

National and State Libraries Australasia

18 September 2015

Source:

National and State Libraries Australasia

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Australia's public libraries provide quality information services that support lifelong learning to the Australian community, significantly impacting on the cultural and information industry.

The Australian Public Libraries Statistical Report is an annual NSLA project that identifies and measures the usage and activities of Australia's public library services. The survey highlights the range of services provided by public libraries across the National, State and Territory libraries.

- 1, 530 public library service points with 1,455 fixed point libraries and 7 5 mobile libraries
- One public library service point for every 15,000 people
- More than 7 out of 10 public libraries are open for more than 30 hours each week
- Over 171 million items were lent to 8.6 million members of Australia's public libraries
- Over 112 million customer visits annually , or more than 9 million per month
- Over 39 million items (1.7 items per person) were made available for the use of the community and almost \$129 million was spent on ensuring that these collections remain up to date and relevant (more than 60% of the collections are less than 5 years old)

In the same period, total expenditure on public libraries has increased from \$914 million in 2009 - 2010 to over \$ 1.04 billion in 2013 - 2014, representing a 14.7% increase. Expressed on a per capita basis, funding for public libraries has increased by 9 .1 % over the same period to \$ 44.66

Compiled by Regional Access and Public Libraries at the State Library of Queensland.

(Continued on next page)

ALIA LIS education, skills and employment trend report 2015

Australian Library and Information Association

21 August 2015

Source:

Australian Library and Information Association

[Link to Resource](#)



The 2015 report concludes that baby boomer retirees from the LIS sector are creating the job opportunities for graduates and other entrants to the LIS job market. Educators are in a challenging period, but this isn't restricted to the LIS sector. Data shows that more employers are recruiting candidates without LIS qualification to provide frontline services.

ALIA's aim is to encourage non-LIS professionals employed in the sector to study for LIS qualifications or at least gain a better understanding of the library environment by joining ALIA's proficiency recognition program. LIS workers had significantly higher educational qualifications compared with people employed in all occupations in Australia. This is the second year the report has been produced.

ALIA LIS education, skills and employment trend report 2014

Australian Library and Information Association

30 September 2014

Source:

Australian Library and Information Association

[Link to Resource](#)

This ALIA report gives educators, employers and students greater clarity about the education and employment landscape in Australia in 2014. Key points:

- In 2014, there were 26 institutions delivering 39 ALIA accredited courses around Australia.
- There were approximately 4,800 students studying for an LIS qualification every year, 25% through higher education, 75% through VET.
- LIS workers were significantly older, with the median age between six and 10 years higher, compared with all occupations.
- In the last five years, there has been a 22.5% drop in the number of Librarian positions in the workforce.
- The core skills, knowledge and attributes required by library and information professionals are evolving.

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Multicultural access and equity: Building a cohesive society through responsive services

Multicultural Access and Equity

Federation of Ethnic Communities' Councils of Australia

6 August 2015

Source:

Federation of Ethnic Communities' Councils of Australia

[Link to Resource](#)

[Download file](#)

FECCA's 2014-15 Access and Equity Report provides a summary of the perspectives and broader feedback received through consultations with culturally and linguistically diverse communities and service providers around Australia, regarding the design and delivery of Australian Government services. The report aims to discuss diverse community perspectives relating to the accessibility and quality of service delivery, highlighting gaps, key issue areas, models of good practice and opportunities for continued development and reform. This report addresses two of the dimensions in the Government's Multicultural and Access and Equity Policy – responsiveness and engagement.

These two dimensions were chosen following community consultations as they reflect the areas in which FECCA received the most feedback regarding government services. Responsiveness obligations include the need to ensure that policies, programs, community interactions and service delivery (in-house or outsourced) are effective for culturally and linguistically diverse communities. Engagement obligations include the need to ensure effective communication and interaction between diverse community groups and respective programs and agencies, including in languages other than English.

Part I of this report identifies and discusses cross-cutting issues including awareness and information provision, self-service, and the availability of data for responsive services. Community discussion asserted that service delivery must remain focused on accommodating the needs of diverse clients, even in the context of adapting to external factors. Innovation in the delivery of services through a broad range of platforms and mechanisms is positive, but only to the extent that accessibility for all Australians, including those from culturally and linguistically diverse backgrounds, remains a paramount concern. Relevant and disaggregated data is crucial to improving providers' understanding of their clients, a common theme that emerged in community consultations.

