



Project ID No.	CP 163 / 7 / 1 / 07
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GOAL	4	SUB-PROGRAM
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Effective Networking Communities of Practice

Action plans must be submitted online to www.reframingthefuture.net by COB Tuesday 5 June 2007.

Please select "Submit a Form" on the Home Page Menu and follow the prompts.

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 Details of participants in item 11 will be only be used in accordance with our privacy policy and will not be published on the website.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 of Technology (TAFE Division)
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3. Project overview (100 words maximum)

What outcomes do you hope to achieve in your project?

To establish a Community of Practice (COP) which focuses on issues and solutions arising from the 2006 Change Management project. The COP, involving teachers, curriculum coordinators and managers from Swinburne and two secondary colleges, Ashwood and Pembroke, will develop capabilities based on synergies between the two sectors to map a TAFE Certificate II course against the Victorian Essential Learning Standards (VELS) curriculum at the year 10 level. The TAFE course will be in a skill shortage/priority area. Other aspects of the COP will include team teaching, defining pathways, establishing RPL and credit transfer arrangements and expansion of an implementation guide to be used in partnership with secondary schools.

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)

The project intends to use the skills and knowledge of the COP members to demonstrate and develop processes that align school curriculum to a selected training package and to identify the gaps in the training. This will enable secondary school students to gain accreditation into a training package which will expedite pathways into other vocational courses. Currently students are expected to repeat aspects of their training after they have left school. The aim is to reduce this duplication by using RPL strategies. This will ensure the following COAG objectives are met through:

- Testing accelerated skill formation through RPL strategies
- Improving the development of partnerships and new ways of working with RTO's
- Enhancing secondary school teacher's skills to ensure flexible ways of working with the diverse needs of the student population base.

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*):

Stages of Growth of a COP:

COP stages of Growth	Activities / Meetings/ Events	Members Involved in Activity	Estimated Timeline
Potential	<ul style="list-style-type: none"> • Organise separate meetings to inform the Principals of Ashwood and Pembroke Colleges about: <ol style="list-style-type: none"> 1. Reframing the Future 2. What a COP is 3. What we hope to achieve 4. Why we are doing this • Principals to identify staff members to join the COP • Set dates for first meeting of Community of Practice Group participants 	Project manager and facilitator from Swinburne, Principals from Ashwood and Pembroke Secondary Colleges Project Manager	Ashwood College – 7 th May Pembroke SC – 6 th June
Coalescing	<p>Meeting within Swinburne to identify the priority/skill shortage course to be used for mapping exercise.</p> <ul style="list-style-type: none"> • Discussion to focus on use of Centre for Manufacturing, games technology and potential for the project. 	Swinburne staff members/facilitator/Expert presenters	5 th June
Potential	<ul style="list-style-type: none"> • Organise separate meetings at Ashwood and Pembroke to meet the school staff members who will participate in the COP • To table detailed action plan and sign off on document 	Facilitator/Principal/secondary Colleges teachers -at Ashwood Pembroke	12 th June Mid/late June
Coalescing	<ul style="list-style-type: none"> • Meeting within Swinburne. Course identified and methodology identified. Information regarding the process disseminated to director for approval to proceed with the plan. 	Project manager/project facilitator/ members/facilitator/Expert presenters	Mid- June

Potential	<ul style="list-style-type: none"> • Introductions & Getting to know group members over food and drinks • Introduce members experience and areas of expertise –Introduce the members to the Centre for New Manufacturing/ use of design via games technology and the process for the mapping exercise between the nominated training package and the school curriculum • Action plan to be introduced and modified/agreed to • Informal social networking 	Facilitator Core members of Community of Practice Group Project Manager	Late June
XXXXXXXXXX XX	School holidays	XXXXXXXXXXXXXXXXXX XXX	2 nd July – 13 th July
Potential	Meeting <ul style="list-style-type: none"> • Communication and administration protocols Agree on communication protocol and communication email tree • Informal social networking established through actual and network • Informal social networking established through actual and network • Any other issues 	Facilitators Core members of Community of Practice Group (Swinburne/Ashwood and Pembroke) Project Manager	late July
Coalescing	Series of meetings/e-mail contact to conduct mapping and RPL workshops <ul style="list-style-type: none"> • Prepare for mapping and RPL workshops of Certificate II against VELS curriculum involving COP members • Overview the mapping and RPL workshop • Outline the mapping and RPL processes and requirements - Identify which components of the curriculum need to be taught by TAFE and secondary staff within the Community of Practice • - Establish pathways into year 11 VCAL or Year 12 VET in Schools program or further guaranteed pathways into Swinburne TAFE programs with enhanced credit • Use competency based checklist to assess level of achievement of VELS curriculum • Summarise draft findings for documentation of outcomes 	Facilitator COP members	August – September 2-3 meetings
XXXXXXX	Project Mid-term report due	Project manager/facilitator	Tuesday 28 th August
Coalescing	Meeting within Swinburne- develop the first draft implementation guide from the 2006 project so the resource is available to other		Early Sept

