

RPL – Done Well

August 2006

Melbourne 8th August 2006 Novotel Melbourne on Collins 270 Collins Street Melbourne	Brisbane 10th August 2006 Mercure Hotel Brisbane 85 – 87 North Quay Brisbane	Adelaide 15th August 2006 Hilton Adelaide 233 Victoria Square Adelaide	Perth 17th August 2006 Novotel Langley Perth 221 Adelaide Terrace Perth
--	---	---	--

Forum Program

9.30 am	Coffee and networking
10.00 am	Welcome, background, objectives and brief introductions Introducing appreciative inquiry Findings from your Expressions of Interest and participant interviews Activity 1: DISCOVERY
11.00 am	Short break
11.15 am	Presentation ‘RPL: Yes, we are there!’ by Andrea Bateman ‘Speaking from Experience’ – success stories from speakers and participants Activity 2: DREAM
12.30 pm	Lunch
1.15 pm	Presentation ‘Recognising Competency – the Connoisseur Assessor’ by Brian Spencer ‘Speaking from Experience’ – more success stories from speakers and participants Activity 3: DESIGN
3.30 pm	Afternoon tea
3.45 pm	Activity 4: DESTINY Future role: catalyst Formation of online innovation networks Reporting at New Ways of Working in VET Forum 3 Forum debrief and evaluation
4.45–5.30 pm	Networking event

Facilitators and PD methodology advisers

Suzy McKenna
 National Project Director
 Reframing the Future

Dr John Mitchell
 MD, John Mitchell and Associates

Think piece writers and presenters

‘RPL: Yes, we are there!’
 Andrea Bateman, M Ass Eval
 Director, Bateman and Giles Pty Ltd

‘Recognising Competency – the Connoisseur Assessor’
 Brian Spencer
 Executive Officer
 Community Services and Health Industry Skills Board, Victoria



Developing Australia’s VET workforce to implement the national training system



Australian Government
 Department of Education,
 Science and Training

RPL – Done Well

August 2006

ACTIVITY DIRECTIONS

Activity 1: DISCOVERY

The purpose of this phase is to **identify the positive core** i.e the assets, capacities, capabilities, resources and strengths held by you, the forum participants, in relation to RPL.

Rationale: change is more possible if it builds on existing strengths.

Exercise – mapping the positive core

At your table, appoint a facilitator and timekeeper for this exercise, then:

1. Revisit the stories and John Mitchell's field research findings to identify the positive core, i.e. the forces and factors that allow you and your organisation to deliver RPL well.

2. Encourage narratives/stories and ask of each narrative/story: what were the qualities of you, your staff and your organisation and other stakeholders that contributed to the success with RPL?
3. List these narratives/stories on one half of the piece of butcher's paper and show the positive factors on the other half.
4. Report back to large group (using your display of the positive core on butcher's paper).

Whole group activity:

- analysis of small group reports, to highlight current strengths in the room.

Activity 2: DREAM

The purpose of this phase is to **envision a bold future** – to imagine what more could be achieved with RPL by your organisation or by your partnerships if RPL was better aligned with your own and your team's/partners' skills, strengths and goals

Rationale: when we are clear about where we want to reach, we become inventive about achieving our dreams. Positive images lead to positive action. We can build on the 'positive core' clarified in the first activity, hence grounding the vision.

Exercise – creating a shared dream

At your table, appoint a new facilitator and timekeeper for this exercise, then:

1. Revisit the question: What would you like to do next with RPL?
2. Imagine a point of time in the future – say 2010 – in your organisation/partnerships where approaches to RPL are based on the positive core. In this setting, envision what would you and your team or you and your partners are doing better or differently with RPL.
3. Write a shared dream statement, based on the envisioning in step 2.
4. Prepare a 2–3 minute creative presentation of the shared dream, for the large group: the creative presentation can be of any nature – e.g. a discussion of a drawing, presentation of a short poem or a role play (e.g. an interview).

Activity 3: DESIGN

The purpose of this phase is to **design improvements to your work teams or collaborative partnerships** to assist the implementation of your dreams for RPL.

Rationale: structures such as organisational teams or business partnerships have a deep influence on our practice of RPL, and these structures can be redesigned to fit with our values and dreams. Ideally our teams and partnerships will be values-based and foster creativity and be open to continual redesign.

