

Project ID No.	CP 28 / 7 / 1 / 34
GOAL	4
SUB-PROGRAM	

Effective Networking Communities of Practice

Action plans must be submitted online to www.reframingthefuture.net by COB Tuesday 20 June 2006.

Please refer to 'How to submit an action plan online' in the Reframing the Future handout or on the website.

All sections must be completed.

Please note: sections 1 – 9 of this document will be uploaded onto the Reframing the Future website. Details of participants in item 11 will be only be used in accordance with our privacy policy and will not be published on the website.

Name of organisation funded by Reframing the Future

Swinburne University TAFE Division – Regional Learning Networks

1. Convenor's details

Name: Jill Slater		
Position: Learning Initiatives Coordinator		
Organisation: Swinburne University of Technology		
Address: 12-15 Norton Road		
City/Suburb: Croydon	Postcode: 3158	
Ph: (03) 9726 1530	Fax: (03) 9726 1425	Mobile: 0410 569 329
Email: jslater@swin.edu.au		

2. Facilitators' details

Name: Facilitator has been approached and asked to submit a short proposal before deciding to proceed.		
Address:		
City/Suburb:	Postcode:	
Ph:	Fax:	Mobile:
Email:		

3. Project overview (100 words maximum)

What outcomes do you hope to achieve in your project?

The Community of Practice will bring together TAPiT workers (Swinburne Mature Aged Learners and Parents Returning to Work pathway support program), Employment Services workers and Senior Educators and Teachers in the key training package areas to expand their knowledge and expertise in the teaching and learning of mature age equity groups in VET. The group will:

- Increase their knowledge of new policies, programs and approaches in the area of Career Development and Implement at least two activities that build the capacity of the COP to provide career development services within a pathway planning model for equity groups.
- Reflect on evaluation findings of 2005 pilot group to identify implications to teaching and learning practices and implement one activity that shares this information with the broader Division teaching and management staff.
- Customise an accredited competency 'Plan Skills Development' and develop flexible resources for TAPiT workers to provide pathway support to equity groups through enrolment in this competency.

4. Domain of knowledge

What aspects of the national training system will be addressed by your project?

(e.g. establishing relationships with industry clients; improving workplace assessment or delivery; implementing new Training Packages) (Please add rows as required)

- Customising training packages to meet the needs of equity groups
- Good practices when establishing industry partnerships programs that focus on recruitment and pathway support of equity groups
- Extending knowledge of customising and creating a delivery plan and workplace assessment model for the provision of an accredited competency to provide pathway planning and support to equity groups.
- Customer focus of training - Implementing appropriate adult learning teaching practices to mature learner equity groups
- Recognising prior and current competency of mature learners with significant industrial and life experience.

5. Facilitating your community of practice

Please describe how you propose to facilitate your group progressing through the stages of growth of a Community of Practice (see Table 4.1 in the report: *The Potential for Communities of Practice to underpin the National Training Framework*):

We are currently securing an excellent group facilitator who also has many years experience in VET, particularly in customising for specialist groups. We believe there is an organisational need for an external/neutral facilitator for this project. Our facilitator understands the sector, policy directions, key delivery issues and the culture of Swinburne. Historically teaching departments would be the recipient of such equity / pathway funds but our new model; the TAPiT program, provides for a centralised approach that works closely with teaching departments in brokering the delivery of training, while retaining the responsibility for individualised pathway support. An excellent understanding of group processes and movement through the stages is required and our chosen facilitator is expert in these matters. In addition two members of the COP have previous experience in other COP projects and will assist group processes.

Potential

This stage began prior to the project commencing within team meetings of the TAPiT staff and discussion with other potential stakeholders, where we explored areas of mutual interest and the groups capacity building needs. Designing the action plan commenced the process of forming up relationships and defining the domain and the issues of importance that members wish to share, exchange understandings and develop good practice around.

The first facilitated session of the community of practice will focus on members getting to know one another in more depth, sharing their roles, expertise and key challenges and expectations of the project. This is expected to frame the activities planned for the project.

