

Project ID No.	CP 376 / 2 / 1 / 35
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 Details of participants in item 11 will be only be used in accordance with our privacy policy and will not be published on the website.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

TAFE NSW South Western Sydney Institute

1. Convenor's details

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3. Project overview (100 words maximum)

What outcomes do you hope to achieve in your project?

CAVN – State-wide Community of Practice

The project aims to build on the networking nucleus created in SWSI's 2005 Reframing program. The new program will refine and extend the *Construction Assessment Validation Network (CAVN)* to include new members from around the state with the aim of creating a state-wide CoP. Members will play an active role in the development and validation of assessment tools/ instruments for recently introduced, and existing, Training Packages.

Developed materials will be posted to the CAVN website for all TAFE NSW full-time/ part-time teachers to access. The long-term aim is to link with other communities and to expand interstate in coming years.

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)

The project aims to address the requirements of AQTF Standards 8 and 9 in relation to assessment development, assessment validation and compliance with a VETAB audit. The end result will be a consistent approach to assessment design and delivery across the state of NSW. Teachers/Assessors of the construction trades will work together to share ideas, resources and experiences to improve what and how they deliver and assess.

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	Coalescing Stage	Maturing Stage
<p>The community will focus on building and sharing knowledge in relation to assessment validation and audit compliance.</p> <p>In this project the membership will be made up of teachers from the construction trades who have a passion for their particular sector of the industry and see themselves as custodians who have a duty to ensure quality training and assessment is provided to those who will lead their sector in the future.</p> <p>The community needs to be formed to reduce the unnecessary duplication of effort and use of resources to achieve the same goals.</p> <p>There are several individuals who have been identified as Group Leaders (GLs) to drive the process locally. In the main, they have identified themselves to take the role of coordinator/thought leader. Many of this group participated in the 2005 Reframing project and are very suitable to take on the task.</p> <p>Members will be brought together in a workshop situation at the mid-year and end-of-year to create the main network. It will expand the membership from the 2005 project to take in members from across the state. Close ties will be formed within individual trade areas with a culture of sharing being high on the agenda.</p>	<p>Feedback from sections around the state indicates that the majority of trade teachers want to improve and share resources relating to assessment. This is a prime opportunity for colleagues to form a community both locally and state-wide.</p> <p>The community will be officially formed at the mid-year workshop and promoted strongly around the state.</p> <p>Each of the local communities, or constellations, will be holding a meeting at least once per term and reporting back to the Convenor/Facilitator. The issues discussed and materials developed will be uploaded to the CAVN website.</p> <p>Each trade area will have a designated folder on the CAVN website, which will hold resources, assessment tools, instruments, etc. This will allow individual core members to access materials and communicate ideas and experiences.</p> <p>All meeting activities will be formally run and recorded to ensure that members within sections participate and are listed on attendance sheets. This will form part of the evidence that an auditor will require to establish participation.</p> <p>Many Educational Managers have already agreed that this project is valuable and they have given their support for it. A few managers will still need to be convinced that development of a CoP will improve their chances of providing evidence of AQTF compliance.</p>	<p>The GLs will record activities and provide regular reports to the Convenor or Facilitator, which will allow gaps in knowledge to be developed.</p> <p>The main CoP will influence what occurs locally within the constellations by providing access to profromas and resources that can be used by all participants. Developed materials will provide a scaffold for the construction faculties to use for VETAB auditing purposes.</p> <p>The end-of-year workshop will allow refinement and modification to the boundaries of the community. It is hoped that the boundaries will be broadened to include many other sections.</p> <p>New community members will need to register with the Convenor or Facilitator so they can be added to the distribution list and be made aware of other members.</p> <p>The Project Convenor and/or Facilitator will meet with each cluster at the end of year workshops to gain feedback.</p> <p>The success of the community will be measured by the level of participation, its' longevity and growth over a period of time. The process will be evaluated throughout the program through the use of evaluations forms and reports produced through meeting activities.</p> <p>The CAVN website will be the main repository for tools, instruments, resources and contact. The aim will be to provide access to full-time and part-time teachers to ensure a consistent approach to delivery and assessment across the state.</p>

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 three essential areas of the community are as follows:

The Domain:

A community of practice has an identity, which sets it apart from being just a network of connections, by clearly identifying a committed membership. In this project the membership will be made up of teachers from the construction trades who have a passion for their particular sector of the industry and see themselves as custodians who have a duty to ensure quality training and assessment is provided to those who will lead their sector in the future. Participation of individuals will be encouraged by allowing them to contribute their knowledge and ideas to the project through state-wide workshops and local meetings and have access to shared developed assessment materials. Group Leaders will be the ones to up-load the materials and all other teachers will be able to down-load and use these materials.

