

## Knowledge Melbourne – An Introduction

*“The focus is 2030 - just 23 years away and the race is on. The world in our region is once again changing dramatically and this time the impetus is in our favour. “This is the place for a city”. So uttered John Batman more than 200 years ago about his fledgling village by the banks of the Yarra. It’s more than that. It’s the place for a super smart city.” Harold Mitchell<sup>1</sup>*

*“I think we are at a tipping point where we now need to believe more in ourselves.” Ian Jarman<sup>2</sup>*

The growth and rising importance of cities, spurred chiefly by economic, technological and social/cultural drivers, has, in the western world in particular, been the catalyst to an array of movements dedicated to objectives such as “safe cities,” “healthy cities,” “inclusive cities,” “knowledge cities”, “learning cities,” and “creative cities.”<sup>3</sup>

As central nodes in an extraordinarily complex and rapidly changing global environment, urban economies are under extreme pressure to be active rather than passive, anticipating and responding to threats and capitalizing on opportunities that are hallmarks of the new world<sup>4</sup>.

A spirit of pioneering characterizes the search for new transformational recipes, as cities seek distinctive ways to identify, strengthen and utilise their particular assets in a world in which attracting talent and investment, and mobilising resources in new ways, are core elements of competitive success.

Pondering the future of this great but still relatively young city from the vantage point of Knowledge Melbourne is to see a city at the threshold of a whole new era in its development; a city profoundly rich in both resources and opportunities. It is, further, to view a city at a moment in time that presents extraordinary challenges; requiring people at every level to mobilise intellect, energy and inspired commitment to shaping a vibrant knowledge future on the now global city-stage.

**Viewing Melbourne through the Knowledge Economy lens** is to ask, in the first instance, the most basic questions about Melbourne’s progress toward becoming a “super-smart city”.

Do we have an exciting, robust and shared “Knowledge City Story” and plan inspiring and driving our development? Do we understand the strengths, weaknesses and opportunities and capabilities of our knowledge economy, in sufficient detail, against global success factors and indicators? Is Melbourne doing all it can to mobilize the various actors, institutions and interests in ways that connect develop and deploy the city’s resources effectively? How well are we developing current leaders, and those who will drive our Knowledge City efforts in the future? In areas in which insufficient progress is being made, how might we engage the community in identifying imaginative solutions? What more can we do to infuse a collaborative and progressive innovation culture through every tissue of this city’s being? How can we better monitor and measure our progress?

In the context of the Future Melbourne plan, what role might the City of Melbourne play in leveraging and promoting the city’s global position over the next decade and beyond?

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<sup>1</sup> Mitchell Harold in the Sunday Age 7/10/2007

<sup>2</sup> Future Melbourne Melbourne’s global identity and the future: Where in the world are we? 21/8/07

<sup>3</sup> Farris R Learning Cities – Lessons Learned members.shaw.ca/rfaris/docs/VLC%20Lessons%20Learned.pdf

<sup>4</sup> Kresl P in Begg I (ed) Urban Competitiveness Policies for Dynamic Cities The Policy Press 2002

**Viewing Melbourne through the Learning City lens** is to ask related but different questions about Melbourne as a dynamic learning city and community of the future.

How might the love of knowledge and learning inspire and infuse the culture of this city; a city that knows it must not allow its Knowledge Melbourne story to be shaped by economic drivers alone? With the capacity to learn and adapt representing a key ingredient in the success of knowledge economies and societies, how might Melbourne make individual and collective learning a core **value** underpinning the city's development? How might lifelong and life wide learning, now viewed as keys to individual and community prosperity and wellbeing<sup>5</sup> be encouraged and inspired at the city – wide level? Are we harnessing the enormous richness of Melbourne's educational, learning and cultural institutions to create exciting formal, non formal and informal learning opportunities for all and if not, how might we more effectively mobilize the commitment and collaborative action needed to achieve this? Further, with learning based strategies for community development recognized as increasingly critical to individual and community resilience<sup>6</sup>, how might learning community approaches become core to the way the city enhances its economic, social, cultural, environmental prosperity?

**Viewing Melbourne through the Creative City lens** is to affirm the extraordinary richness of Melbourne as a creative milieu already, and to ask how this might be strengthened, as well as better connected to the previous two 'views'.

With Central Melbourne having ranked fourth, in 2004, on Richard Florida's Composite Creative Index, against 268 regions in the US<sup>7</sup>, how is Melbourne faring now amidst rising global interest in the creative dimensions of economic and social development? Are we effectively promoting Melbourne's creativity to the world as a key competitive advantage? How might our creative advantage be further developed, and intellectual and social creativity come to infuse the way we live, learn, relate and work? What is the place of our creative industries in building the city's strength, and how might they be better supported and leveraged in a burgeoning global creative economy? What new ways can disciplines and sectors interact to foster new industries, ideas and products? How can Melbourne make the development of its soft infrastructure, such as civic leadership and network capacity, as essential to the success of its knowledge economy as roads and airports?<sup>8</sup>

As Melbourne looks to its next decade and beyond, what more might the City of Melbourne do to nurture the conditions for creating, attracting and retaining the creative skill base we so desperately need, in a world where talented knowledge workers can choose to live and work anywhere on the globe?

There has been considerable interest and concerted, though disconnected, effort for some time across the Knowledge, Learning and Creative City frontiers in Melbourne, and achievements are considerable. However, looking to examples of successful cities across the world, suggests that vigorous pursuit of new levels of activity and creative ways forward will be key to securing Melbourne's position as a leading "super smart" knowledge city on the global stage.

The great city of Boston; a city we look to as a navigational star as we seek to shape an identity as "The Boston of the South" asks

"Can we afford to rest on our laurels, satisfied, making incremental improvements through existing mechanisms?"<sup>9</sup> - as it builds new recipes for success and extensive indicators through which the community monitors its forward progress.

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<sup>5</sup> [www.vlga.org.au/resources/items/145875-upload-00001.pdf](http://www.vlga.org.au/resources/items/145875-upload-00001.pdf)

<sup>6</sup> Torjman S From Information to Application: How Communities Learn Caledon Institute of Social Policy, 2001

<sup>7</sup> [http://www.investvictoria.com/uploads/downloads/English\\_site/Brochures/CreatingOpportunity\\_Dec06\\_web.pdf](http://www.investvictoria.com/uploads/downloads/English_site/Brochures/CreatingOpportunity_Dec06_web.pdf)

<sup>8</sup> Landry C The Creative City A Toolkit for Urban Innovators Earthscan Publications 2000

<sup>9</sup> [www.tbf.org/uploadedFiles/Citistates\\_final.pdf](http://www.tbf.org/uploadedFiles/Citistates_final.pdf)

Singapore, leading the way in pouring billions of dollars into higher education to support its own knowledge economy effort, envisages itself as the Boston of the East, seeing itself as “a place where the alchemy between top universities, research institutes, artists and industries helps feed economic growth”. Working at fostering a dynamic environment that will attract thinkers in leaders in many fields, and prioritizing creativity as a core ingredient in its future success, Singapore is working hard at

*“Making a leap from good to great through “taking risks and crossing boundaries.”<sup>10</sup>*

Remarkable stories of innovation and collaboration in cities across the world indicate that Melbourne has no room for complacency.

As visionaries such as Peter Yates<sup>11</sup> call for Melbourne to celebrate and build on its outstanding scientific capacity and achievements, China implements its strategy to build 150 science cities each with a state of the art university, 100,000 students and 600,000 residents.<sup>12</sup>

As we pride ourselves on the richness of our ideas and culture, Rotterdam appoints a City Innovator, charged with generating new interests, possibilities and collaborations for the city's future and developing new “creative city platforms for change.”<sup>13</sup>

As we consider what it means to operate on a global stage, Seattle regularly sends intergenerational groups of 70 or more to explore the best of the world's successful cities;<sup>14</sup> one element in a strategy to develop the most internationally sophisticated leadership in the world. Declaring that a whole new paradigm for 21<sup>st</sup> Century leadership is emerging, our sister city Boston instigates an intersectoral and intergenerational program to bring more diverse voices to rethinking its future as a leading global city. The key, says Boston, is ensuring that it's not just “the same old suits” at the planning tables.<sup>15</sup>

Future Melbourne has tapped a new level of passion and creative thinking across the city-community, and its YGen group meets tirelessly on evenings and weekends reimagining Melbourne's future - as a prestigious British organization suggests that “We the people is all the rage” and co-production, representing a completely new level of citizen involvement, is the emerging key to economic and social sustainability.<sup>16</sup> Gordon Brown heralds this as the birth of a new era in which “it is the people who are engaged in changing the world that will be the next momentum for change”.<sup>17</sup>

Reviewing the literature on Knowledge, Learning and Creative cities and communities suggests that there are no readily transferable models for success.<sup>18</sup> However common themes in the repositioning and revitalising of cities indicate that

- The story of transformation must be shared: created through “bottom up” as well as top down collaborative effort and focused planning.
- The process of reimagining and revitalising is long and ongoing, and for cities concerned with more than promotional or marketing spin, the investment of time and resources is immense

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<sup>10</sup> Overland Martha The Australian 31/10/2007

<sup>11</sup> Yates P Mere boffins? No, our high-flying heroes Sunday Age 16/9/2007

<sup>12</sup> [www.bostonindicators.org/](http://www.bostonindicators.org/) - 32k

<sup>13</sup> [www.acsis.unimelb.edu.au/news\\_updates.html](http://www.acsis.unimelb.edu.au/news_updates.html) - 140k

<sup>14</sup> Boston [www.bostonindicators.org/](http://www.bostonindicators.org/) - 32k