Part II considers whether specific categories of government services, including translating and interpreting, education and training, employment, and welfare services, are meeting their responsiveness and engagement obligations. The report's key findings highlight the importance of culturally-competent service delivery, and the need for broad application of a person-centered approach to be flexible and responsive to complex and ever-changing client needs. An overriding theme that emerged from consultations was the need for stronger coordination between government agencies to streamline and improve the delivery of

services agency-wide. It was revealed that a lack of awareness about programs and limited communication between agencies regarding the processes used to develop and implement such practices results in service delivery which does not fully cater to the needs of culturally and linguistically diverse clients.

Dispersed amongst community views on the above issues and other key themes, the report suggests 'what can be done' for enhanced service development and delivery, and achieving better outcomes for people from culturally and linguistically diverse backgrounds, with a view to supporting their full participation. While not exhaustive, these strategies are aimed at facilitating access and equity for culturally and linguistically diverse clients.

The report concludes by reiterating the importance of for more effective coordination through establishing an inter-agency implementation and evaluation platform.

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Centre for Research & Development in Adult and Lifelong Learning (CR&DALL)

The Community Innovation Lab

The Community Development team at the University of Glasgow has become collaborators The Community Innovation Lab which explores, applies and examines innovations associated with local, national, and international communities. It is part of an emerging multidisciplinary national and international consortium - The Community Innovation Consortium - comprised of public and private academic institutions, community members and community-based organizations.

Other current University partners are:

[Acadia University](#)

[Purdue University](#)

[Montana State University-Bozeman](#)

[Arizona State University](#)

[University of California, Davis](#)

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Dropping off the edge 2015

Persistent communal disadvantage in Australia

Tony Vinson, Margot Rawsthorne, Adrian Beavis, Matthew Ericson

21 July 2015

Source:

[Jesuit Social Services](#)

Source:

[Catholic Social Services Australia](#)

[Link to Resource](#)

[Link to Resource](#)

This report shows that complex and entrenched disadvantage is experienced by a small but persistent number of locations in each state and territory across Australia.

Foreword

In 2007, Jesuit Social Services and Catholic Social Services Australia commissioned ground-breaking research into place-based disadvantage across the nation. The resulting report, *Dropping off the edge*, built on previous work that Jesuit Social Services had engaged Professor Tony Vinson to undertake on its behalf and quickly became a critical resource for governments, service providers and communities attempting to address the challenge of entrenched and often complex geographical disadvantage.

That report received over 284 scholarly citations and supported the establishment of the Australian Social Inclusion Board – a body charged with identifying long-term strategies to end poverty in Australia.

Since the publication of *Dropping off the edge*, our organisations have received many requests to update the findings and produce a new report tracking the wellbeing of communities in Australia over the intervening time.

Sadly, the current report drives home the enormous challenge that lies in front of our policy makers and service providers, as many communities identified as disadvantaged in 2007 once again head the list in each state and territory.

As a society we cannot, and should not, turn away from the challenge of persistent and entrenched locational disadvantage, no matter how difficult it may be to solve the problem.

We call on government, community and business to come together to work alongside these communities to ensure long term sustainable change. We hold hope that the young people and future generations in these communities will have a better outlook and life opportunities than is currently available to them. It is our belief that every Australian should have access to the opportunities in life that will enable them to flourish – to complete their education, to get a job, to access safe and affordable housing, to raise their children in safe communities and to see the next generation thrive.

Jesuit Social Services and Catholic Social Services Australia are indebted to the dedication and perseverance of Professor Tony Vinson in leading this important research and analysis over the past 15 years.

Julie Edwards

Chief Executive Officer Jesuit Social Services

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Award winning Homework Help

Congratulations to the Homework Help team at **Craigieburn Library**, who have taken home the runner-up place in the 'Outstanding Metropolitan Out-of-School-Hours Learning Support Program' as presented by **Centre for Multicultural Youth**.

Contact Craigieburn Library for more details

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Australian Mothers have high hopes for kids' education

Australian Institute of Family Studies

<https://aifs.gov.au/media-releases/australian-mothers-have-high-hopes-kids-education> 1/3

Media Release — 18 August 2015

Australian mothers hold high educational expectations for their children, according to new research released today by the Australian Institute of Family Studies.

