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| <b>Project Reference No.</b> | <b>M3 – 174 V2</b> |
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## Communities of Practice

Action plans must be uploaded through 'Submit a Form' on [www.reframingthefuture.net](http://www.reframingthefuture.net) by COB Tuesday 27 May 2008.

All sections must be completed.

Please note: sections 1 – 11 of this document will be placed on the Reframing the Future website. Details of participants in item 13 will only be used in accordance with our privacy policy and will not be published on the website.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**

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| City of Marion |
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**1. Convenor's details**

|   |      |                      |
|---|------|----------------------|
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**2. Facilitator's details**

|   |      |                      |
|---|------|----------------------|
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**3. Your project goal (which of the three Reframing the Future goals your project is addressing).**

**Goal 2 – To be innovative in responding to the needs of students, and the emerging skill needs and workforce development requirements of industry and communities**

**4. Your priority area (which of the seven priority areas your project is addressing).**

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| <b>Priority area</b> | <b>Partnerships: developing partnerships or new ways of working between RTOs, industry, enterprises and/or communities to develop more responsive approaches to training</b> |
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**What challenges will you address during your project in focusing on your priority area?**

The challenges we have identified are:

1. Educating our already extremely busy, but passionate key people in our target group about the benefits of RPL for their community. Although these key people are interested and willing to learn, time is a factor. It is a challenge to engage with them long enough, so that learning can take place and therefore, they are able to pass this learning on to their community.
2. As we are looking to engage people across a large geographical area, it is a challenge to engage a group of people altogether at one place and time.
3. We want to develop sustainable networks, so it will be a challenge to set up systems to achieve this in the relatively short time frame of this project.

## 5. Domain of knowledge

What aspects of your priority area will inform your community's domain of knowledge?

The partnership with TAFE SA will provide the community's domain of knowledge as TAFE SA are the subject experts (ie RPL assessors) and it is that expertise that this project is capturing. The partnership with the community will also contribute to the domain of knowledge as some of the member group are also actively working within their own industry and therefore can provide their industry knowledge to the domain. The community, also, will provide knowledge as they will be able to provide expertise on the needs of the community able to increase that domain of knowledge.

## 6. 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:

- The primary intent of the community is to increase the understanding of the RPL process so that this increases the opportunity for the community.
- The domain of knowledge is the RPL process and how it is able to be used in the community outside a formal educational setting to meet the needs of the community.
- Increased knowledge of the RPL process is beneficial to the community as it means that the community can work toward a qualification based on already learned skills and knowledge, without the barriers of time, money, fear. For those who use community centres as a learning environment already, this is another opportunity available to them that has not been available previously. This in itself is of great value to the community. An opportunity now available is better than an opportunity not available, even if the opportunity is missed.
- Already, we are identifying leaders and key people for this community of practice. This is because there are already passionate, motivated and experienced people wanting this to happen. We have identified
  - 3 TAFE SA - RPL experts  
Robyn Hudson – business Admin  
Chris Lumsden – Volunteer Management  
Valda Davey - literacy/TAA
  - 3 community leaders/potential influencers  
Marie Smith – CANH  
Karen Charles – Hackham West Community Centre – children's services  
Debbie Deans – Aberfoyle Park Community Centre – literacy/computing
  - 3 community centre based leaders/potential influencers  
Lyn Walker – Coromandel Valley Community Centre  
Jan Brown – Woodcroft Morphett Vale Community Centre  
Cassandra Gibson Pope – City of Marion learning Communities Coordinator
- Members will be interviewed in July 2008
- Members will be connected via a series of meetings, once per month: August, September, October, and November.  
Members will be connected via Edna Groups site and via email

### Coalescing Stage:

- The members identified above are already involved in this project at an informal level. This stage will allow us to formalise the work we are already doing in the community and give a basis for identifiable outcomes.
- Members will be contacted by July and launched into the community by August
- There will be a meeting held each month (Aug, Sept, Oct, Nov) away from the normal work place
- Each member will be aware that they are part of this community of learning and will be identified to the community as such
- Each member will be encouraged to communicate and share ideas via email beyond the formal meeting events
- Each member will be encouraged to record ideas, insights and practices that are worth sharing
- These recordings will be documented formally and will form the basis of the Policies and Procedures that will be provided to the community

- It is the intention that guest speakers will be involved in one or more of these meetings. The outcome will be to provide professional development to the members. This will be a value added to the domain of knowledge.
- Once the members are identified and group is reaching maturity, then Centre Coordinators throughout the south will be engaged and the domain of knowledge launched

#### Maturing Stage:

- Identify gaps in knowledge and develop a learning agenda
- Define the community's role in the organisation
- Redefine community boundaries
- Routinise entry requirements and processes
- Measure the value of the community
- Maintain a cutting-edge focus
- Build and organise a knowledge repository