<sup>15</sup> [www.tbf.org/uploadedFiles/Citistates\\_final.pdf](http://www.tbf.org/uploadedFiles/Citistates_final.pdf)

<sup>16</sup> RSA article Parker Sophie *From All Corners* in RSA Journal October 2007 [www.theRSA.org](http://www.theRSA.org)

<sup>17</sup> RSA article Parker Sophie *From All Corners* in RSA Journal October 2007 [www.theRSA.org](http://www.theRSA.org)

<sup>18</sup> Ideopolis report – [http://www.theworkfoundation.com/Assets/PDFs/Sheffield\\_full.pdf](http://www.theworkfoundation.com/Assets/PDFs/Sheffield_full.pdf)

- Champions are critical, and boundary crossers and social entrepreneurs who can work to think and link the community differently are core to a successful effort
- The new recipes for change are organic more than mechanistic, with experimentation and risk vital keys to the emergence of new solutions
- The landscape for collaboration must be the world, and efforts to connect and learn globally, from the individual to the city-wide level, are critical to development of mindsets that truly grasp the world of opportunity and risk
- The development of social capital, and investing in and developing the soft infrastructure of a city with a special focus on strengthening networks and collaborations, are vital to more effectively tapping the city's resources
- A strong emphasis on social inclusion is a crucial element in ensuring diversity, vitality and sustainability
- **A new role is emerging for city governance** which is about connecting and leveraging the city's resources in new ways; deriving increased value through powerful visions and strategies that unlock the talent, imagination and strength of its institutions and people.

Melbourne is a city with enormous spirit and energy that lies waiting to be tapped. Paul Belanger, reflecting on the new meaning and position of cities in a global world suggests that

*"The more a city turns out to be aware of its necessity to become the main agency of its future, the more conscious it tends to be that the main strategic resource to take upon this challenge is the capacity of its citizens to act, to produce and to express themselves. This is true from both an economic and socio-cultural perspective."*<sup>19</sup>

Could the spirit and words of the literary and social visionary Ben Okri become a rallying cry as the City of Melbourne mobilises and develops the knowledge, learning and creativity of its people in ways that transform; building an economy and society that will shape the city for generations to come?

"Tradition doesn't have to weigh us down.  
 We weigh ourselves down with tradition,  
 With the past, with past failures,  
 Past forms, past perceptions.  
 We have made these things:  
 We can unmake them.  
 Every now and again the earth breaks  
 Its crust and molten liquid  
 In its depths spews out,  
 Turns to rocks, and forms new islands.  
 The mind of humanity is such a force.  
 New worlds wait to be created  
 By free minds that can dream unfettered,  
 Without fear, turning obstacles  
 Into milestones toward luminous glories.  
 ...We can all re-dream the world, our lives.

..We should begin to think anew  
 To prepare ourselves for a new air,  
 For a fuller future."<sup>20</sup>

As Melbourne looks to its next decade, the key themes of Knowledge Melbourne, and the questions they invite, beg serious consideration.

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<sup>19</sup> Belanger P Concepts and Realities of Learning Cities and Regions in Making Knowledge Work Duke C, Doyle L Wilson B Niace 2006

<sup>20</sup> Okri Ben Mental Fight Phoenix 1999

## Strategic Direction 1 - Collaborate to develop and promote Melbourne as Australia's Knowledge Capital and one of the world's leading Knowledge Cities

Cities across the world are in the midst of massive transition brought on, to a large extent, by globalization. In a global economy where a key source of comparative advantage is found in the production of information and knowledge, cities are places that offer organizations access to highly skilled workers, affluent customers and the opportunity to innovate and exchange ideas.(1)

*"While nation states will continue to exist it will be Knowledge Capitals that will negotiate the future with each other". (2)*

In this context the need for cities to "reassert themselves as semi-autonomous agencies" has been reawakened and cities are increasingly "compelled to reimage and re-imagine themselves in order to secure economic growth and development" (3). At the core of this new wave of "city-making", (4) however, is a central problem. As a city seeks to become an active author of its future, both globally and within its own boundaries, it finds that in many areas in which it may desire to intervene, it has little or even no jurisdiction.

"How then, can a city ensure its development, when it has no direct authority over it?" is a vital question posed in the literature which is of great relevance to Melbourne as it looks ahead to a new decade of its development. (5)

The concept of a Knowledge City has emerged as a means of integrating all aspects of a city's economic, social and cultural life into a coherent whole. A Knowledge City recognises that its ability to grow and capture knowledge is the basis for its global competitive advantage and its quality of life, and seeks to direct its resources in pursuit of a compelling vision for its future. (6)

Basic ingredients of effective knowledge cities include

- Innovation and investment in research and development as the drivers of economic growth
- Effective competition policies to stimulate the demand for innovation
- An infrastructure of world class universities with strong linkages to the business community
- Access to a ready supply of venture capital to ensure that research can be transformed into real products services and processes
- A highly skilled workforce that delivers real improvements in productivity and performance
- Efficient transport infrastructure to facilitate access to markets
- Efficient ICT infrastructure
- Promotion of highly effective collaboration across industries, through business clusters and formal and informal business networks
- High levels of social capital (7)

It is widely recognised that the process of developing a Knowledge City is highly complex and represents a long term strategic undertaking; one that is both exciting and challenging. (8) Each city must devise a unique recipe that reflects the earlier path of its development and high levels of collaboration and stakeholder engagement, along with clear strategic goals and commitment of resources are critical to success. (9) The first stage of a coherent approach to developing a Knowledge City is for cities to invest time and effort into developing their own '**knowledge economy story**', which is a shared narrative about what the knowledge economy means, the overall strengths and weaknesses of the city, and identification of where the opportunities in its knowledge economy lie, based on deep research. This goes beyond a descriptive analysis or technical indicators and creates a sense of shared effort among key players. Key to this is the establishment of shared set of priorities. (10)

The dynamics of global competition suggest that it is vital for the City of Melbourne to continue to pursue an ambitious Knowledge City strategy. It is important, however, that key learning from the past decade informs a new approach for the future. (11) In this new phase of development, the City of Melbourne will scope its role as a leader and **catalyst** to new levels of collaborative action; working boldly to engage **a broad range of stakeholders**, at the highest level, in formulating a vision and strategic plan for Melbourne's Knowledge future.

Extensive international resources and case studies to guide further reflection on Melbourne's Knowledge Economy can be found at <http://www.theworkfoundation.com/products/research.aspx>

### Objectives

- Facilitate collaborative thinking and “joined-up” action at the highest level of business, government and community
- Increase awareness of higher education as a key sector within the Victorian and national economies
- Create a stronger innovation culture to integrate the actions of universities, research institutes, business and government
- Promote the attractiveness of Melbourne as an international destination for conferences academics and collaborative research
- Build learning partnerships and benchmark other global knowledge cities – Boston in particular

## Opportunities

Opportunity	Actor [Who is doing what?]
Initiate a Knowledge Melbourne Partnership ( which may result in a range of Innovation Task Forces)	Council/Victorian Government/Universities, Business, Committee for Melbourne/Not for Profits
Develop a Knowledge City Action Plan ( Further detailed research may be required – (12) refer The Work Foundation )	As above
Initiate a Melbourne Knowledge Cities indicator project (13) refer Boston Indicators Project	As above
Develop Office of Knowledge Capital	Council/Melbourne Universities/Committee for Melbourne [Specify one or more]
Host major international Knowledge City Innovations Conference	Council/OKC
Implement an inspiring, annual Knowledge City Symposium	Council/OKC
Implement an intergenerational Knowledge City Global Leadership Forum* to engage a broader range of leaders in Knowledge Melbourne issues (14) Investigate Boston's John LaWare initiative)	Council/Victorian Government/Universities/Committee for Melbourne
Instigate a Global Knowledge City Innovators in Residence program	As above
Develop Knowledge City Innovations awards	Council/OKC

## Relevant indicators [For achieving objectives]

1. List proposed indicator against which relevant objectives can be assessed.
2. List proposed indicator against which relevant objectives can be assessed.
3. List proposed indicator against which relevant objectives can be assessed.

## Relevant global city ranking

- RMIT Global University Cities Index to be released February 2008

## References

1. [www.workfoundation.org/Assets/PDFs/public\\_private\\_ideopolis040108b.pdf](http://www.workfoundation.org/Assets/PDFs/public_private_ideopolis040108b.pdf)
2. Chatzkel Jay, Greater Phoenix as a Knowledge Capital in Knowledge Cities Francisco Javier Carrillo (ed) 2006
3. Belanger P Concepts and realities of learning cities and regions in Making Knowledge Work Duke C Doyle L Wilson B Niace 2006
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6. Ergazakis, Metxiotis and Psarras, National Technical University, Athens Greece in Knowledge Cities Francisco Javier Carrillo (ed) 2006
7. Coats David, What is the Knowledge Economy, The Work Foundation, 2005 <http://www.theworkfoundation.com/products/publications/azpublications/ideopolisknowledgecitiesworkingpaperwhatistheknowledgeeconomy.aspx>
8. [www.workfoundation.org/Assets/PDFs/public\\_private\\_ideopolis040108b.pdf](http://www.workfoundation.org/Assets/PDFs/public_private_ideopolis040108b.pdf)
9. Chatzkel Jay, Greater Phoenix as a Knowledge Capital in Knowledge Cities Francisco Javier Carrillo (ed) 2006
10. <http://www.sypartnership.org.uk/downloads/3/Priorities%20for%20Sheffield%20City%20Region%20Executive%20Summary.pdf>
11. Towards a Knowledge City report SGS Economics, Melbourne 2002
12. [www.theworkfoundation.com/Assets/PDFs/Sheffield\\_full.pdf](http://www.theworkfoundation.com/Assets/PDFs/Sheffield_full.pdf)
13. <http://www.bostonindicators.org/IndicatorsProject/>.
14. <http://www.tbf.org/tbfggen1.asp?id=3270>