The Community:

The community is formed by those participating in the Construction Assessment Validation Network. This is made up of smaller groups or local communities established within the main community. The community for this project will consist of many smaller groups who will meet locally on a regular basis and be brought together at least annually as part of one of four proposed clusters. The clusters will be established in the Sydney region, the Illawarra/Riverina region, Western NSW and the North coast/New England region. Establishment of these four clusters will allow for easier regular contact for the smaller communities within each cluster. The program convenor and/or facilitator will visit each cluster over the course of the project to encourage interaction and to maintain contact.

The Practice:

The community will be made up of practitioners with a shared practice, i.e. teaching and assessing trade apprentices. This becomes the common thread that will bring them together to share resources, experiences, tools, problems and solutions with the aim of creating a standardised approach to delivery and assessment that will satisfy the requirements of the AQTF. These tools and developed materials will be available from the CAVN repository and the knowledge the community develops will be passed onto new members through the regular local meetings and the larger ongoing annual meetings.

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>	<ul style="list-style-type: none"> • A deeper understanding of the AQTF and auditing requirements; • A sense of being a part of a large community that serves a useful purpose; • Being valued as a contributor to an ongoing process; • Being able to access validated assessments and assessment questions; • Having access to colleagues, which was not previously possible; • Being able to network with colleagues confidently; • Being able to show worth to managers by assisting in the auditing process and taking ownership of the process; • Being able to take ownership of a part of the AQF at a local level and see the immediate benefits.
<p>for participating organisations</p>	<ul style="list-style-type: none"> • Having the capacity to comply with AQTF audit requirements; • Development of intellectual and social capital; • Not having to bear the complete cost of running individual assessment validation processes; • Having staff who have a deeper understanding of the national training packages and how they should be implemented; • Having up-to-date and highly motivated staff.

8. Evaluation

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

Evaluation of Learning, efficiency and effectiveness of CAVN:

The evaluation strategy used will reflect a team or section-based approach to assess the input and progress of each section. Each of the Group Leaders will prepare a report to record local meeting activities and attendance/participation of section members. There will be at least one meeting scheduled each term, including a mid-project and end-of-project report to allow monitoring of progress and outcomes.

The individual reports will consist of the following information:

- Date, names and signatures of attendees, absentees, (full-time and part time teachers);
- Copy of an agenda;
- Minutes of the meeting;
- Description of the activities;
- Outcomes and any recommendations;
- List of material up-loaded to the website, including version number and author(s) name; and
- Details of the next scheduled meeting.

The information contained in the reports will be analysed by the Project Convenor and Facilitator to provide the Reframing committee with progressive feedback, while at the same time providing vital information on sections' progress and activity that will allow for improvement in the process and preparation for the end-of-year workshops.

Participants involved in the end-of-year workshops will be required to provide feedback to the Project Convenor and Facilitator through completion of a 3-column evaluation form that identifies the following:

1. What worked? – positive feedback about the process, which may include whether the model was understood, whether there was strong Group Leadership, good use of time for meetings, whether the process was engaging/enjoyable, whether objectives were met, etc.
2. What needed improvement? – areas that posed a challenge to the main and local meeting processes, which may include the way meetings were run, scheduling of meetings, length of time discussing issues, improving access to the CAVN website, making the website more user friendly, improvement of the website maintenance, etc.
3. How to improve? – strategies to improve processes for future activities such as a more detailed or structured agenda, providing an agenda as early as possible, allocation of more time to spend on important issues, more input from staff members, more support from Educational Managers, more funding, greater monitoring of the CAVN website, etc.
4. A measure of the project's success will be the level of increased communication across the state and who accesses the CAVN website and how often.

These questions will relate to the formal workshops; local meetings; the overall approach of the project; the model used, the CAVN website and the network as a whole.

9. Project timeframe

Please list project milestones and key dates

(Please add rows as required)

Milestone	Key date (2006)
Initial contact of Educational Managers and section Head Teachers	2 nd March
Enlistment of participants	10 th April
Reframing Action Plan submission	20 th June
Main Mid-Year Sydney 2-day Workshop	27 th & 28 th June
State-wide Local meetings 1	22 nd August
Collection of Group Leader reports for Local Meeting 1	28 th August
Reframing Mid-project Report	5 th September
Reframing Mid-term Forum	September TBA
State-wide Local meetings 2	17 th October
Collection of Group Leader reports for Local Meeting 2	23 rd October
End-of-Year Cluster 1-day Workshops	21 st November
Reframing End-Project Report	5 th December
Completion of Project	15 th December