Using data from Growing up in Australia – the Longitudinal Study of Australian Children, AIFS Executive Manager, Dr Ben Edwards said more than half of mothers expected their child to obtain a university degree.

Children's expectations for their own educational achievements were closely related to their mother's expectations, with children whose mothers held high expectations also having high expectations for themselves.

"There's a strong link between mothers' expectations and the educational attainment that their children achieve," Dr Edwards said.

"Generally children tend to mirror the expectations of their mothers, although mothers tended to be a little more confident than their children that they would make it through university.

"Mothers expectations are influenced by how well their children perform in school. The expectations that mothers held for their children in Year 3 generally lasted until Year 7, although some mothers tended to adjust their expectations, as their child got older.

"Mothers and their children were more likely to hold high educational expectations if the mother was born overseas.

"Mothers held significantly lower expectations for their child's educational attainment where neither they nor their parents had more than a high school education."

Dr Edwards said mothers held different expectations for their daughters, compared to their sons.

"Mothers were more likely to expect their daughters to go to university and less likely to expect their daughters to obtain vocational training, compared with mothers of boys." Dr Edwards said.

"They also see more opportunities for their daughters to have a high-paid occupation that requires a higher education qualification. This may be explained by the different learning styles of boys and girls, with boys tending to prefer a more hands on learning approach.

"The study also showed that schools had an influence on educational expectations. Mothers' expectations were significantly higher among those with children in independent/private schools than in government schools.

“If children were around students from socio-economically advantaged backgrounds, mothers were more likely to hold high expectations for their child’s educational attainment.

“Similarly, children from more educated families and schools were more likely to have high expectations for their education in future, compared to others.”

Dr Edwards said grandparents’ education was another factor in shaping the educational expectations of mothers.

“The educational attainment of children’s grandparents was linked to mothers’ expectations of their children, over and above family and school factors,” Dr Edwards said.

“Importantly, we found that mothers and children’s expectations did have a bearing on children’s current academic success.

“Children’s academic performance in Year 5 was significantly related to both children’s and mothers’ educational expectations.

“Children who held high expectations for their educational attainment also tended to be intrinsically motivated in their learning and enjoyed striving to perform better than other students.

“The educational expectations of both children and their mothers are related to real academic experiences and their own education. The educational expectations of parents are highly relevant for children’s achievement motivation and outcomes from Year 3 to Year 7

Read LSAC Annual Statistical Report 2014 Chapter 6: Educational expectations of Australian children and their mothers
(<https://aifs.gov.au/publications/educationalexpectations-australian-children-and-their-mothers>)

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NMC horizon report: 2015

New Media Consortium

18 August 2015

Source:

New Media Consortium

[Download file](#)



The three key sections of this report constitute a reference and technology-planning guide for librarians, library leaders, administrators, policymakers, and technologists.

What is on the five-year horizon for academic and research libraries worldwide? Which trends and technologies will drive change? What are the challenges that we consider as solvable or difficult to overcome, and how can we strategize effective solutions? These questions and similar inquiries regarding technology adoption and transforming teaching and learning steered the collaborative research and discussions of a body of 53 experts to produce the NMC Horizon Report: 2015 Library Edition, in partnership with the University of Applied Sciences (HTW) Chur, Technische Informationsbibliothek (TIB) Hannover, and ETH-Bibliothek Zurich.

The NMC Horizon Report series charts the five-year horizon for the impact of emerging technologies in learning sectors across the globe. With more than 13 years of research and publications, it can be regarded as the world's longest-running exploration of emerging technology trends and uptake in education.

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“People like us”: School choice, multiculturalism and segregation in Sydney

Christina Ho

21 August 2015

Source:

Australian Review of Public Affairs

Owning Institution:

University of Sydney

[Link to Resource](#)

Daily encounters with cultural difference help establish an organic multiculturalism that becomes an ordinary part of people’s lives. People learn to deal with each other in an everyday fashion, and their differences are not a barrier to engagement and sometimes friendship. In schools where students from different backgrounds are thrown together, their negotiations across cultural difference are a unique opportunity to forge intercultural understanding. So how are Australian schools doing in fostering this kind of everyday multiculturalism, asks Christina Ho in the Australian Review of Public Affairs.

Report

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Principal for a Day

Principal For A Day® commenced in Australia in 2001 and has been managed by ACER since 2006. It is currently operating in Victorian schools through support from the Department of Education and Training (DET). Expressions of interest from other Australian jurisdictions are most welcome.