## See also

- <http://www.theworkfoundation.com/products/publications/azpublications/manchesterideopolisdevelopingaknowledgecapital.aspx>
- Creative Sheffield Transforming; Sheffield's economy Sheffield First Partnership 2005 [www.creativesheffield.co.uk](http://www.creativesheffield.co.uk)
- [http://www.theworkfoundation.com/Assets/PDFs/Ideopolis\\_Complete.pdf](http://www.theworkfoundation.com/Assets/PDFs/Ideopolis_Complete.pdf)

## Strategic Direction 1.1 - Facilitate development of specific aspects of Melbourne's Knowledge Economy

*"Great universities and great cities go hand in glove: both are driven by knowledge and innovation."(1)*

*"According to Engels (2003), the setting up of agencies that promote the development of knowledge-based regions is essential for a knowledge city to succeed."(2)*

The City of Melbourne has worked to facilitate development of Melbourne's knowledge economy for more than a decade. Actions taken by the City of Melbourne to strengthen Melbourne's knowledge economy over the next decade will fall out of a plan that has other key players across the city working in a coordinated fashion. As Council becomes a catalyst to a Knowledge Melbourne partnership, the conditions will be created for this to occur.

The initiative the City of Melbourne has taken in developing the Office of Knowledge Capital seems to offer an extremely promising vehicle to leverage collaborative Knowledge Melbourne efforts in the future.

This partnership, initially comprising the City of Melbourne, the Committee for Melbourne and eight Victorian universities, will advance Melbourne's position and global reputation as a University City. However there is enormous potential for the Office of Knowledge Capital to develop as a dynamic force for innovation and economic transformation, leveraging new investment, championing ideas, expanding Melbourne's research capacity and stimulating and supporting business innovation. The potential to initiate collaborative Knowledge City projects and support delivery of outcomes, foster dialogue, debate and education and act as a catalyst to the development of business support networks, is significant. (3)

The opportunity to engage Melbourne's universities in collaborative research efforts designed to address problems and realise opportunities within the city itself, represents an exciting new frontier made possible through this collaboration.

In a report on critical issues for Boston's future, the challenging question was posed

"Isn't the 21st Century the time, and Boston the place, to conceive and deploy a global model and best practice of intense university-community engagement that addresses core problems?"(4)

The Office of Knowledge Capital offers the opportunity to use the city as a laboratory, leveraging new levels of collaborative action and breaking global ground in university-community partnerships.

## Objectives

- Secure substantially increased investment in research and development through lobbying and targeted support to key businesses and sectors
- Harness the research and development capacity of Melbourne's universities to address challenges and opportunities in developing Melbourne's knowledge economy/society
- Improve connectivity system, (eg., wireless internet availability), to facilitate more effective collaboration across industries through business clusters and networks and strengthen university - business links
- Increase the level of creativity, innovation and enterprise in private and public sector organizations to improve productivity and development

- Foster development of local and global business partnerships networks and alliances
- Promote Melbourne's Knowledge capability nationally and internationally

### Opportunities

Opportunity	Actor [Who is doing what?]
Engage government, business and universities in mapping and strengthening Melbourne's innovation system	Council/Universities/Government/Business partners/Committee for Melbourne/Other
Investigate a collaborative project between Council, universities and business to provide free and universal web access within central Melbourne.	Council/Universities/Government/Business partners
Map current Centres of Excellence across Melbourne and identify opportunities in universities and beyond to create <b>new</b> Centres of Excellence that support Melbourne's growth and positioning as a leading global Knowledge City	As above
Identify strategically important Knowledge Melbourne projects and leverage collaborative efforts of universities, business and government in funding and implementing these initiatives	As above
Strengthen business development grants program to support business start ups and expansions in key knowledge/knowledge intensive growth areas – for example, Creative Industries	As above
Map the nature and extent of ICT and skill shortage issues hampering development of Melbourne's knowledge economy and ensure these are addressed via the Knowledge City Action Plan (refer Strategic Direction 1.)	As above

### Relevant indicators [For achieving objectives]

1. List proposed indicator against which relevant objectives can be assessed.
2. List proposed indicator against which relevant objectives can be assessed.

### Relevant global city ranking

- List any known relevant global city ranking system and Melbourne's current position comparative to other cities e.g. Mercer Quality of Life Index (Note: may be included in table form).

### References

1. UniverCities: Innovation and Social Capital in Greater Manchester. In Knowledge Cities Carillo F (ed) BH
2. Ergazakis K Metaxiotis K Psarras J An Emerging Pattern of Knowledge Cities' Main Features in Knowledge Cities Carillo J (ed) BH 2006
3. [www.manchesterknowledge.com](http://www.manchesterknowledge.com)
4. Boston Unbound Tapping Greater Boston's Assets and Talents to Create a World-Leading CitiState The Boston Foundation 2004 p9  
[www.tbf.org/uploadedFiles/Citistates\\_final.pdf](http://www.tbf.org/uploadedFiles/Citistates_final.pdf)

### See also

- Melbourne Australia's Knowledge Capital Melbourne Vice Chancellors' Forum 2007  
<http://www.melbourne.vic.gov.au/rsrc/Publications/KnowledgeCapital/University%20Knowledge.rtf>
- Leveraging Colleges and Universities for Urban Economic Revitalisation An Action Agenda COE's for Cities Boston [www.ceosforcities.org](http://www.ceosforcities.org)
- Office of Knowledge Capital Strategic Plan 2008-2010 V2007/1 November 2007
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- Manchester Knowledge Capital e bulletin  
<http://www.manchesterknowledge.com/mailout.asp?guid=82C382BB-5708-4911-B1BC-ABF6186D9F78>



## **Strategic Direction 2 - Embed learning as an essential value and driver in economic and community development**

*"A learning community is a city, town or region which harnesses and integrates its economic, political, educational, cultural and environmental structures toward developing the talents and human potential of all of its citizens. It provides a structural and mental framework which allows its citizens to understand and react positively to change." (1)*

*"A learning city is one that has been able to define itself as a collective actor, a self-renewing entity capable of learning, and thereby of repositioning itself to intervene internally through mobilisation, and on the world stage where many of the forces that affect it are at work."(2)*

*"A learning based approach to community development applies learning, using the community as the classroom or laboratory. It emphasizes experiential learning...and mobilizes the resources of the formal and informal learning system. Every form of community development can be infused with a learning based approach". (3)*

*"The Learning City project is not a voluntarist enterprise or discourse; it is the rise of **a new logic of action** involving a manifold strategy..." (4)*

There is increasing global interest in the role of lifelong learning as a core ingredient in the future prosperity of cities and towns. Issues facing knowledge societies - encouraging lifelong learning, creating genuine learning communities, finding effective ways to overcome barriers to change, building social and human capital, encouraging economic development and collaborative approaches to addressing and resolving issues to achieve mutually beneficial outcomes, are becoming core areas of interest for cities.(5)

The Victorian Local Government Association has been actively promoting a learning approach since 2002, emphasising the need for local government *itself* to learn more effectively and to develop education and learning policies as a strategy for coping with an increasingly demanding stakeholder environment.(6)

As cities increasingly seek to become active actors in their own future, both globally and within their own boundaries, effective and sustained mobilization of various educational agents becomes a crucial element in sustainable prosperity. With little or no jurisdiction over initial and adult and continuing education, the notion of learning cities has emerged as one way a city can facilitate its development in the absence of direct authority to intervene. (7) The Learning City is able to negotiate without formal mandate, link different players and institutions, disseminate initiatives, and identify alternative responses. It can "play intersectorally", bridging and functionally integrating at the local level the isolated interventions of departments including education, health, social affairs, justice culture and public transport.(8) Further, a rich learning ecosystem comprising thousands of formal and other resources, can be identified and connected, encouraging development of a more animated and dynamic urban learning environment.( 9)

More than 300 leading cities and towns across the world have adopted active learning city-community strategies, including a comprehensive and notable effort by Vancouver from which, it would seem, Melbourne has much to learn. (10) In pioneering new paths to the future, adopting learning as a core value and organizing principle appears to hold much promise for community capacity building and competitiveness. Melbourne, it would seem, would do well to engage key players from this city and beyond in developing a Learning City-Community vision, charter and strategy appropriate to its particular culture, strengths and needs.

Success factors in adopting learning as a central element in economic and community development include

- **An expansive view of learning** – lifelong, life wide, organisation and system wide learning is an overarching philosophy to guide community activities(11)
- **Holistic learning models** – such as the “Learning to Know, Learning to Do, Learning to Be, and Learning to Live Together” model as core to the capacity of individuals and communities to thrive(12)
- **Learning understood broadly, transcending formal education and training** -to encompass informal and non-formal approaches and strategies
- **Learning as a key organising principle** – for economic competitiveness, personal employability and social inclusion (13)
- **Learning as a central element in** facilitating environmental and social sustainability(14)
- **Learning as a strategy to mobilise and engage citizens in the life of the city** (15)
- **Learning embedded and enabled across multiple domains** – including city vision and commitment, information and communication, partnerships and resources, leadership development, social inclusion, technology and networks, wealth creation and employability and learning events (16)
- **Learning as a key strategy in building social capital** and fostering a sense of “place”(17)
- **High level cross-sectoral engagement** – joined up approaches and initiatives linking universities, colleges and tertiary institutions, industry, business and commerce, professional associations, social services, adult education including special interest groups and primary and secondary education – in a context of national and international links. (18)

An excellent analysis of “ lessons learned” from implementation of Learning City and Learning Community strategies around the world, including models and some exemplary Australian initiatives, was prepared to support Vancouver’s Learning City effort. It can be found at <http://members.shaw.ca/rfaris/docs/VLC%20Lessons%20Learned.pdf>.

