

Effective Networking

Communities of Practice

CP500-2-1-32

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 Details of participants in item 11 will be only be used in accordance with our privacy policy and will not be published on the website.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 Northern 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?

This Community of Practice will focus on how coaching can be used as a framework for the development of innovation and creativity in Teaching and Learning practices within the National Training Framework; and the extent to which coaching strategies are currently being used amongst VET Practitioners. The intended outcomes are:

1. Establish a core Network for a group of coaches within NSI who can train, demonstrate and promote to NSI staff, coaching as tool that will encourage VET practitioners to use their professional judgement and creativity to make changes re their Teaching and Learning capabilities within the National Training Framework
2. Investigate the use of coaching in other RTOs and industry, as a tool for developing innovation in Teaching and Learning, problem solving and upskilling practitioners
3. Develop a strategic and customised NSI approach to using coaching as a commonly used tool by VET practitioners
4. Develop a driving team to sustain the Network during and after the project.

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 domain of knowledge that will be examined is how coaching, if used as a daily workplace activity can improve the quality of teaching and learning in relation to the National Training System (see Table 1.)

Table 1.

| Descriptor of players | Challenges faced | Stakeholders involved | Domain of Knowledge |
|---|---|--|---|
| NSI TAFE Teachers and managers, trainers, and coaches other from RTOs | Time constraints to develop a CoP of teachers and managers who use or would like to use the coach approach to their teaching and/or management of staff in order to bring innovation and creativity to delivery and assessment of training To promote the notion of coaching and bring about changes in practice through coaching supported by practising coaches in industry Providing coaching training for all members of the CoP new to coaching techniques | NSI teachers and managers, Staff Learning and Development, professional coaches, coaches in industry | Knowledge and understanding of how the process of coaching works Knowledge of differing RTOs or Govt organisations e.g. (NSW Premier' s Department) and application of coaching as a tool/approach to the management of staff Implementation of the coach approach to support the National Training System Introduction of coaching to teaching staff – a paradigm shift |

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*):

Stage 1. Potential

- This stage will include:
- Interviewing / engaging potential members of the communities of practice

- Running a session at the initial meeting on understanding the theory of a community of practice and the three main components of the community of practice - defining communities of practice. The focus will be drawn from the community members by the facilitator
- Running a session on what the requirements are of Reframing the Future at the initial meeting
- Setting dates for face to face meetings well in advance, and to fit with participants priorities and needs
- Building the excitement and passion for engaging in coaching and sharing the benefits of coaching with colleagues
- Connecting community members together
- Reviewing the action plan, and being prepared to be flexible re direction changes

Stage 2. Coalescing

- Building up the case for membership of the community and assigning job roles within the community
- Outlining programmes for the community to address but being flexible with topic areas
- Initiating community events and time lines in relation to coaching courses, meeting with professional coaches and organising forums for the wider community in NSI
- Engaging all members of the community by finding their ideas and insights that can build onto their depth of knowledge
- Ensuring that documentation of the progress of the community is recorded and that reflection happens every meeting

Stage 3 Active Stage

- Facilitating the logistics of planning and execution of community events for the life of the community of practice – 2006
- Involving all members of the community, ensuring there is the development of trust and openness to share insights and ideas
- Overseeing the involvement of the members of the Community of Practice and continually engaging with members to support and evolve their commitment input to the community

Stage 4. Disperse

- contacting members by phone or email and keeping the members who may become disengaged involved at an informal level
- facilitating the community through the hurdles or blocks as they arise

Stage 5. Memorable

- Celebrating throughout the project and marking the milestones

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*):

1. Domain of knowledge

The domain of knowledge in this Community of Practice will be developed through project members unpacking issues pertaining to the delivery and assessment of training packages within the National Training System. Specifically the areas of domain of knowledge could be included are:

- How delivery and assessment issues can be managed more creatively and with more innovation by using the tool of coaching
- How input from a coaching network can highlight techniques to support the improvement of delivery and assessment issues
- It is anticipated that the areas of focus may change throughout the life of the community particularly as more practical experience is gained in coaching by project members and professional coaches understand the nuances of the VET sector re delivering training packages

- The domain of knowledge will be clarified so all project members are clear about they are working with and why

2. **Community**

In order for the community to achieve any goals or to grow, the community must begin its life on a base of trust and common purpose and a willingness to share and participate in the progress of the community. This relationship will be developed through face-to-face meetings initially. It is anticipated this trust will be developed by members:

- Understanding their expectations of being a community member
- Having clearly defined roles within the community
- Recording and using the newly learnt skills and reflections gained by being a member of the community
- Having a sense of common purpose as why they are meeting
- Celebrating the milestones and enjoying the progress of the community of practices as it evolves

This community will be built on two fronts:

1. **more formal group** of project members from within the Northern Sydney Institute teaching and managerial staff, who meet regularly to set up
2. a **more informal group** of members of the wider community which includes members of a coaching network and VET practitioners from relevant industry and government agencies and the wider VET community

3. **Practice**

It is anticipated that the practice will be the framework of how the community will function and will evolve through workbased learning techniques throughout the project, that is, it will evolve as the community members:

- Explore and share approaches of communicating ideas re coaching in the workplace
- Clarify roles of the community project team in order to set in place the network of the more diverse and less formal members participating in the of the community
- Research the coaching practices of other organisations and setting a common approach to standards and bases for activating the research
- Use the skills and tools of teachers and managers in NSI and members of the coaching community to build a method of gathering and dispersing the knowledge gained from the community, from the tangible to the less tangible information
- Are encouraged by the facilitator and the project manager specifically to ensure that the community stays on track and meets timelines which is balanced with the exploration of ideas shared amongst members
- Evaluates progress

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"> • for members to be trained in the coaching techniques who have initially not had coaching training • for members to apply the coach approach to the delivery and assessment and share and support each other as the process is implemented in their own places of work • to create a more innovative environment for their students by including the application of the coach approach to their work • to make a paradigm shift by using coaching as a tool for creating improved communication at their place of work • for the coaching network to understand the nuances of the coaching in a VET environment • to share tips and tricks of the trade • to celebrate in the progress of the community and specific events that will fall out of the community of practice |
| for participating organisations | <ul style="list-style-type: none"> • bridging of gaps between organisations, by understanding the roadblocks and challenges and finding out how issues were dealt with • raising the bar in relation to improved performance and communication amongst employees • practical resources being developed, or forums being conducted to support employees in their place of work |

8. Evaluation

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

- Survey project members understanding of reframing the future, communities of practice and coaching methodologies at the beginning and end of the project
- Record minutes of all meetings and share amongst project members
- Reflect at every meeting the learning that has occurred that meeting for members
- Review the learning of the those members who will be trained in coaching techniques
- After coaching forums have been organised for the wider TAFE community record the learning and evaluation of the forums
- Record the results of the CoP in a final report

9. Project timeframe

Please list project milestones and key dates

(Please add rows as required)

| Milestone | Key date |
|---|----------|
| Start Up meeting | 24/6/06 |
| Meeting 1 with project team | 18/7/06 |
| Meeting 2 with project team beginning of Term 3 | 3/08/06 |
| Meeting 3 with project team mid September with coaching network members and wider VET community /industry | 20/9/06 |
| Forum 1 with coaching network members for wider NSI community Term 4 | 26/10/06 |

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|---|----------|
| Meeting 4 with project team early November | 8/11/06 |
| Forum 2 with coaching network members for the wider NSI community, non teaching week in Dec | 29/11/06 |
| Celebration meeting for the community of practice progress | 6/12/06 |