Principal For A Day® in Australia is modelled after the program of the same name developed by PENCIL (Public Education Needs Civic Involvement in Learning) in the United States. ACER acknowledges the generosity of PENCIL in allowing the use of their materials.

Mission and aims

The mission of Principal For A Day® is to increase and strengthen partnerships between schools and the community.

Principal For A Day® aims to:

- Increase understanding and awareness between schools, business and the wider community
- Promote the great work that schools do
- Provide business and community leaders with first-hand and current experiences of schools
- Enable school principals to develop on-going relationships with leaders from other spheres.
- Increase opportunities for schools and the community to work together in mutually beneficial ways.

Date

Principal For A Day® 2015 will be held on Tuesday 8 September.

Program components

The event component: The principal for a day ‘shadows’ the school principal, and participates in normal day-to-day activities in a primary, special or secondary school. The principal and the principal for a day discuss the challenges and current issues each is facing in their leadership role. Other activities on the day usually include a tour of the school buildings and site; discussions with students and teachers.

The forum component: following the event day, all principals for a day, their host principals, and other key leaders in education and business are invited to a Forum to share their leadership experiences, observations, and knowledge.

The relationship component: Independent research has found that the day is mutually beneficial for the schools and participating principals for a day. It is an enjoyable experience for all concerned, and many principals for a day and schools continue their relationships on a voluntary basis long after the event day is over. Results to date include professional learning exchanges, curriculum development, careers advice, job offers to students, industry and work experience visits, two-way mentoring and sharing of ideas and resources.

Program features

- The *wide diversity* of backgrounds and geographical locations of participating business/community leaders and school principals
- An *individualised matching* process based on particular interests of the business (or community) leader and the school principal, their individual areas of expertise, immediate organisational priorities and geographic location.
- A *comprehensive information* kit, including biographical and organisational profiles which enables participants to be well-briefed about each other's background and priorities
- *Forums* for all principals for a day and all school principals, to exchange experiences, discuss observations, propose ideas for further action and ask questions of key leaders in education who also attend these Forums.

Benefits of the program

For business/community leaders

- Increased knowledge of the issues facing schools and the work they are doing
- Opportunities to share ideas and perspectives on leading complex and innovative organisations
- The value added to their own organisation by their participation

For school principals

- New insights on leadership from successful leaders in other spheres
- The opportunity to showcase the school to significant business and community leaders
- The opportunity to develop ongoing relationships for the school and its students

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Better beginnings, Better futures

The Federation of Ethnic Communities' Councils of Australia (FECCA) have produced the *Better Beginnings, Better Futures* fact sheets, which aim to assist the development of effective strategies to improve the social, economic and political prospects of new and emerging communities in Australia.

The four fact sheets address topics such as access to post-compulsory education in school, youth unemployment and organisational capacity and access to funding for new and emerging community organisations.

Australian Research on Older People from CALD Backgrounds

FECCA commissioned the Australian Population and Migration Research Centre, University of Adelaide, to review the Australian research on older people from CALD backgrounds. The aims of the review were to identify the existing research evidence base about CALD Australians and to identify gaps in the research, covering four broad topic areas:

- older people from CALD backgrounds in general;
- older people from CALD backgrounds with dementia;
- ageing and mental health issues for people from CALD backgrounds; and
- CALD carers and carers of older people from CALD backgrounds.

The report is accompanied by a series of report briefs on the specific topics covered in the review.

These resources enable service providers and policy makers to translate knowledge into culturally appropriate aged care practices. Identifying gaps in the current evidence base allows informed decisions to be made about future research into older CALD Australians.

Better Beginnings, Better Futures

Better Beginnings. Better Futures is a series of four factsheets that aim to provide a community perspective on some of the most pressing issues affecting new and emerging communities in Australia. The factsheets cover the following topic areas:

- introduction to new and emerging communities, including a working description and specific characteristics of such communities;
- barriers to achieving positive educational outcomes for new and emerging communities, including the educational needs of people from new and emerging communities, support available to them, gaps in service delivery and availability;
- overview of the key barriers to gaining and retaining meaningful employment for youth from new and emerging communities, including support programs available, gaps in services and programs, and tips on how to address them; and
- analysis of the funding programs accessible to new and emerging community organisations and how to access them, challenges to effective management of funds, as well as gaps in services and programs and tips on how to address them.

