



<b>Project ID No.</b>	CP 293 / 2 / 1 / 0 7
<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 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 Details of participants in item 11 will be only be used in accordance with our privacy policy and will not be published on the website.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**

South Western Sydney Institute of TAFE
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**3. Project overview** (100 words maximum)

What outcomes do you hope to achieve in your project?

The project outcomes are

1. Strengthen the capability of Literacy, Language and Numeracy practitioners to make professional judgements.
2. Increase practitioners' knowledge of the role of LLN in building human capital and meeting the COAG priorities.
3. Strengthen practitioners' skills to unbundle and interpreting training packages in a flexible way.
4. Build quality practices in approaches to teaching/learning and assessment within the new Training packages.
5. Build improved assessment tools and strategies
6. Build LLN practitioners capability to integrate research and experience, and explore new ways of achieving a balance between AQTF compliance and creativity and innovation in teaching/learning and assessment practices.

**Domain of knowledge**

1. Implement new LLN training packages in particular the teaching and learning approaches and quality and consistency of assessments.
2. Support COAG's priorities in working towards creating a culture of creativity and responsiveness by balancing AQTF requirements with the innovative teaching/learning/assessment approaches.

**5. Facilitating your community of practice**

The CoP will be facilitated through the stages of its growth by using a range of activities and approaches which are both planned and negotiated with group members and also may be spontaneously related to organisational challenges and opportunities.

In the potential stage strategies will include identifying thought leaders who have specific expertise in the implementation of training packages, , promoting a preliminary project design on the Faculty SharePoint, exploring timeframes, growing a sense of emergent excitement and passion, gaining commitment by potential community members. Promote concept of CoP at senior staff meetings to engage head teachers. Approach individual head teachers and explore preliminary ideas.

The second stage of coalescing will focus on assigning job roles, launching the CoP, connecting and collaborating with members to share insights on issues, practices, and challenges of implementation issues, and strategizing with members on tools to capture their learning. In the active stage CoP would identify gaps in knowledge of National Training System, Training packages, AQTF( 2007), COAG and approaches to teaching/learning and consistency in assessment, look outward to multiple sources of learning to increase knowledge and plan workbased learning activities such as guest presenters, forums and workshops. Other activities would include reporting, recording and sharing of knowledge to wide organisation.

In the dispersal stage the CoP would focus on activities such as using online forums, discussions, to maintain momentum, use Adobe Connect virtual learning space to connect people regularly, and enhance Faculty SharePoint as knowledge repository. Finally in the memorable stage of CoP would be celebrating milestones, successes and reflecting on individual and group learnings.

**6. Structuring your community**

The domain of knowledge for the COP is developing professional judgement in implementing

1. LLN training packages,
2. AQTF ( 2007) compliance issues in particular revised standards for teaching/learning/assessment
3. Quality and consistency of assessment practices across the Institute whilst maintaining and encouraging flexibility to meet local student delivery requirements.
4. COAG priorities and directions in VET.

## Development and Practice of the Community

This will be supported by CoP members coming together in a context that builds and maintains a climate of mutual respect and trust. It will also encourage openness to enquiry and a willingness to share knowledge. The community will consist of Head Teachers of LLN and thought leaders, who hold discipline expertise in ESOL and ABE areas, in particular in competency based training.

The members of the CoP have worked together within the organisation and so are known to each other. This project provides an opportunity to build bridges between members of differing discipline perspectives, so that knowledge, and skills can be shared to build a stronger approach to 'whole of faculty' knowledge management.

An initial meeting of interested head teachers will unpack the project and share ideas about the potential opportunities for engagement, network connections, communication and technology to support our CoP. This will build a sense of ownership from participants.

A wiki will be used to facilitate CoP creating, sharing, storing and building an innovative approach to knowledge management. This will be supported with emailing of information.

The participants will also be encouraged to draw on repositories of knowledge – for example, and primarily in Reframing the Future publications, on building effective communities of practice and implementing effective quality systems.

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

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

for participating individuals	Increase confidence in the use of Professional Judgment in practice. Increase knowledge of new AQTF and COAGS directions, increase skills in unpacking LLN training packages, expand teaching/learning and assessment practices in supporting innovative and responsive delivery.
for participating organisations	Potential improvements to productivity and enhancement of strategic priorities, compliance to professional judgements made by staff in relation to meeting of AQTF requirements, new collaborative working relationships

### 8. Promotion

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

within your organisation(s)	Promoted at Faculty Operation meeting and Faculty Sharepoint Promoted through Staff Training and Development unit in conjunction with Organisational Development Unit
to industry and other relevant organisations	Project details promoted In external TAFE publications
to the broader VET sector	Participation at Mid Project Forums for Reframing the Future, Presentation at Final RTF Conference

### 9. Evaluation

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

Evaluation will be conducted on an on-going basis using formal and informal methods.

1. Initial base line evaluation to evaluate level of knowledge of ATQF, COAG and NTS.
2. Mid term survey to provide trend date
3. End of project same as initial survey to provide comparative data .
4. Informal feedback at end of each CoP meeting
5. Reflective questions and comments on CoP e space at regular periods.

**10. Project timeframe**

Please list project milestones and key dates

(Please add rows as required)

<b>Milestone</b>	<b>Key date</b>
Promotion at Faculty Meeting	5 June
Initial Meeting to form CoP	12 June
Launch of Shared learning space	20 June
Workshop 1 - Assessment	17 July
Workshop 2 – AQTF + Curriculum Centre	29 July
RTF Continuous Quality Improvement Workshop	August
Guest speaker	20 August
Online forum on Creativity in LLN	1 Sept
Mid Term Forum	Mid Sept
Study Tour to Canberra – CIT, + DEST	20 September
CoP Conversation Time	20 October
RTF Yearly Forum	November
CoP final workshop and evaluation	Mid November