## Objectives

- Embed and promote learning as a key value underpinning the future prosperity of Melbourne
- Strengthen connections between existing learning institutions to optimize resource sharing and opportunities
- Create new learning channels and build a collaborative learning community culture through cross-sectoral relationships partnerships and networks
- Implement structures to support and reward innovative learning ( awards, grants, celebrations)
- Promote individual development and engagement with continuous learning as core to wellbeing and economic success
- Develop the city as an outstanding centre for and exemplar of innovative cross-sectoral and intergenerational “real-world” learning
- Identify ways that the City of Melbourne might use learning community approaches to enhance inclusion and community capacity building

## Opportunities

Opportunity	Actor [Who is doing what?]
<p>Embed learning within City of Melbourne structure and allocate resource to oversee development of a Learning Community Strategy</p> <p>Map current City of Melbourne activities with a learning focus</p> <p>Create a Learning City/Community Advisory Panel and Task Force and establish links to the global network of learning cities and communities</p> <p>Identify relevant initiatives to benchmark – excellent example - <b>Vancouver Learning City</b> initiative and indicators (19)</p> <p>Develop and promote a Learning City/Community Charter (20) for Melbourne as a globally focused and innovative lifelong learning city/community – and the policy frameworks, reward systems and community awards to support it</p>	<p>Council/Victorian Learning Towns rep/Hume Global Learning Village Rep/Victorian Learning Communities network rep/ Shanti Wong – Melton Shire/ Ballarat Learning City rep/ Leading academics/ Bruce Wilson- Pascal Observatory RMIT/ Barry McGaw University of Melbourne/Tom Bentley/Victorian Government/University of Melbourne/Melbourne Cares /DOE Business working with Education/other</p>
<p>Work with government, non government and cultural institutions to identify key strategic themes (21) and, enhance and promote creative learning collaborations including working groups in strategic areas (Forums to identify themes, connect networks?)</p> <p>Identify and promote a strong network of “ Learning and innovation engines”(22) across the city – libraries, museums, cultural institutions etc</p>	<p>As above</p>
<p>Embed a learning community approach in the way City of Melbourne operates, engages with its stakeholders, and identifies and implements solutions to community issues (Refer 2.2)</p> <p>Identify and implement Learning Community demonstration projects (A number of possible projects that relate to City of Melbourne core business are identified in 2.1. These could become joint City of Melbourne/community initiatives, implemented using learning community approaches ( eg Carlton project, Accelerating Sustainability, “ Baby-boomer volunteer strategy )</p> <p>Encourage the development of a strong culture that <b>values</b> knowledge, learning and creativity (refer 5.)</p>	<p>Council/with support from above</p> <p>Council/various stakeholders and network groups</p> <p>Council/advertising agency partners/ technology partners/education partners</p>

### Relevant indicators [For achieving objectives]

1. List proposed indicator against which relevant objectives can be assessed.
2. List proposed indicator against which relevant objectives can be assessed.
3. List proposed indicator against which relevant objectives can be assessed.

### Relevant global city ranking – or indicators

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<http://www.ccl-cca.ca/CCL/Reports/CLI2007/?Language=EN>
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#### See also

- <http://members.shaw.ca/rfaris/docs/VLC%20Bibliography.pdf> Learning Cities – annotated bibliography
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## Strategic Direction 2.1 - Implement a strategy to tap Melbourne's potential as a creative learning community

*"... the main challenge of a city council is to build a community of communities as the essence of its governance. This is in the very nature of the "polis" because individuals make meaning of information and convert it into action from ideas nurtured in communities."*(1)

*"The successful 21<sup>st</sup> century region will hear many voices build pressure for action out of compelling need, not any group's monopoly on power. Now in a far more complex 21<sup>st</sup> century world it needs to practice ... "small d" democracy in earnest by restoring the collaborative gene. Fact finding, to broad based collaboration, to action. That has to be the new formula."* (2)

*"Key applications of creativity will lie in the realm of democracy, organization and governance and management of social and political innovations as much as in new technology. Neither professions nor city management have yet fully grasped the open and flexible dynamics of tomorrow's cities nor the importance of urban software such as identity, social development and network dynamics."* (3)

*"City governance is no longer just about how to assist citizens to live in their present condition. In response to global shifts, it's now about how to enable them to design and deliver the future in which they aspire to live."* (4)

As Melbourne looks to its future, new levels of collaboration between business, government and community is a vital and widely accepted key to success. Across every sector, efforts are being made to promote partnerships and relationships and provide more coordinated approaches to thinking, learning and service provision. However bringing people together in **new communities** of shared experience and shared values, and developing new networks of community innovators and leaders, can also be a vital strategy contributing to social wellbeing and social capital. (5) Networks are increasingly viewed as an important key to social, economic and cultural development and innovation.(6)

The City of Melbourne, through the Future Melbourne engagement and planning process, has unleashed high levels of passionate interest across many levels of the community. New ideas for the future are being put forward, and there is a sense that, over time, citizen engagement with Melbourne, coupled with an ethos of civic or social entrepreneurship (7) could be a catalyst to rising and ongoing momentum for change.

The success of the Future Melbourne process appears to be reflective of "increasing levels of interest in community and the need for more autonomy and control - key elements in the collective psyche in the 21<sup>st</sup> Century".(8) This suggests that there may be new opportunities to engage the people of Melbourne in further shaping the future of the city.

*"Making us all activists and civic innovators is not about dumping the work of government on communities. It is about working with us all to create the kind of society we say we want to live in..... transforming the way we think about the public realm, how each of us can shape the decisions that affect our lives and those around us."* (9)

Boston is one of many cities actively working to create a new spirit of collaboration, building what it calls a new social architecture for transformation -

*" a more resilient and muscular civic culture to support the region's greatest asset...its capacity for reinvention."* (10)

Pointing to a new paradigm for leadership, it suggests that

*“A resourceful smart and truly successful 21<sup>st</sup> Century Boston community will rely less on the ideas of the few, however brilliant, and look more to the ideas of the many. It is not just about big civic leadership – that’s an old model. There’s a ton of leadership at the grassroots level and the trick is to create connectivity and alignment.” (11)*

Central to this wave of civic engagement and involvement is the concept of creative/ learning communities; increasingly viewed as central to sustaining a robust economy, and strengthening fundamental aspects of community vitality – social capital, a sense of place, civic spirit and community innovation. (12)

Chris Roche, in an eVillage posting, challenges Melbourne to new levels of spirited collaboration.

*From Porto Alegre to Bangalore new forms of democracy and people power are shaping the future.....Responsive local government using new technologies are changing the relationship between citizens, corporations and states. ...Melbourne could be at the forefront of exemplifying how this can be done...In an interdependent world we need to get much more adept at sharing ideas, experience and solutions to some of the problems that all societies’ face. Melbourne could become a natural learning hub for the gathering and dissemination of ideas that help us solve these issues. The openness and trust which Melbourne’s citizens are known for makes it possible to imagine us modelling a city which learns, which seeks the best ideas from around the world, and which in turn inspires other cities to radically change. Are we prepared in the words of Mahatma Gandhi “to be the change we want to see in the world?”*

Opportunities identified by the Future Melbourne Reference Group also reflect a desire to find new ways of mobilising the people of Melbourne

- to use our collective intelligence to create value (wealth and opportunity) to become a world leader in learning how to work together to tackle big issues (i.e. a true knowledge city)
- to strengthen and renew the collegiate nature of Melbourne
- to catalyse change and leadership in many people and organisations
- to deliver quality of life for everyone equity and fairness
- to use our current buoyant self in age as a springboard for ambitious change becoming a city of innovation (13)

In addition, public forums conducted as part of the Future Melbourne process (14) have identified key issues and values including

### **Issues**

- The need to engage people in change smaller, more local solutions/innovations relevant to Melbourne
- Promote social entrepreneurs and social businesses as part of growing prosperity for everyone
- Need social capital to nourish people Melbourne a long way behind in social enterprise initiatives
- Need to nurture growth from...feeling of lack of confidence in engaging with the future/powerless over the future
- Utilise diverse human values and experiences in communities in creative ways build on common links
- Need to improve citizen engagement, community involvement and volunteering
- Enhancement and promotion of vivid communities
- Nurturing and improving connections between advantaged/disadvantaged, international /local, inner/outer city
- Continued building of social capital
- Reconceive the city as a network of infrastructures and how that might create an environment in we may want to live in

- Need to get used to valuing social and environmental capital as much as we do economic
- Innovation in addressing social problems solve rather than manage
- Creative and social capital to progress the city, making money in a healthy sustainable way

#### Values

- Power over our future
- Social equity
- Prosperity
- Engagement
- Creativity
- Opportunity
- Democracy
- Community
- Sustainability
- Diversity
- Inclusion
- Community
- Global connectedness
- Risk taking

A purposeful strategy to develop Melbourne as a creative and engaged learning community could be a catalyst to building a more vibrant and sustainable city over the next decade and beyond.