Saver Plus is looking for new participants

Saver Plus is Australia's largest and longest running matched savings and financial education program, offered locally by The Smith Family.

The program assists individuals and families on lower incomes to build assets and improve financial capability, and has supported thousands of lower income earners to develop a lasting savings habit. Participants could receive up to \$500 in matched savings to help pay for education costs.

All enquiries can be directed to Lewis Young, Saver Plus Coordinator 9312 0932 or E: lewis.young@thesmithfamily.com.au

Building Social Cohesion in our Communities

Building Social Cohesion in our Communities aims to support local governments to build strong, socially cohesive communities. The resource is structured around five elements of building social cohesion based on international best practice, featuring case studies from local governments around Australia, tips for implementing good practice.

DSS Grants Services Directory

The DSS Grants Service Directory includes details of new grants established from 1 March 2015. You can search the directory by programme name, state/territory, region or postcode, or a combination of these [here](#).

SchoolMate

SchoolMate is an essential App for parents of school-aged children in Victoria to find out more about what children are learning at school in each subject, and practical tips about supporting children's education at home. Produced by the Department of Education and Training, SchoolMate provides parents with a roadmap to help aid their child's learning at home and at school.

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Resourcing social enterprises: Approaches and challenges

Bankwest Foundation Social Impact Series No. 2

Jo Barraket, Sharine Barth, Chris Mason

6 August 2015

Source:

Bankwest Foundation

Source:

Centre for Social Impact

Owning Institution:

University of New South Wales

Swinburne University of Technology

University of Western Australia

[Download file](#)

This is the second publication from the Bankwest Foundation Social Impact Series and includes preliminary findings from the **Supporting Development and Growth in the Community Sector in Western Australia** research program. This report is the first output of the Social Enterprise Financial Resilience project, which forms part of the program.

Despite increasing interest in social enterprise, there is limited understanding about the factors that support the capacity for social enterprise to deliver social objectives. In particular, we know little about how social enterprises access and use financial and other resources to sustain their businesses and how this can influence their organisational resilience. There are suggestions that social enterprise and small private for-profit businesses face similar barriers to accessing commercial finance (Burkett, 2010; Mavra, 2011). However, there are also factors specific to social enterprise – related to their organisational structures, their business purposes, and their operating environments - that influence how social enterprises attract, use and choose financial and other resources. With regard to financial resources, there is growing interest in and popular discussion about social finance in general and impact investing in particular. Yet, the financial needs, barriers and effects of certain forms of finance on social enterprise resilience and impact remains unclear.

The purpose of this report is to review the existing evidence about the resource needs and behaviors of social enterprises, and their barriers and opportunities to accessing financial and other resources. We augment this review with comments from workshops and interviews undertaken with 15 Western Australian social entrepreneurs, and seven social financiers and policy professionals in May-June 2015.

Unpacking the financial needs and behaviors of social enterprises provides a platform for better understanding of the factors that affect financial resilience of social enterprises in Western Australia and beyond, and the tools we need to support such resilience. Of course, organisational sustainability requires access to resources beyond finance; we consider in this report wider resourcing needs and their implications for financial resilience.

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“Sick with worry....” Stories from the front line of inequality, 2015

St Vincents de Paul Society

14 October 2015

[Link to Resource](#)

[Link to Resource](#)

Contains some sobering stories of poverty and inequality in prosperous Australia, finding overwhelmingly that people do not experience poverty because they choose to but as a result of a range of structural causes which push them to the margins.

Executive summary

In late 2013, the St Vincent de Paul Society published research outlining some startling statistics about poverty in Australia today. Two Australias: A report on poverty in the land of plenty showed that 13 per cent of the population is living in poverty, 1.5 million people are unemployed or underemployed, the bottom fifth of households receive only 2.5 per cent of wages, and a quarter of us live with a long-term health condition or disability. The report concluded that, under Australia’s prosperous veneer, there is a significant group of people who are struggling just to survive.

Behind the numbers are the faces. Following from that quantitative survey, the St Vincent de Paul Society decided to conduct the present research because we wanted to hear the stories of those doing it toughest. Those for whom every day is a battle. Stories from the other Australia.