The design phase encourages you to clarify your dreams and to develop a set of compelling propositions so that redesigned teams or partnerships can create an improved future for RPL and for the sector. The confidence engendered by this exercise feeds into the Destiny phase to follow.

Exercise – writing provocative propositions

Appoint a new facilitator and timekeeper at your table for this activity, then:

1. Talk about the structural elements of your current work teams or partnerships that – if ideally designed – could influence the continually improved provision of RPL: e.g. job role descriptions; status and power; communication systems; decision-making processes; reward systems.
2. Develop a series of provocative propositions – a set of principles – about the ideal design for your teams or partnerships in future, to achieve your group’s shared dreams for RPL. The propositions need to be provocative and bold, but grounded in the stories from your table of successes with RPL.
3. Using butcher’s paper, write neat and readable versions of the top three propositions, for sharing with the whole group.

Activity 4: DESTINY

The purposes of this phase are to **encourage catalysts and to plan innovations** to achieve our dreams and design goals with RPL.

Rationale: innovation is likely to succeed if it is fuelled by and based on discovery (existing skills and attributes), dreams (visions of a bold future) and design (improved structures of teams and partnerships). As catalysts and as members of innovation teams, we are more likely to achieve innovation in RPL.

Exercise 1: preparing for the catalyst role

With the same facilitator as for Activity 3, each participant will individually identify how he/she will be a catalyst in taking the ideas from the forum and using them to positively influence RPL in your own organisation or partnerships. On a piece of paper, and as a catalyst, identify three things you will do in the next month, and another three things you will do in the following six months, to positively influence RPL.

Exercise 2: forming innovative teams

1. The whole group is invited to think about innovative ideas, projects or initiatives in relation to RPL.
2. Volunteers who are willing to convene a forum (using online and telephone platforms) are asked to table their proposed innovation.
3. Participants are invited to select an innovation they wish to work on and to move to a section of the room to sit with their preferred convenor.
4. The convenor is then to guide the small group through these activities:
 - agree on a goal for the innovation, to be achieved by New Ways of Working in VET Forum 3 in Sydney on 28 and 29 November;
 - agree on some actions the innovation team can take;
 - agree on who will take which responsibilities to achieve early wins;
 - share contact email and phone numbers;
 - agree on how communication will occur; and agree on the regularity of contact.

RPL – Done Well

August 2006

FORUM METHODOLOGY: APPRECIATIVE INQUIRY

Appreciative inquiry used within interactive forums focuses the participants on the positive aspects of what is happening now in an organisation or partnership, and what can be achieved in the future. This focus is appropriate for these RPL forums, as the forums are targeted at highlighting existing and future good practice, not policies.

The appreciative inquiry methodology focuses on the causes and examples of success and involves four steps: discovery, dreaming, design and destiny. This methodology offers forum participants a participative, collaborative and systematic method for discovering and building on the positive aspects of existing, successful approaches to RPL in VET. While this methodology builds on the positives, it does not preclude an acknowledgement of obstacles.

The benefits of an appreciative inquiry methodology for the forum include:

- The forum will focus participants on positive aspects of the current VET system in relation to RPL, including current capabilities, effective practices and successful case studies.

- The forum will highlight instances of successful practice in RPL, examples from a variety of VET contexts and exemplars of innovation and change.
- The forum will provide easy and immediate access to valuable ideas and information.
- The forum will engage participants in envisioning, designing and implementing improved approaches to RPL.
- The forum is designed to engender confidence and stimulate inventiveness and lead to improved practice and positive, sustainable change.

To optimise benefits for forum participants, the appreciative inquiry methodology is also used to frame both the pre-forum and post-forum activities:

- Pre-forum activities include identification by participants of success stories; and interviews by the management team with a sample of participants on their successes.
- Post-forum activities include taking on the role of RPL catalyst within an organisation or network and the sharing of new practices and successes by innovation teams.



For more information contact:

Reframing the Future
 PO Box 425 Elizabeth SA 5112
 Tel 08 8207 9655
 Fax 08 8207 9708
 Email: reframingthefuture@tafesa.edu.au
www.reframingthefuture.net



Australian Government
 Department of Education,
 Science and Training