#### Objectives

- Mobilise widespread and ongoing engagement of individuals and organizations with issues and opportunities related to developing Melbourne's economic, social, environmental and cultural future
- Establish a citizen ideas and innovations program to promote thinking across disciplines thus fertilizing landscape for creativity learning and birth of new concepts and projects
- Foster social innovation and investment across the city through creative partnerships and connecting and accelerating the development of new networks
- Nurture the development of globally focused, civically minded, entrepreneurial leaders and champions across all age groups
- Identify and implement ongoing projects to foster a dynamic and inclusive Melbourne using creative learning community approaches
- Capture stories of an increasingly innovative and engaged Melbourne and find unique ways of telling them thus shaping an emerging identity as a collaborative community

Opportunity	Actor [Who is doing what?]
Explore the feasibility of establishing a vibrant <b>physical</b> and <b>virtual</b> Future Melbourne hub/centre for ideas, leadership, connection, social, cultural, environmental and economic creativity, innovation and change with strong global relationships and links (Could this be located in and	Council/City Library/Arts Institutions/Melbourne Community Foundation/Committee for Melbourne-Future Focus Group/Melbourne Cares/Our

<p>build on the energy around City Library? Could it be based on or have strategic links to Britain's RSA? )</p> <p>Collaborate to establish a hip FM club to link social investors, promote active citizenship and engage people in thinking about things that matter for now, and the future</p> <p>Generate inter-sectoral and interdisciplinary forums to foster and leverage creativity and spark ideas and innovation (refer The Hub, UK) (15) and strengthen a network of city café-sabns (refer Demos UK, RSA UK, former sabns at Metta's restaurant) (16)</p>	<p>Community/Good Company/YGen group/Melbourne City Mission/Foundations and private philanthropists/</p>
<p>Create Future Melbourne Podcasts - thinking and innovation - promoting stories, stimulating radical experimentation, social entrepreneurship and individual initiative</p>	
<p>Provide skill building and development in creativity and innovation, civic leadership and engagement using tools including citizen study circles (17), communities of practice (18), social entrepreneurship</p> <p>Host Melbourne Innovator/Creative in Residence program (eg City Innovator for Rotterdam)</p> <p>Consider establishing the role/position of Urban Animator refer Landry (19)</p>	<p>Council/Study Circles Australia/Social Ventures Australia/Committee for Melbourne Future Leaders/Leadership Victoria/Junior Chamber of Commerce/AM</p>
<p>Implement at least one major creative learning community project every two years. Sample projects see .</p> <ul style="list-style-type: none"> <li>• Next Generation initiative refer 2.1.1</li> <li>• 1000 Leaders initiative refer 2.2.2</li> <li>• Accelerating Sustainability initiative (to be developed)</li> <li>• Science Initiative (to be developed - build around Peter Yates ideas - refer also Susan Greenfield Thinker in Residence, Adelaide)</li> <li>• In our own backyard Carlton initiative (to be developed refer Services-City of Melbourne)</li> <li>• International Students initiative</li> <li>• Baby-boomer volunteer initiative</li> </ul>	<p>Council/Philanthropic investors Myer Foundation/Pratt Foundation/Private Social Investors/Other</p>

## Indicators

1. List proposed indicator against which relevant objectives can be assessed.
2. List proposed indicator against which relevant objectives can be assessed.
3. List proposed indicator against which relevant objectives can be assessed.

## Relevant global city ranking

- List any known relevant global city ranking system and Melbourne's current position comparative to other cities e.g. Mercer Quality of Life Index (Note: may be included in table form).

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### 2.1.1 Creative Learning Community Project Outline - Make Melbourne a leading global exemplar of a city using its imagination and unlocking its resources to develop its “Next Generation”

We must focus on the development of us as an education centre that creates the best in our own people, thus making them among the best in the world. Harold Mitchell

Globalisation, based on the knowledge economy, requires a shift in societies organising principles, especially in the area of education: from a focus on education and teaching, to a focus on learning; from youth as passive recipients of information and services, to youth as critical thinkers and lifelong learners. This implies a major shift in the conventional education and learning. (1)

A powerful way to act indirectly in education is through the enrichment of learning environments in the city and its sub-regions. At the local level an entire structured and semi-structured learning ecosystem with a thousand resources, formal and other could be identified and connected which, then, could bring supportive learning resources and create a climate conducive to meaningful participation in structured educational activities. The availability and animation of stimulating environments at the workplace and in the community is part of learning community strategies. (2)

In strengthening partnerships... the municipal government is not viewed as a new instance of educational planning, but as an active partner bringing the various strategic educational agencies and constituents into play. (3)

The education of young Australians is emerging as a key issue in developing Australia's competitiveness (4) and the qualities that individuals must develop to succeed in the knowledge based society (5) necessitate a major shift in conventional education practice.

Against a well articulated agenda for educational reform (6) a wide range of secondary and tertiary educational institutions and not for profit organisations are seeking ways that the learning and leadership of young Victorians might be enhanced through various structured and unstructured forms of workplace learning and engagement. In a context in which the limits of traditional classroom teaching are being recognised, community based, active, experiential learning has been identified as critical to better engaging young people and equipping them for the challenges of the global world of life and work.

At the same time, in an environment of global skill shortages (7), private, public and not for profit organisations are wrestling with issues related to attracting young talent, employing young people who have higher employability skills and are more work ready, and building the kinds of work cultures and management practices that are likely to retain them.

The majority of organisations are also seeking imaginative ways to engage their staff, develop more connected and relational workplace cultures that facilitate learning and knowledge transfer between generations, develop skills for creativity and enterprise, and meet a rising demand for a sense of community, both inside, and in relation to the community as a whole. This is behind a wave of interest in volunteering opportunities and increasing levels of engagement between business and the social economy.

Of further relevance is the wave of baby-boomers who will be leaving their organisations over the next few years, moving into post employment, part time employment or retirement, and seeking ways to productively use their skills, knowledge and passion for the benefit of the community.

Against the backdrop of these trends and drivers, the inspiring vision of Melbourne as a city that creatively embraces and develops its next generation of globally skilled leaders and workers, via a wide range of unique, dynamic and mutually beneficial learning experiences, has enlivened a number of individuals and organisations in Central Melbourne. The possibility of further enhancing the city's capacity to function as a giant laboratory for collaborative student and teacher realworld learning, may hold significant social and economic benefits for the city. The use of collaborative city-based learning to increase social capital for individuals and schools with low socio-economic status is central to the notion of Melbourne as an inclusive learning community, and significant models of success have been identified to date. (8) A Melbourne Learning Community focused on unlocking the rich resources of its people, workplaces and cultural and learning institutions to accelerate the learning of young Victorians has been captured in the concept of a Learning City Friendly Workplace brand, currently being piloted by a number of organisations with funding from the Myer Foundation (9). Though still a fledgling idea, being tested with a relatively small number of workplaces, the idea that Melbourne might become and build its reputation as a city of next generation friendly (and safe) organisations, holds significant promise.

For Melbourne to collaborate and build brand identity as a city that cares for and develops its next generation in innovative, inclusive ways, holds significant potential as a key lever in building a Learning City/Community. A number of private philanthropic investors have expressed interest in further exploring the scope and potential of such an idea.

## Objectives

- Become the world's leading city for attracting, welcoming and fostering the development and participation of youth and talent
- Identify a comprehensive Next Generation learning, development and engagement plan for the city
- Identify creative initiatives to develop the Next Generation that meet the needs of multiple stakeholders and support strategies currently in place to address Victorian and national skill requirements
- Strengthen the cross sectoral Next Generation Learning Community to facilitate greater connection between leading researchers, academics and program providers

Opportunity	Actor [Who is doing what?]
Identify and connect key individuals, organisations and institutions with an interest in developing secondary and tertiary students across the City of Melbourne	Council/Universities/LEN/Coalition of City Based Learning/Department of Education/NGOs eg Education Foundation/Smith Family/DOXA/Melbourne Cares/Australian Business and Community
Identify core 21C skills, key themes, map	Network/Commerce/Geography/Science/Business Enterprise Teachers Associations/DEST/Gen

<p>current initiatives and requirements and identify gaps and opportunities (these may include strategies related to skill shortage areas.)</p> <p>Identify Next Generation development opportunities that unlock the city's resources (people, places, networks, spaces, institutions) in new ways</p> <p>Research global best practice in creative realworld workplace learning - identify creative learning community approaches</p> <p>Pilot creative intergenerational learning and leadership development opportunities with a particular focus on further mobilising the creative potential of learning engines such as museums, stock exchange, galleries</p> <p>Investigate ways that the coaching capacity of Melbourne's professional and post-employment community might be more fully utilized (Next Generation Accredited Learning Coach initiative?)</p>	<p>Group Centre for Strategic Education/city workplaces/Creative Skills Industry Council/Leadership Victoria/Swinton Foundation/Other Youth organisations and networks</p>
<p>Explore the potential of accelerating the Learning City Friendly Workplace brand strategy</p> <p>Extend the YOUTH INK; Making Melbourne Even Better initiative to embrace a wider range of Melbourne schools and universities (10)</p> <p>Explore ways of building secondary and tertiary links to sister cities via this initiative</p>	<p>As above</p>
<p>Assess the feasibility of establishing a Global Leadership and Learning Innovations Centre in Melbourne's CBD</p> <p>(Identify links inside City of Melbourne to transport, youth strategy, Artpay/Signal/Services)</p>	<p>As above, with support of Booz Allen Hamilton</p>

1. List proposed indicator against which relevant objectives can be assessed.
2. List proposed indicator against which relevant objectives can be assessed.

- List proposed indicator against which relevant objectives can be assessed.