	secondary schools		
Coalescing	Meeting to review/agree: <ul style="list-style-type: none"> • Draft document • Circulate for comment • Preparing for training event and meeting on other outcomes sought 	Facilitator/COP members Project Manager	Early Sept
XXXXXXX	Term 3 holidays	XXXXXXXXXXXXXXXXXX XXX	24 th Sept – 4 th October
Active	<ul style="list-style-type: none"> • Provide training on methodology involving tasks • Gain agreements on allocation of tasks in terms of roles and responsibilities within the COP • Decide time lines and formal and informal communication arrangements 	Facilitator Trainers: Community of Practice Group Project Manager	Early October.
Active	Project Evaluation Session <ul style="list-style-type: none"> • Conduct Project Evaluation • Identify mechanisms to continue community of practice and continue communication between members 	Facilitator Community of Practice Group Project Manager	Ongoing and session in Early Nov
	<ul style="list-style-type: none"> • Write up final project report including evaluation outcomes / recommendations and a best practice model for COP involving TAFE and Secondary Schools 	Facilitator Project Manager and Community of practice members contributing	20 th -26 th November
	<ul style="list-style-type: none"> • Submit project Report 	Project Manager	27 th January 2008

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*):

Domain of knowledge

It is anticipated that the participants for this project will be drawn from the relevant departments from within Swinburne and the participating schools (Ashwood, Pembroke SC). Each group member will bring skills and knowledge related to their area of expertise. The Swinburne participants will bring knowledge and skills relating to State and Federal policy, curriculum maintenance, information technology and multimedia. They will also provide the skills and knowledge for the delivery and assessment for training packages. The participants from the secondary colleges will share their knowledge and expertise relating to school curriculum and the Victorian Essential Learning Skills (VELS). Both groups will share knowledge to improve vocational pathways for the secondary school cohort of students.

Community

The participants currently have very few opportunities to work with each other across the sector or to understand each other's different roles in the education system. Particular emphasis will be put on ensuring there are opportunities to meet (face to face where possible) in an environment that is comfortable and free from interruptions. Evidence from the 2006 RTF project has shown us that it does take some time for 'cross sector' barriers to be removed before participants begin to co-operate and to build up a trust with one another to ensure this sharing of knowledge occurs. Refreshments will be provided at the cross sector meetings to

allow participants to work in a relaxed and non threatening atmosphere. At the same time, the facilitator will make sure there is enough structure to the meeting to avoid high levels of 'socialising' which can sometimes occur. Meeting minutes will be taken and an agenda prepared for each session.

Practice

Mapping school curriculum to training packages will be a relatively new experience for both sectors. Near the end of the project it is envisaged that the COP participants will have prepared a resource on how to incorporate training package requirements into school curriculum which will be available for further school models. To ensure the relevancy of the document, the two sectors will hopefully swap resources, tools and information relevant to the production of the resource.

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"> -A better understanding on the common requirements of the VELS curriculum and the particular Cert II -Through team teaching how easy it can be to ensure students whilst still at school can link in with relevant vocational training -Increased knowledge of pathways available for students -Increased knowledge on how to improve the training through hands on practical training. -The satisfaction of being part of a group of committed professionals working towards a common goal which is improving pathways for students -Increased feeling of being valued by the organisations purely by being chosen to participate in the project
for participating organisations	<ul style="list-style-type: none"> -Improved pathways for students -Improved retention rates for the school sector -improved links for the TAFE to the secondary school system -A new way of working for the secondary school sector to work with an RTO -Improved staff morale

8. Promotion

Please outline how your project's processes and products will be promoted:

within your organisation(s)	<ul style="list-style-type: none"> -through team leader meetings with the dept -Managers meetings -TAFE PD days
to industry and other relevant organisations	<ul style="list-style-type: none"> -using the resources of the tender to promote the model in the secondary school system.
to the broader VET sector	<ul style="list-style-type: none"> -Reframing the Future Forum -other TAFE networks

9. Evaluation

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

The action plan will allow the whole group to be responsible for the monitoring and ongoing evaluation of this project. After each Community of Practice Group meeting and Training Event an evaluation session based around Analysis and Reflection will be used.

The analysis and reflection will emphasise the critical success factors considered necessary for the effectiveness of a COP. These factors are:

- The management challenge – to communicate that the organisation truly values sharing

Knowledge

- The Community of Practice challenge – to create real value for community members and ensure that the community shares cutting edge thinking
- The technical challenge – to design human and information systems that not only make information available but also help community members think together
- The personal challenge – to be open to the ideas of others and maintain an enthusiasm for developing the community's practice

The ongoing analysis and evaluation will give individual members of the Community of Practice the opportunity to not only evaluate the processes being used to achieve outcomes but to further digest and integrate the key learning gained from within the COP.

The evaluation of the project will also involve a formal evaluation of each training event. There will also be a full group project evaluation session.

All evaluative records throughout the project will be processed after each major activity which will be used for the development of the final model and the report.

10. Project timeframe [See timeframes attached to Question 5](#)

Please list project milestones and key dates

(Please add rows as required)

Milestone	Key date
Start –up forum	17 th May
Confirmation of participation by Ashwood and Pembroke Secondary Colleges	By 6 th June
Participants of COP confirmed Internal meeting at Swinburne to confirm training package, methodology /	By mid June
Formal meetings commence and the mapping/jobs allocated	Late June-August
Project Mid –term report due	28 th August
First draft of resource/ review of resource	Early September
Provide training on methodology	Early October
Project evaluation	Early November
Final report	27 th November