### **7. 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:

We have a good cross section of members within the group. 3 members are VET RPL assessors from TAFE SA, 3 members are representative of Adult Community Education and workforce development within the community sector, and 3 members are coordinators of community centres. Each group of people will bring their own knowledge to the domain:

- TAFE SA – practical knowledge and experience of training packages and RPL
- ACE educators – practical knowledge of their own area of expertise and experience i.e. childcare training, computer training, literacy studies
- Centre coordinators – practical knowledge and experience of the needs of their community

#### Community:

The members of this group are already, informally and individually, working toward a common goal. That goal is; to provide opportunities to their community for learning and development. Providing opportunities for RPL is another way these members are working toward this goal. The members are committed to their community and development of opportunities available to them. This is a significant common theme for all members and that is why these members have been chosen. This community of practice already exists.

#### Practice:

The practical outcomes of the community of practice will be measured by documentation, process and sustainable links. That is, at the end of project, we will have captured our domain of knowledge in such a way as to be able to provide information to any or all of the community at any time, and be relevant. This information will form the basis of a sustainable practice so that there will be a Standard Operating Procedure in place for Community South.

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

a) What new capabilities do you anticipate the participants will develop during the project?

The most significant one we anticipate is simply to have a better understanding of the RPL process. Because TAFE SA are now venturing out into the community, it is vitally important that the community understands the common language. Although this may seem fairly basic, this understanding will allow growth and development without a basic language barrier. At the end of this project, individuals will have a better understanding and knowledge of TAFE acronyms, processes and structures.

Individuals will also benefit from professional development sessions with RPL experts and workforce development experts, all of which will broaden the thinking of the participants.

The other significant capability for the participants is the fact that they will be able to offer their community an opportunity that was not available before. This is a highly motivating reason for a community centre coordinator as they are usually driven to, and focussed on, developing and meeting the needs of their community.

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

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|---------------------------------|---|
| for participating organisations | <ul style="list-style-type: none"> <li>• A network of RPL assessors to call on to provide RPL services to Community South members</li> <li>• A network of TAFE SA RPL mentors</li> <li>• Standardisation of the RPL process to be used by 'mentored' members. Including:                         <ul style="list-style-type: none"> <li>○ documented standard operating procedures</li> <li>○ a register of contacts at TAFE SA to provide RTO services</li> </ul> </li> </ul> <p>formal networking forums in place, e.g. Moodle site, events</p> |
| For the VET system              | <ul style="list-style-type: none"> <li>• An opportunity to provide a service to the community</li> <li>• An opportunity to partner with community</li> <li>• An opportunity to partner with industry</li> <li>• An opportunity to provide training in a new, learner focussed, informal way</li> </ul>  |

### 9. Evaluation process

Please provide an outline of the methods you will use to:

- a) evaluate the participants' learning
  - Record discussion and the sharing of ideas and feedback at each meeting
  - Record the number of community members who have taken up RPL as a way to fast track a qualification
  - Record and monitor the number of community centres across the south that are actively promoting RPL as an opportunity for their community via their websites, newsletters and other promotional material.
- b) Evaluate your project's efficiency and effectiveness
  - Ensure that the project's outcomes are met (see above)
  - Ensure that the Edna Groups site exists
  - Set up and monitor communication on a fortnightly basis with the project members via email or telephone
  - Request regular feedback at monthly meeting and record this feedback
  - Make changes to the project if required based on this feedback

### 10. Promotion

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

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| within your organisation(s)                  | <ul style="list-style-type: none"> <li>• Via community centre newsletters</li> <li>• monthly Community South meetings</li> <li>• via email news feeds to the centres</li> <li>• word of mouth by project members</li> </ul>       |
| to industry and other relevant organisations | <ul style="list-style-type: none"> <li>• via formal networking forums and events</li> <li>• via feedback from project members who are involved with industry</li> <li>• via email news feeds to relevant organisations</li> </ul> |
| to the broader VET sector                    | <ul style="list-style-type: none"> <li>• via TAFE SA project partners</li> </ul>  |

### 11. Project timeframe

Please list project milestones and key dates

(Please add rows as required)

| Milestone   | Key date     |
|---|--------------|
| Interview members                                     | 15 July 2008 |
| Regular communication schedule in place (fortnightly) | 30 July      |
| Online community set up                               | 30 July      |
| First group meeting                                   | 15 Aug       |
| Project mid-term report due                           | 19 Aug       |
| Professional development guest speaker meeting        | 15 Sept      |
| Community networking event meeting                    | 15 Oct       |
| Group meeting   | 15 Nov       |
| Project Final report due                              | 25 Nov       |
| Final wrap up   | 30 Jan 2009  |