### Relevant global city ranking

- Opportunity to create a global city ranking in collaboration with a Melbourne University

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- Education Foundation City Centre and WOW Program [www.thecitycentre.org.au](http://www.thecitycentre.org.au)

### THE NEXT GENERATION CREATIVE LEARNING COMMUNITY INITIATIVE - Imagine.....

Melbourne has become a leading global exemplar of a city opening its heart, and its doors to accelerate the development of young people for the opportunities and challenges of the global world of life and work. Dedicated to preparing its next generation for successful 21<sup>st</sup> Century adulthood, the people and organisations of Melbourne have embraced the extraordinary challenge of creating a central business district that functions as a real world learning laboratory for students. Universities, public, private and not for profit sector workplaces, and other cultural and learning institutions across the city have formed a bold, creative alliance that is facilitating unprecedented levels of cross-sectoral collaboration and a surge of new learning programs and approaches. In a sweeping act of enlightened self-interest, the city has created a global brand, the Learning City Friendly Workplace; envisioning workplaces without walls that encourage intergenerational and cross-sectoral learning for teachers and students. A spokesperson for the

Learning City Friendly Workplace Alliance, speaking after a recent Intergenerational Learning Conference in Melbourne, stated that it is not just the students and schools that are benefiting from this exciting new initiative. The vitality and surge of questioning and new ideas that young people are bringing into the workplace keeps us all on our toes she said. Citing a context of skill shortages, imperatives for creative, skilled, work-ready employees and new approaches to staff engagement, workplaces, she said are calling for more, not less of this creative, investigative workplace learning. In a recent development, organisations have begun to invite teachers to participate in a range of workplace learning and development programs, and have initiated a space-bank for student groups learning in the city. A team of enthusiastic individuals from a range of organisations has also initiated a study-circle that is exploring learning exchange opportunities in and across public and independent schools. In the future they hope to extend the project still further, creating a unique learning program for students from Melbourne's sister cities.

The Learning City Friendly Workplace Alliance has plans for next year that include launch of an accredited Next Generation Learning Coach program to train individuals, including recent baby-boomer retirees, as lifelong learning coaches. The group of Melbourne philanthropists supporting this initiative is also investigating the viability of a Leadership and Learning Innovations Centre to advance real-world learning for successful 21<sup>st</sup> Century adulthood in Melbourne and beyond.

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## 2.1.2 - Creative Learning Community Project Outline - The Future Melbourne Thousand Global Leaders Project

The communities that are most optimistic and ready for the new world, practice collaborative advantage. They enjoy tight relationships at the intersection of their business, government, education and community sectors and leverage their community assets, processes and relationships to support the changing needs of the economy. At the centre of these collaborative communities we observed civic entrepreneurs. Where others see problems and gridlock, civic entrepreneurs see opportunity and mobilise their communities on a path forward. (1)

Visionary leaders harness the power of completely new ideas and get beyond the ding-dong of day to day debate. (2)

The figure of speech that is needed here is open door – an invitation to a wide variety of interesting and willing players to be boundary crossers, to work with people in other sectors to advance, with serious purpose, even in patience, the shared interests of a Boston region. (3)

At the heart of many successful knowledge economy and learning city efforts is widespread civic entrepreneurship; from a land informant leaders from all sectors of government, business and the community who step up and dedicate discretionary effort to championing new community initiatives. Frequently these leaders, sometimes known as alliance champions (4) identify projects, engage and enthuse others, work across traditional boundaries to leverage resources in new ways, and secure financial investment for new ventures.

In Silicon Valley, for example, the Joint Venture: Silicon Valley Network **mobilised more than one thousand leaders** to create a Blueprint for a 21st Century Community, developing consensus to implement a major change in 11 areas. These leaders were driven by a belief that Silicon Valley "had it all in the eyes of the world, but it wasn't working to collective advantage". With a vision of "collaborating to compete globally", more than two hundred civic entrepreneurs became active in the implementation stage, from prominent CEOs to ordinary citizens who contributed their time and talent. (5)

Cleveland, seeking to turn itself around, formed "Team Cleveland", stating, in reflection, we never had a single person recognised as the leader; we had hundreds." (6)

Boston, as noted, has heralded a new 21st Century paradigm of leadership that embraces and seeks to tap the skills of a far more diverse range of people in its planning processes. Boston recognizes the need to keep exploring ways to focus more of its talented leaders on the critical new century issues now crowding onto its radar. (7)

Tracing successful Learning City and region efforts, is to find that they frequently involve seminars to bring people together across a city, with an emphasis on new and emerging leaders. (8)

The reality of leading cities, organisations or projects in the complex, knowledge based world necessitates attention to a far broader definition of leadership, and new sets of leadership skills. Charles Landry in his book *Creative Cities*, calls for civic leadership with the ability to bring the seemingly disparate together, understand the underlying ecologies and logics that make self regulating systems work, the capacity to shape relationships where networks are so widely dispersed, new organisational forms and a revitalised democracy that harnesses people's motivations, potential and commitment. (9)

Landry, as Thinker in Residence for the City of Adelaide, asked the question 'How many leaders do we need?' - highlighting the importance of a culture of bold, imaginative distributed leadership to the development of creative cities. (10)

Melbourne is clearly a city committed to leadership development. Beyond the programs offered by the majority of large government and business enterprises, the city hosts a number of organisations with robust leadership development programs. The Committee for Melbourne's Future Focus Group is an outstanding example of a development program for Melbourne's future leaders, embodying an 'ideas to outcomes' ethos with participants initiating and implementing, usually within two years, their own projects to make a tangible, positive difference to the city. (11) Others include Leadership Victoria, The Cranbana Program, The Centre for Sustainability Leadership, The Australian Institute of Management, VECCI, The Leadership Consortium and the Education Foundation.

But, does Melbourne have **enough** globally focused, civically minded, risk taking, entrepreneurial, community-building leaders and are they widely enough distributed enough across the community?

What could it do for the city's future, if a strategy to develop 1000 enterprising leaders at all levels, ages, and across all sections of the community, was adopted as a key element of the Future Melbourne plan?

A number of vignettes capturing stories of enterprising actions taken by ordinary Melbourneans, working to build a more connected and vibrant learning community across the city, were posted on the Knowledge Melbourne Taking Point (12). These stories provide a glimpse of what Melbourne might become if active, engaged, entrepreneurial initiative became a norm for Melbourne's people, and small leadership (13) was exercised from every chair.

A strategy to purposefully develop and nurture a greater pool of civically minded, enterprising leadership talent for the city could provide the opportunity to release a whole new level of passion and skill and become an important lever in realising Knowledge Melbourne's ambition to become a more globally focused, innovative and entrepreneurial learning community over the next decade.

## Objectives

- Create a new pool of 1000 new civically minded, entrepreneurially skilled and globally focused leaders over the next decade
- Strengthen development of an 'ideas to outcomes' ethos across the city
- Join and extend the efforts of leadership development providers across Melbourne to enhance Melbourne's capacity as a creative learning community
- Explore ways that current leadership initiatives might be enhanced through collaborative efforts

## Opportunities

Opportunity	Actor [Who is doing what?]
Instigate a Global Melbourne Leadership Network	Council/Committee for Melbourne-Future Focus Group, Leadership Victoria/Leadership Consortium /VECCI/Smith Family/World Vision/YGen Group/University/Other
Map and learn from current initiatives across Melbourne that are directed at development of civically minded globally focused leaders and social entrepreneurs	As above
Explore the feasibility of implementing a 1000 Leaders project and identify a learning and business model for its implementation	As above
Design an exciting cross-generational, cross-sectoral leadership development strategy that taps and mobilizes the resources of the city in new ways. (Cross-ref 2.1) Cross-ref Sustainability Talking Point	As above

## Relevant indicators [For achieving objectives]

1. List proposed indicator against which relevant objectives can be assessed.
2. List proposed indicator against which relevant objectives can be assessed.
3. List proposed indicator against which relevant objectives can be assessed.

## Relevant global city ranking

- List any known relevant global city ranking system and Melbourne's current position comparative to other cities e.g. Mercer Quality of Life Index (Note: may be included in table form).

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#### See also

- **London Leaders** <http://www.londonsdc.org/londonleaders>

#### **THE THOUSAND LEADERS PROJECT – Imagine**

Melbourne has embarked on an exciting and ambitious project to foster development of 1000 civically minded leaders and ambassadors who will help accelerate growth of a vibrant learning community across the city. Convinced that developing the creativity and entrepreneurial ability of a broad base of Melbourneians is a vital element in building future prosperity, the city has embarked on a strategy to generate leaders at all levels of public and private life. As part of its Connecting Melbourne strategy, the City of Melbourne has called together a range of key providers of leadership programs, including Leadership Victoria, the Committee for Melbourne, Cranbana, The Australian Institute of Human Resources, The Leadership Consortium, Asia Link, the Australian Institute of Management and Melbourne's Universities. In addition, a number of young leader networks have been invited to join, and representatives of VECCI, the Junior Chamber of Commerce and Industry, the Centre for Sustainability Leadership and the Future Melbourne YG Group have come to the table. A Global Melbourne Leadership Network has been established and members are currently working together to identify ways that current and future programs might further advance Melbourne's development as a learning community. They are focussing in particular on ways that relationships and connections across traditional hierarchical, sectoral, organisational and generational boundaries might be fostered. The Leadership Network plans, over the next three years, to launch three collaborative projects: a program specifically designed to develop civic entrepreneurs, a city-based leadership program to foster enterprise leadership and active citizenship skills in secondary school students, and a face to face and online café - community promoting and supporting development of small leaders across the city. A city-wide festival of New Leadership and Learning is being planned for 2009.