Coalescing

In addition the COP will commence the process of exploring the commonalities between the group members and identifying where that connectedness will shape the activities in this project and feed into the development of new practices. There will be monthly COP meetings that will be structured in a way to identify the knowledge domains we are exploring as part of the COP, the process needs of the community, agreement on outcomes and a focus on the design of activities that meet the outcomes. Group will encouraged to move through this stage if there is agreement on focus and clear actions to follow through on.

Active

Members will take the running on the design and delivery of the two key training events and the development of a training package resource for the provision of pathway support. In addition the COP group will receive evaluative feedback from the 2005 pilot group to reflect on, analyse and determine the best method for sharing this within the Division and advocating new practices with this equity group.

Dispersed

At the end of formal project activities members will identify how they wish to continue the good work of the COP and what mechanisms are suitable for keeping the network active and benefiting from the expertise of the individual members within the group.

Memorable

The final report will be provided to all members of the core group and to those who attended the training events. A section of the report will draw together the ideas for future collaborations that can be included within the strategic plan for Regional Learning Networks. There will also be a celebration planned and final evaluation session that ensures we formally gather to share and record our memories and achievements.

6. Structuring your community

Please describe how you propose to support the development of the three components of your community: its domain of knowledge, community and practice (see *Effectively Structuring Communities of Practice in VET*):

COP is a methodology that is responsive to group members existing knowledge domain and their need to increase or deepen such, reflective in that it explores, discusses and identifies practices that should be implemented, improved and strengthened to achieve better results for the client and organisation and mindful of the individuals and group needs in the forming of a community. While the structure may appear loose or informal as we want to encourage all forms of contribution, the facilitation to ensure all three components are adequately addressed is highly structured.

Members are aware that the structure of both the monthly meetings and any formal COP activities will address the group participation and maintenance needs, focus on the domains of knowledge that we are wishing to unpack and expand but more importantly a major emphasis will be on the best strategies to adopt that result in changed practices. The core group of COP members have a key goal to bring about changes in practices across the Division in relation to teaching and learning of adult equity groups. They plan to run a major last event that focuses closely on what are the key factors that assist us to change and improve our practice.

The members individual interests will be addressed to ensure their ongoing commitment to group and general satisfaction with the direction and actions of the COP. Meeting times and structure of meetings will be decided to ensure maximum participation of members.

Members contribution will be formally recognised and passed onto the TAFE Management Group.

7. Anticipated outcomes (see Chapters 6-7 of *The Potential*)

Please describe the outcomes anticipated as a result of your project:

<p>for participating individuals</p>	<p>Increasing domain of knowledge of learning and teaching strategies that engage and satisfy mature learners from equity groups</p> <p>Opportunity to share/receive new tools and resources for working with equity groups – Improve individual practice</p> <p>Extend staff professional networks and build trusting relationships with teaching areas and pathway program staff</p> <p>Take proactive steps to manage change within Teaching Departments and improve delivery to equity groups generally</p>
--------------------------------------	---

for participating organisations	<p>Change management process that promotes best practices when working with mature equity groups</p> <p>Improved knowledge management that leads to increased organisational capacity to position and secure state and federal funding for Mature learners equity programs</p> <p>A professional development event that focuses directly on 'how do we change our practices'. A much needed approach within the Division and sector.</p>
---------------------------------	--

8. Evaluation

Please provide an outline of the methods you will use to evaluate the participants' learning and your project's efficiency and effectiveness.

The evaluation process has been initially discussed with the COP. We have recorded and rated our existing knowledge in relation to the domains of knowledge and practice areas and will reflect and identify the improvement in a final COP evaluation. Each event will be evaluated both pre and post activity. In addition everyday evaluation will be employed at COP meetings to identify and address any issues as they arise.

We are also asking our facilitator to present an evaluation methodology for the group that incorporates the above strategies.

9. Project timeframe

Please list project milestones and key dates

(Please add rows as required)

Milestone	Key date
Monthly Meetings of COP	June - November
Finalisation of Plan Skills Development flexible delivery model	July
Exploration of Career Development – Expert input on resources, tools, strategies Event 1 – Career Development for Equity Groups	July – September August
Reflection and analysis of TAPIT pilot feedback Event 2 – What is best practice and how do we best change our practice	September – October October
COP sustainability plan and evaluation	November
COP celebration of achievements	December