We sent out a call to our members and volunteers, and over 70 interviews were conducted around the country. When we read the stories, some key themes emerged. These themes will not be a surprise to anyone who is familiar with disadvantage in Australia today: there is a severe shortage of stable, affordable housing; incomes for many are not sufficient for a decent standard of living, and secure work is very hard to find; and Australians living with disability continue to face severe structural barriers to participation. Cutting across all three areas were several further issues: the stigma faced by those on the edge; the inherent insecurity that life entails for many in the other Australia; and the disproportionate impact of poverty on women.

However, what also shone through our research were three remarkable opportunities for change. First, supportive, rights-based services can and do help many people out of poverty. Secondly, people’s overwhelming love for their children presents a wonderful lens through which to see change happen. And, finally, what almost everyone desires above all else is to be able to participate.

Therefore, while it seems there are structural problems around housing, employment and disability that are systemically excluding people, the research shows that the way forward involves better service provision and harnessing people’s keen desire to contribute.

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Super connected jobs: understanding Australia's future workforce

Bernard Salt

6 September 2015

Source:

NBN Co

[Link to Resource](#)

Connectivity, entrepreneurialism and a rising population will shape three million new jobs by 2030, argues a new study by Bernard Salt which has uncovered the distinct skill sets which represent Australia's future jobs in the digital age.

Developed by KPMG Demographics and commissioned by **nbn**, the *Super connected jobs* report explores how the potential for universal access to fast broadband can shape the future Aussie workforce and liberate employees from the confines of set working hours or places.

It predicts significant growth and transformation in existing jobs such as beauty therapists and personal trainers as well as a changing perception for stereotypically 'geek' jobs such as computer programmers and high tech start-ups which will become less niche and more mainstream.

Key findings include:

- **Three million more jobs by 2030** – With three million new jobs since 2000, it is likely the Australian workforce will increase by another three million more workers in the next 15 years to 2030. There will be a growing emphasis on part-time working women work as well as longer careers for older workers.
- **A culture of entrepreneurialism** – The rise of new technology and digital disruption will facilitate a level of entrepreneurialism unlike ever before. This will influence the economy with the rise of 'Silicon Cities and Beaches' outside of metro areas, as more small and agile businesses pop-up with new ways to disrupt, improve and create value.
- **It's not only about 'robot polishers'** – While the invention of the motorcar created jobs in car cleaning, future jobs won't mean everyone suddenly enters the robot cleaning business. Jobs of the future will stem from what is in most demand due to changing skill sets, population increase and the potential for ubiquitous access to fast broadband via the **nbn** network.
- **Connectivity the common thread** – While digital disruption will create new business models, the majority of Australian job growth will come from 'the jobs of today'. Connectivity will impact all types of jobs, even those not strictly in the technology space. New tools and new ways of communicating will influence all jobs of the future, no matter if you are a teacher, plumber, doctor or photographer.

Author of the *Super connected jobs* report, demographer Bernard Salt said:

"Australians are on the dawn of a disruptive 'Uber-work' era. Super connectivity made available via the **nbn** network will deliver a greater balance between work and lifestyle pursuits as we redefine how, when and where we will work.

"We could also see the rise of new Silicon cities or beaches in regional hubs around the country as universal access to fast broadband drives a culture of entrepreneurialism and innovation outside our capital cities."

Who are the workers of the future?

- ***The Care Givers*** – includes support services such as social worker and personal services like beauty therapists, nannies and fitness instructors. A future *Care Giver* fitness instructor will pitch for work using an uber-like app and conduct group workouts via HD video-conferencing.
- ***The Technocrats*** – knowledge-workers who are highly skilled, highly trained and well-remunerated. The spectrum of jobs includes electrical engineers, medical researchers and business entrepreneurs. A future *Technocrat* could conduct an international collaboration via high speed broadband, to collaborate, develop and commercialise a research project.
- ***The Specialist Professions*** – knowledge-workers that maintain systems and deliver outcomes including accountants, dentists, urban planners and teachers. A future *Specialist Professional* such as a doctor will conduct more of their work remotely and use technology to diagnose and treat patients.
- ***The Doers*** – skilled jobs for those who ‘do’, such as plumbers, carpenters and electricians. No matter how much we automate, there will still be a requirement for waiters in the future. A future *Doer* will use technology to create new ways of communicating with clients, ordering materials, allocating work and processing payment.
- ***The Creatives*** – this group of workers is driven by what pleases as opposed to what delivers the best return on effort. Stylist, social media engineer, photographer and yoga instructor are all *Creative* jobs that in the future will draw on access to high speed broadband for inspiration, instant connections with peers and clients and hassle-free large data transfers.