## Strategic Direction 2.2 - Collaborate to develop the City of Melbourne itself as a global exemplar of a dynamic and creative learning community

Individual enterprises are increasingly knowledge based enterprises. There is a relationship between the strategic action framework through which the city region moves to reposition and reform itself as a knowledge capital and the simultaneous development of enterprises built on principles of responsiveness speed transparent values continuous learning and high performance. (1)

All successful organisations must balance bureaucratic processes at one extreme, with the fluid chaos of relationships, interests and transactions which enable it to be innovative and alive. (2)

Communities and companies all over the world are replacing hierarchies with networks, authority with empowerment, order with flexibility and creativity and paternalism with self responsibility. These are the new seeds of success and if they are ignored most talented of the young, the ambitious and gifted will leave. New thinking is required that needs to be embedded deeply. (3)

In this knowledge era organizations need to improve connectivity across many boundaries. This requires a deep analysis of the relationships among organizational structure, competitive strategies and the external environment. (4)

The changing dynamics of the global knowledge economy have heralded a new era of innovation in organizations seeking to match the realities of their internal culture, work practices and skill base with the fluid and dynamic nature and demands of an increasingly complex and competitive economic and social environment.

A wave of interest in learning organizations in the 1990s was a response to creating enterprises that embedded the capacity for learning and responsiveness deep into their culture; organizations where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning to see the whole together. (5) New frontiers in learning and organization development practice are driven by the need to create workplaces that attract and retain talent and effectively connect people to facilitate knowledge transfer and learning. With new skillsets needed to drive productivity, innovation and growth in a fluid and ever-changing environment, organizations are seeking to tap every bit of energy and skill their people have to offer. There is an increasing focus on developing individuals and work cultures in ways that foster personal development and break-out potential (6). Strategies to deploy talent into roles that tap strengths and interests are seen as critical to attraction, retention and high performance. (7) Fostering a sense of community, rather than operating in a bureaucratic hierarchy, sparking energy by making it psychologically safe to take risks, and facilitating connections that lead to innovation and fast informed decision making are seen as key to tapping the discretionary effort and potential of employees. (8)

At the core of a new interest in social capital and high performing cultures (9), the notion of stimulating rich networks inside an organization is gaining new importance. Increasingly, leading organizations are paying attention to the social architecture of knowledge and innovation (10). It has been established that high performers have a richer network of connections with people from different parts of their organization and beyond, have wider relationships that span hierarchies, generations, gender and ethnicity and robust external networks of people who will challenge their thinking. Constant reinvigoration of people's connections to each other and to a sense of purpose, are seen to be key building blocks to energy, vitality, learning and sustained commitment. (11) Implementation of new collaborative learning technologies such as Communities of Practice (12), and increased internal use of web 2.0 tools, represent frontiers and opportunities for enhancing organizational connectivity and learning.

Through the Knowledge Melbourne theme, Melbourne City Council is seeking to position the city at the forefront of practice in developing Knowledge Capitals; fostering creativity and promoting

learning community approaches to social and economic innovation. Whereas it is widely accepted that the Corporation needs to operate more **efficiently**, this will **not be enough** to realize its aspirations for the city. It also needs to operate more **dynamically**. The opportunity to transform itself into an outstanding exemplar of a creative, collaborative, knowledge-era workplace, in a context in which its emerging roles appear to be along the lines of catalyst, partnership and network builder, social and economic innovator and collaborative teacher-learner, is clear.

The challenges for city governance in making such transitions have been noted by Landry, who highlights the difficulty that arises around how creativity and risk management policies interact. (13) Managing custodianship and experimentation (14) is a challenging but essential paradox and key issue Council must wrestle with as it leads Melbourne into the future.

Just as the City of Melbourne overcame enormous difficulties and pioneered new ground in creating the CH2 building, so it would seem, it could contribute greatly to a successful knowledge future via a carefully planned organizational development strategy designed to transform its own culture, work practices and skillbase. Facilitating new levels of inspired, innovative, collaborative and entrepreneurial performance inside may be one of Knowledge Melbourne's most vital keys.

The potential benefits of a long term aspiration such as this, in terms of attraction, retention, employee engagement, accessing higher levels of discretionary effort and increasing productive, collaborative performance, are worthy of further exploration.

## Objectives

- Identify and articulate the dynamic and changing context for city governance that highlights the need for a revitalized internal culture, more collaborative work practices and new skills
- Prioritise creativity, innovation, enterprise and adoption of a learning community building approach inside Council
- Move toward a new identity as a community of teacher-learners and foster distributed leadership
- Identify mindsets, skills, policies, processes, technologies and tools to underpin a new approach
- Adopt leading edge practices in building soft infrastructure for creativity, innovation and learning, using formal, non-formal and informal approaches and strategies
- Work towards shifting the community's perception of the role of Council from (they do things after consulting us - the City of Melbourne is them) toward promoting active citizenship, partnership and social and financial investment in city issues and opportunities (we do things together - the City of Melbourne is us)

## Opportunities

Opportunity	Actor [Who is doing what?]
Conduct a high level workshop on the changing role of city governance and its implications for the City of Melbourne over the next decade	Council/external partners including universities
Form an advisory panel including leading Learning, OD and Social Network Analysis thinkers and practitioners	Council/Partners eg BP, ANZ/ Universities/Stakeholders/Other
Identify critical 21C skills and work practices to support Council's changing role	Council including staff/external partners including universities
Design and implement an exciting and long term Council as a Dynamic Learning Community - organisation development and learning strategy in collaboration with staff and stakeholders	HR /employees/external partners
Ensure that all HR systems processes and policies, including recruitment, performance management and learning and leadership development reflect and institutionalize a new dimension of creative dynamic change	Council/external partners

## Relevant indicators [For achieving objectives]

1. Staff feedback
2. Stakeholder feedback.
3. Organisational performance key indicators

## Relevant global city ranking

- List any known relevant global city ranking system and Melbourne's current position comparative to other cities e.g. Mercer Quality of Life Index (Note: may be included in table form).

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### Strategic Direction 3 - Ensure Melbourne continues to enhance its potential attractiveness to knowledge workers and develops and harnesses its creative advantage to increase economic social and cultural prosperity

The concept of creativity is no longer limited to The Arts. In the increasingly frantic scramble for global city positioning, creativity, and the capacity of a city to attract and retain a creative workforce – in particular a young creative workforce, are seen as key economic drivers of 21st century competitiveness. Conventional drivers of regional development: efficient economic infrastructure, a large skilled differentiated well educated fed and housed workforce and an existing accumulation of capital assets are still necessary conditions for rapid growth but they are **no longer sufficient** to guarantee sustainable growth in today's highly integrated and competitive world. Growth increasingly depends on the collective and cooperative creative capacities of a city's people. (1) The ability to attract the type of bright and creative people that generate new inventions, world class products and the finance and marketing plans to support them is a critical key to successful knowledge cities. (2)

Cities across the globe are assessing their creative capacities and their appeal to creative knowledge workers, as correlations are being made between the attractiveness of cities and the strategic choices companies make about location. The creative energy of city can be an important element in the investment decisions of key firms. (3) Cities such as Boston have developed indicators and established extensive goals and measures to assess their performance in this regard. (4)

A Creative City is broadly defined as one in which people can think, plan and act with imagination. (5) Creative communities, a core element of the buzz of creative cities, are described as vibrant, humanizing places that nurture personal growth, spark cultural and technological breakthroughs, produce jobs and wealth. (6)

Amidst growing global interest in creativity and attempts to describe the rise of a new creative class, the definition of the creative workforce is expanding to include those employed in a broad sweep of industries, including computing, engineering, architecture, business and education as well as arts and media. Increasingly, however, creativity is seen to be everyone's business. (7)

It is concerning therefore, that a BCA report entitled Australia's New Concepts in Innovation-The Keys to Growing Australia, identified significant gaps in Australia's knowledge about creative skills development. (8)

In bolstering a city's creative advantage, Creative City authority Charles Landry emphasizes the importance of fostering a creative milieu through ideas and strategies that include (9)

- Recognition of the importance of ideas in propelling the economy
- Attention to the social structure of creativity and innovation - constant attention to and investment in social forms that feed the creative impulse
- Fostering system wide / organizational cultures of innovation
  - Generating high levels of cross-boundary (hierarchy, sector, generation, organization) dialogue and activity
  - A strong focus on networking - the greater number of nodes in a system the greater its capacity for reflexive learning and innovation
  - Attention to connecting and building face to face and virtual networks with a global orientation
- Recognition that technological creativity (invention) economic creativity (entrepreneurship) and artistic and cultural creativity are interrelated and should be reinforced by high levels of cross-fertilization and mutual stimulation
- Brokering new connections and economic scientific and cultural collaborations

- Fostering widespread development of skills in creative thinking, innovation and enterprise/entrepreneurship

Research commissioned in 2004 by the State Government's Innovation Economy Advisory Board, based on the highly influential work of Richard Florida, found Central Melbourne, comprising Melbourne City, Port Phillip, Stonnington and Yarra, ranked

- Fourth on the talent index (educational attainment of the population)
- Fourth on the creative class index (percentage of the workforce employed in high skilled/creative positions)
- Fifth on the bohemian index (the proportion of artistically creative people in the workforce)

Overall, Melbourne ranked fourth on the Composite Creativity Index when compared with 268 regions in the USA. (10)

Melbourne academic Mike Berry, in a paper entitled *Is there life after Florida?* notes that whilst Victoria is riding high; it has a poor record in the international R&D stakes. Growing social inequality and spatial polarization, he suggests, are undercutting some of the pre-conditions for knowledge economy growth and weakening the magnets that attract creative workers - meaning that Melbourne's capacity to become a truly innovative city on the global map is reduced. (11)

Attention to building on Melbourne's strengths and finding new ways to leverage its creativity to enhance equity and social, economic and environmental prosperity, will be important priorities over the next decade.

