

<b>Project ID No.</b>	CP 287 / 6 / 1 / 43
<b>GOAL</b>	4
<b>SUB-PROGRAM</b>	

## Effective Networking Communities of Practice

Action plans must be submitted online to [www.reframingthefuture.net](http://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 Details of participants in item 11 will be only be used in accordance with our privacy policy and will not be published on the website.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

INSTITUTE OF TAFE TASMANIA
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### 2. Facilitators' details

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### 3. Project overview (100 words maximum)

What outcomes do you hope to achieve in your project?

TAFE Tasmania is experiencing significant change in the student profile mainly due to the impact of skill shortages and the introduction of the new Welfare to Work legislation.

The key focus of this Community of Practice (CoP) is to focus on developing a decentralised model of supporting students to reach their potential through a student selection process that enables staff to:

- ensure that students are counselled into appropriate courses and vocations;
- identify upfront appropriate learning support ensuring the greatest chance of success;
- apply fair, valid, flexible, reliable, merit-based selection processes.

By placing greater emphasis on sharing and developing best practice, students, staff, industry, and TAFE will have improved outcomes.

#### 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)

Staff from across both trade and non trade teaching teams have identified the need to improve on their current practices of applying AQTF Standard 6 – Access and Equity and Client Service. In particular:

- Client selection;
- Course information and vocational outcomes;
- Provision for language, literacy and numeracy assistance;
- Identification of client support;
- Staff responsibilities for access and equity.

#### 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*):

##### *Potential Stage*

- Teaching and support teams will be notified of the success of the project through internal email, team leader induction and campus leader networks.
- Potential participants will be invited to express an interest in taking part in the CoP with the aim they will be in a position to mentor other members of their delivery or support teams.
- Benchmarking and exploration of knowledge and experiences of other providers will be crucial to the development of the CoP. This will necessitate either visiting other providers to gain first hand knowledge of their processes and experiences or liaising with other providers.

##### *Coalescing stage*

- With the aid of a facilitator an initial face-to-face meeting of those expressing interest will be held to explore the real issues, set the scope and guidelines for how the group will operate including tailoring the objectives, developing a communication strategy and establishing the meeting times.
- Further face-to-face meetings will be scheduled to stimulate new thinking, reflect on experiences, identify the issues, share good practice models and practices, and to explore ways of working collaboratively with the aim of establishing best practice selection processes tailored to the needs of the vocational areas.
- The CoP will be supported through the knowledge and experiences gained through the exploration and benchmarking with other providers.
- Additional support will be provided through email, videoconferences and the sharing of documentation through dedicated websites and/or electronic folders.

##### *Maturing stage*

- At all stages the facilitator will encourage participants to question their current practices so that the participants will continually focus on how to improve their own practices.
- Additional group work will be utilised to encourage participants to adapt their own practices based on their reflections and new learnings to add value to the CoP within their own teaching teams.

#### 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*):

The **domain of knowledge** will focus on developing a decentralised model of supporting students to reach their potential through appropriate student selection processes. The critical success factor will be the scheduled face-to-face meetings, regular communication, sharing of resources, research and expertise. Sub groups maybe formed to support the evolving and deeper domain of knowledge.

The **community** will involve external and internal participants from across the state from both trade and non-trade teaching teams as well as support areas that share the same concern and passion for improved outcomes for the varying client groups. This broader group will add value to the community by providing a breadth of knowledge, skills and experience that can be shared across the community. Special guests will also be utilised to add further value. Individual strengths, experiences and possible roles will be identified. The developments of mini communities within the participant's own teaching team will be encouraged to improve their current practices. A key success factor will be ensuring that environment is supportive, collaborative, non judgemental and fun.

A solution-focussed approach will be encouraged where the community will focus on creative solutions (not problems), the future (not the past) and on what's going well (rather than what's gone wrong). It is envisioned that the **practice** will involve the:

- Exploration of current practices;
- Identification of a range of possible strategies, tools and processes that could be utilised and contextualised to individual teaching teams;
- Establishment of partnership arrangements with access, literacy and numeracy teachers, disability officers, career and personal counsellors that will enhance the staff's confidence and student's capacity to succeed.

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

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

for participating individuals	<ul style="list-style-type: none"> <li>● Understanding of the Community of Practice methodology.</li> <li>● Cross organisation partnerships, networks and contacts.</li> <li>● Sharing of good practice and models that could be contextualised to their own delivery team's requirements.</li> <li>● Improved confidence in applying fair, valid, flexible, reliable, merit-based selection processes.</li> <li>● Access to a range of tools to identify upfront appropriate learning support.</li> </ul>
for participating organisations	<ul style="list-style-type: none"> <li>● Improved application of the AQTF Standard 6 – Access &amp; Equity and Client Service. In particular:                             <ul style="list-style-type: none"> <li>○ Client selection;</li> <li>○ Course information and vocational outcomes;</li> <li>○ Provision for language, literacy and numeracy assistance;</li> <li>○ Identification of client support;</li> <li>○ Staff responsibilities for access and equity.</li> </ul> </li> <li>● Sharing of a range of tools, innovative approaches and best practice models across the organisation</li> </ul>

**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 project manager, facilitator and participants will formally and informally evaluate the project outcomes by:

- Identifying the current selection practices and issues within their teaching teams;
- Identifying a range of possible strategies, tools and processes that could be utilised and contextualised to individual teaching teams;
- Developing key goals and actions required for individual teams to establish quality selection processes;
- Establishing partnership arrangements with access, literacy and numeracy teachers, disability officers, career and personal counsellors that will enhance the staff's confidence and student's capacity to succeed;

- At the final meeting the members of the CoP will be asked to reflect on the process of the CoP and to explore how they can further utilise the process to enhance not only this project but also other concerns they may share within their team and with other teaching teams.

### 9. Project timeframe

Please list project milestones and key dates

(Please add rows as required)

<b>Milestone</b>	<b>Key date</b>
Project Action Plan	19 <sup>th</sup> June 2006
Planning meeting	21 <sup>st</sup> June 2006
Meet with individual staff and managers	26 <sup>th</sup> -29 <sup>th</sup> June 2006
CoP Forum 1	14 <sup>th</sup> July 2006
CoP Forum 2	27 <sup>th</sup> -28 <sup>th</sup> July 2006
Mid-term Report	5 <sup>th</sup> September 2006
CoP Forum 3	18 <sup>th</sup> August 2006
CoP Forum 4	28-29 <sup>th</sup> September 2006
CoP Evaluation & Celebration Forum 5	24 <sup>th</sup> November 2006
Completion of Project and Final Report due	5 <sup>th</sup> December 2006
Project submitted: signed financial statement and final invoice	29 <sup>th</sup> January 2007