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Literature review of the impact of early childhood education and care on learning and development

Australian Institute of Health and Welfare

30 September 2015

Source:

Australian Institute of Health and Welfare

Owning Institution:

Government of Australia

[Link to Resource](#)

[Download file](#)

Summary

During the past three decades, extensive literature has accumulated on the early years of life for children. Research findings unequivocally agree that these years are a critical period of intense learning for children which provides the foundation for later academic and social success. This review explores the literature on the complex relationship between developmental outcomes and attendance at early childhood education and care programs.

0–3 years: within a child care setting

- Attendance at child care in the first 3 years of life has no strong effects on cognitive and language development for children who are not disadvantaged at home, provided child care is of a high quality (CCCH 2007).
- Quality is key: poor quality child care was found to produce deficits in language and cognitive function for young children (Productivity Commission 2014).
- Studies on the impact of quantity of child care for 0–3 year olds were inconclusive. Some studies reported better intellectual development, improved independence and improved concentration and sociability at school entry; other studies reported lower-rated learning abilities and an elevated risk of developing antisocial behavior in the future (Sammons et al. 2012; Sylva et al. 2010).
- Other reported benefits of attendance at high-quality child care include less impulsivity, more advanced expressive vocabulary, and greater reported social competence (Belsky et al. 2007).
- Children from disadvantaged backgrounds show the greatest gains from attending high-quality child care (Elliott 2006; Moore 2006).

3–5 years: within a preschool setting

- Stand-alone preschools and day care with preschool programs were both reported to promote cognitive and social development benefits, with evidence of improved performance in standardised tests in the early years of primary school (Warren & Haisken-DeNew 2013).
- Number of months of attendance at preschool is related to better intellectual development and improved independence, concentration and sociability (Sammons et al. 2012).

- Full-time attendance at preschool led to no more significant gains than part-time attendance (Sammons et al. 2012).
- Longitudinal studies have demonstrated the effectiveness of high-quality, focused preschool programs in reducing the effects of social disadvantage, developing children's social competency and emotional health, and preparing children for a successful transition to school. Benefits were optimised when children from different social backgrounds attended the same preschool program (Sylva et al. 2004).
- Children living in disadvantaged communities, those not proficient in English, and Indigenous children were identified as particularly vulnerable and most likely to benefit from high-quality preschool programs (Baxter & Hand 2013; Hewitt & Walter 2014).
- Programs aimed at increasing the attendance of these vulnerable children at preschool programs need to be culturally sensitive (Harrison et al. 2012; Mann et al. 2011).

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The communications market report

6 August 2015

Source:

[Ofcom](#)

[Link to Resource](#)



Smartphones have overtaken laptops as the most popular device for getting online, Ofcom research has revealed, with record ownership and use transforming the way we communicate.

Two thirds of people now own a smartphone, using it for nearly two hours every day to browse the internet, access social media, bank and shop online.

Ofcom's 2015 Communications Market Report finds that a third (33%) of internet users see their smartphone as the most important device for going online, compared to 30% who are still sticking with their laptop.

The rise in smartphone surfing marks a clear shift since 2014, when just 22% turned to their phone first, and 40% preferred their laptop.

Smartphones have become the hub of our daily lives and are now in the pockets of two thirds (66%) of UK adults, up from 39% in 2012.

The vast majority (90%) of 16-24 year olds own one; but 55-64 year olds are also joining the smartphone revolution, with ownership in this age group more than doubling since 2012, from 19% to 50%.

The surge is being driven by the increasing take-up of 4G mobile broadband, providing faster online access. During 2014, 4G subscriptions have leapt from 2.7 million to 23.6 million by the end of 2014.

We now spend almost twice as long online with our smartphones than on laptops and personal computers.

On average, adult mobile users spent nearly two hours online each day using a smartphone in March 2015 (1 hour and 54 minutes), compared to just over an hour on laptops and PCs (1 hour and nine minutes). But this is still only half of the 3 hours and 40 minutes we spend in front of the TV each day.

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Location, vocation, aspiration: Findings from Mission Australia's youth survey: 2015

Mission Australia

24 August 2015

Source:

Mission Australia

[Link to Resource](#)

Young people living in low socio-economic status areas are more likely to be concerned with getting a job, bullying and other emotional abuse than young people from higher SES areas.