The rising economic and social importance of creative industries, which are burgeoning globally and are frequently neglected in knowledge economy efforts (12), suggests that Melbourne might pay increasing attention to development of its creative industries as a core element of the Knowledge Melbourne effort.

Stuart Cunningham, in *What Price a Creative Economy*, states 'Its time to rethink the view that creativity is a cost to the economy and pursue instead the sectors economic potential, making the creative industries the spark plug of next-generation post-industrial growth.' (13)

There is enormous resonance in the community with the idea of Melbourne as a Creative City. This represents an invitation to explore **new ways** the city might enhance its creative assets, harnessing collective imagination to build a strong reputation as one of the world's leading Knowledge Cities, characterized by vibrant, creative and productive people and incessant innovation.

## Objectives

- Formulate a Creative City strategy that encompasses a broad range of industry, education and community sector activities that are built upon and foster creative endeavour
- Identify a clear set of goals and related measurement indicators for identifying, and developing Melbourne's cultural life and the arts
- Strengthen and promote widespread and meaningful opportunities for creative development and engagement with the city's life and issues

- Identify key livability issues relevant to maintaining Melbourne's competitiveness as a creative city
- Build attractive global brand that more effectively tells the story of Melbourne's creativity and attractiveness to ourselves and the world

Opportunity	Actor [Who is doing what?]
<p>Initiate and support development of a Creative City Taskforce/Creative Learning Community network</p> <p>- Review comprehensive Boston Indicators Cultural Life and The Arts</p> <p>- Establish global links including UNESCO Creative Cities Network (14)</p>	<p>Council/Harold Mitchell/RMIT Mike Berry/Di Fleming/Creative industry/Vic Urban/Department of Education/ABAF/Arts/Business/YGen reps/Creative Community networks/other awaiting Morris Belamy</p>
<p>Benchmark thriving, knowledge intensive, creative cities such as London and to gain new insights to inform a creative city plan (investigate London's burgeoning Creative Industries and its Creative Partnerships initiative - refer Creative London strategic group, Creative New York (15))</p> <p>Initiate a new level of strategic conversation/collaboration with Creative City guru Charles Landry (visiting Australia again in 2008 as part of his role as advisor to the City of Perth in their 10 year planning process)</p>	
<p>Identify a Creative City plan and ensure it is integrated with the overall Knowledge Melbourne planning and implementation process - refer possible elements below</p> <p>- Investigate development opportunities to build creative industries and expand the size and profile of Melbourne's Creative Economy</p>	<p>Council/Vic Govt./Universities/Creative Learning Community Network/YGen Group/other</p>
<p>- Assess the feasibility of implementing an inter-sectoral Creative and Enterprising Melbourne skills development initiative (Could there be, for example, an exciting city-wide project/initiative involving bringing artists and other creatives into workplaces?)</p>	<p>Council/Creative Skills Development Council/Leadership Consortium/Aust Human Resources Institute/Dept of Education/Business/Higher Education institutions</p>

- Strengthen cross-boundary networks across the city
- Identify an imaginative Young Creative Professionals development/networking strategy
- Institutionalise the Future Melbourne YGen group as a core element in Melbourne's future planning

Council/Committee for Melbourne/Junior Chamber of Commerce/Centre for Sustainability Leadership/Cranbana/Future Melbourne YGen Group/Aust Inst of Management/Leadership Consortium

**University of Melbourne Cultural City project: Prof W Bebbington - will inform above strategy**

### Relevant indicators [For achieving objectives]

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2. List proposed indicator against which relevant objectives can be assessed.
3. List proposed indicator against which relevant objectives can be assessed.

### Relevant global city ranking

Monocle top 20 Cities

Richard Florida Creative Index

Identify other ranking systems and benchmarks eg London

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### See also

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## Strategic Direction 4 - Collaborate to connect Melbourne using the world's most advanced Communications Technologies

In the Melbourne of the future, the ability to connect to, and work with, other people and places will be a vital component of the city's success. Cultural, economic, social and environmental prosperity will be assisted by, even dependent upon, the city's ability to facilitate interconnectivity at local and global levels.

### Objectives

- Create universal wireless internet access throughout the city
- Encourage and facilitate the provision of additional meeting places, networking centres, information exchanges and other mechanisms that enable people to connect and interact

### Opportunities

Opportunity	Actor [Who is doing what?]
Universal wireless internet access throughout the city	Council/Partners
Investigate options for the Council to share its information and expertise through external teaching and consulting	Council
Create a Knowledge Management Strategy and Information Sharing System for the Council	Council

### Relevant indicators [For achieving objectives]

1. List proposed indicator against which relevant objectives can be assessed.
2. List proposed indicator against which relevant objectives can be assessed.
3. List proposed indicator against which relevant objectives can be assessed.

### Relevant global city ranking

- List any known relevant global city ranking system and Melbourne's current position comparative to other cities e.g. Mercer Quality of Life Index (Note: may be included in table form).

### References

1. Numbered references to quoted information in statement body including web address if known.
2. Numbered references to quoted information in statement body including web address if known.
3. Numbered references to quoted information in statement body including web address if known.

### See also

- Bullet points for other sources of interest (internal or external), preferably online sources.
- Bullet points for other sources of interest (internal or external), preferably online sources.
- Bullet points for other sources of interest (internal or external), preferably online sources.

## Strategic Direction 5 - Identify a branding and communications strategy that will position knowledge and learning as a core elements of Melbourne's culture and vital keys to enhancing the prosperity of the city and its people

We are moving out of a time of apathy and into a time which values thinking. Eve Mahlab AO (1)

Cities need a story or cultural narratives about themselves to both anchor and drive identity as well as to galvanise citizens. These stories allow individuals to submerge themselves in a bigger more lofty endeavour. (2)

As much as we might have all these facilities and attributes, it's how everyone locally, nationally, regionally and internationally perceive them. Part of this branded image we have offshore is driven by the few companies that we have that do global advertising. What we might know are facts and figures and truisms in Melbourne may not be perceived in that way at all from overseas. (3)

Branding and marketing present opportunities to project bold images of a city's vitality and innovation that can help define its position in the global marketplace.

If knowledge, learning and creativity are core elements of Melbourne's future prosperity, there is an opportunity to build a new Knowledge Melbourne story and communicate it to the city's people and the world. Can Melbourne become a city that celebrates the glory of knowledge, the delights and opportunities of learning, and the creativity and ingenuity of its people, as much as it celebrates and identifies with its artistic strengths and culture?

### The current global context is emerging as one in which

- Knowledge workers can increasingly choose to live anywhere in the world
- Competition for overseas students is accelerating
- There is a direct link between learning and individual and community prosperity
- Place and identity are emerging as important concepts in a globally oriented milieu
- Cities are increasingly conceiving of themselves as competitive brands

As Melbourne seeks to enhance its position as a leading global knowledge city and a destination of choice, new challenges and issues arise that may have direct implications for branding, marketing and communications.

### Objectives

- Create an imaginative branding and marketing strategy for the city that captures new priorities in knowledge, creativity and learning
- Increase awareness across the Melbourne community of the links between learning, creativity, and individual and community prosperity
- Strengthen the passion, commitment and engagement of Melbourne's people with their city and its future
- Find opportunities to promote Knowledge Melbourne and build the creative and learning Melbourne message through existing and future events

## Opportunities

Opportunity	Actor [Who is doing what?]
Conduct further research into global city - branding initiatives	Council
Invite a number of leading advertising agencies to discuss opportunities and challenges inherent in establishing a Knowledge Melbourne brand and marketing campaign (could this be a competition, a pro-bono effort, at least in part?)	Council/George Patterson Bates/JWT/Young and Funky Agency
Establish links to Melbourne proposal (how could a virtual Melbourne assist the branding and marketing of Knowledge Melbourne? How might web 2.0 tools be used to foster Melbourne as a creative learning community?)	Council/George Patterson Bates/CEO, Podcast Network/Telstra/
Identify whether a case exists for business and education to invest in a Melbourne learning brand	Council/Universities and Private Education and Learning Providers/Australian Human Resources Institute/Leading businesses
Explore ways that knowledge learning and creativity might be promoted, encouraged and further embedded in the Melbourne psyche through the city's promotions and events calendar <ul style="list-style-type: none"> <li>An inspiring week of events celebrating Knowledge/Creativity/Learning?</li> <li>A <b>soap box corner</b>, as advocated by Eve Mahlab)?</li> <li>A digital Knowledge Melbourne board - what's on in Melbourne (advocated by YGen)</li> <li>Inspiring quotes about knowledge and learning emblazoned across Melbourne buildings, billboards, tram s?</li> <li>An American Express type Welcome to my World campaign capturing creative young professionals experience of living and working in Melbourne?</li> </ul>	Council/Partners

## Relevant indicators [For achieving objectives]

1. List proposed indicator against which relevant objectives can be assessed.
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### Relevant global city ranking

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2. World Creative City Forum Osaka International Symposium The Age of City: Developing Creative Cities Through Networking p8
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### See also

- Melbourne proposal internal City of Melbourne document
- [www.monocle.com/Magazine/volume-01/issue-05/](http://www.monocle.com/Magazine/volume-01/issue-05/) - 102k