Executive summary

Inequality and disadvantage remain entrenched in areas of our society with intergenerational poverty becoming well-known. It is becoming increasingly common to understand that this disadvantage is concentrated in some locations.

Location, Vocation, Aspiration considers this year's Youth Survey findings in relation to young people's socio-economic status (SES) measured by whether they were living in low, moderate or high SES areas. In order to conduct this analysis, responses were mapped by their postcode against the Index of Relative Socio-economic Advantage and Disadvantage from the Australian Bureau of Statistics to determine the relative SES of the area they live in. A closer examination of remoteness is also included.

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The new work order: ensuring young Australians have skills and experience for the jobs of the future, not the past

Foundation for Young Australians

24 August 2015

Source:

Foundation for Young Australians

[Link to Resource](#)

Economic changes are transforming work through automation, globalisation, and more flexible work.

Overview

Work has long been important for the livelihood, dignity, and happiness of humankind. We intuitively and statistically know that work helps us meet our most basic and complex needs, providing a path towards financial security, mental and physical health, dignity and meaning. For at least the past century, the prospect of a good job that pays a fair wage has been part of Australia's promise to our young people. By many measures, Australia has continued to deliver on its promise. We have enjoyed relatively strong economic growth, high wages and low levels of unemployment.

But beneath the seemingly benign surface of Australia's labour market, there is a quiet revolution occurring in the way we work. The old 'blue collar' part of workforce is barely recognisable today. As the factories in our urban manufacturing suburbs have been closed down or automated, the manual jobs they once provided have been decimated. Over the past 25 years, we have lost around 100,000 machinery operator jobs, nearly 400,000 labourers, and nearly 250,000 jobs from the technicians and trades. Offsetting these losses, there has been an explosion of more than 400,000 new jobs in community and personal services. The work revolution is no less visible in what we used to call 'white collar' jobs. Computers have swept through corporate towers and small business offices, displacing nearly 500,000 secretaries and clerks. At the same time, the increasing complexity of business processes and financial markets has created 700,000 new jobs across the professional and business services.

While our unemployment rate may be low, our factory floor workers have not seamlessly switched their hard hats for a healthcare job. Instead, unskilled workers, especially men, have stepped out of the labour force on mass. Over the past 25 years, nearly one in ten unskilled men lost their jobs and did not return to the labour force. Today, more than one in four unskilled men don't participate. Big economic shifts are not costless for everyone.

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What is driving homelessness in Australia?

Gavin Wood, Deb Batterham, Melek Cigdem, Shelley Mallett

22 July 2015

Source:

[Australian Housing and Urban Research Institute](#)

[Link to Resource](#)

This project involved descriptive analysis and modelling techniques to understand the structural drivers of homelessness, using data from three Census periods (2001, 2006 and 2011). The project utilised data from the ABS Census of Population and Housing, the Specialist Homelessness Service (SHS) Collection from the Australian Institute of Health and Welfare, and other relevant data.

Homelessness is found to be highly spatially concentrated, with 42 per cent of the nation's homeless population concentrated in only 33 of the 328 regions (i.e. 10% of all regions) in 2011. By contrast, such regions received only 34 per cent of homelessness resources (in terms of SHS capacity). While this spatial mismatch of resourcing has lessened over time, redressing this imbalance is an important area for policy attention.

Homelessness is concentrated in particular urban areas and remote regions of Queensland, Western Australia, and the Northern Territory, with regions with higher shares of males, sole parents and Indigenous persons having higher rates of homelessness. There was weaker evidence of homelessness being linked to younger populations with this mainly being an urban phenomenon. Policy-makers might seek to target these demographic groups and regions.

Contrary to expectations, modelling results suggest that areas with high homelessness do not have a shortage of affordable housing (rather they tend to have an abundant supply). Furthermore, weak labour markets (i.e. with higher unemployment) were associated with lower per capita rates of homelessness. Tentative explanations for these puzzling results point to the fact that low-income, low-rent areas have a higher population at risk of homelessness. Relatively fewer people are at risk of homelessness in higher income, lower unemployment regions but they are more vulnerable if they exit housing (since there is a lack of affordable housing in those locations). Homeless people might also migrate to such areas seeking work. Provision of affordable housing in such suburbs might partially address this problem.

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