



<b>Project Reference No.</b>	<b>M3 - 180</b>
------------------------------	-----------------

## 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 Details of participants in item 13 will only be used in accordance with our privacy policy and will not be published on the website.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**

Charles Darwin University ABN 54 093 513 649
--

**1. Convenor's details**

Name: Ms Ruth Wallace		
Position: Senior Lecturer, School of Education		
Organisation: Charles Darwin University		
Address: Casuarina Campus, Ellengowan Drive		
City/Suburb: Darwin NT	Postcode: 0909	
Ph: 08 8946 6390	Fax: 08 8946 6151	Mobile: 0438 863 367
Email: Ruth.Wallace@cdu.edu.au		

**2. Facilitator's details**

Name: Ms Ruth Wallace		
Address: School of Education, Charles Darwin University, Casuarina Campus, Ellengowan Drive		
City/Suburb: Darwin NT	Postcode: 0909	
Ph: 08 8946 6390	Fax: 08 8946 6151	Mobile: 0438 863 367
Email: Ruth.Wallace@cdu.edu.au		

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

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).**

<b>Priority area</b>	<b>Skills Shortages</b> - Increasing the responsiveness, quality and quantity of training in skills shortage areas, particularly for trades occupations
----------------------	---

**What challenges will you address during your project in focusing on your priority area?**

Approaches to VET with Indigenous people have not successfully met the expectations of emerging Indigenous workforces, Indigenous stakeholders and government investment. Developing an Indigenous training, assessment and supervisory workforce has been identified by a wide range of stakeholders including Indigenous and non-Indigenous people from remote enterprises, related industry organisations, state and territory governments, registered training organisations and trainers as the cornerstone in supporting viable Indigenous economic, social and cultural futures. Designing better understandings of innovative ways to interpret and implement the Certificate IV Training and Assessment qualification that support Indigenous workforce development is a challenge for the VET professional community.

The major challenges in this project will focus around the enculturation of inflexible and compliance driven views of the ways the Cert IV TAA can be implemented and facilitating Indigenous people's views being heard and impact on decision making. Participants are professionally and physically isolated and will benefit by being able to work together although their availability is restricted by other commitments.

## 5. Domain of knowledge

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

- Stated priorities by NTDEET about skills shortages and the roles of Indigenous people in leading training in regional and remote centres
- Strategic directions of participating organisations
- Priorities of the Federal Intervention into Aboriginal Communities
- Indigenous educators knowledge of the VET sector and training with Indigenous people

## 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 project aims to strengthen alliances between Indigenous and non-Indigenous stakeholders in VET. Everyone in the community of practice has recognised and is committed to developing a better approach to delivery of the Certificate IV Training and Assessment. They have all tried to instigate better approaches without success and their frustration led to the application for this project.

### *Coalescing Stage*

2 day workshop based in Alice Springs to identify key issues and possible approach to the TAA delivery. Members will form small cross institutional teams to develop one part of the learning approach outline. This will challenge many of the accepted approaches for delivery and include recognition of workplace realities in remote communities and diverse Indigenous and non-Indigenous knowledge systems

### *Maturing Stage*

Encourage teams to form around shared interest areas who will meet regularly in small groups over the teleconference and videoconference to develop their idea and discuss it with peers in their regional centre. This will ensure people feel empowered to make change. At this stage participants will start to consider the wider audience they need to communicate with to implement their plans. The description of the developed approach will be published in draft form and shared with a range of Indigenous stakeholders and employers for feedback through the CoP members' networks. The input from networks will be incorporated into the final document through a videoconference with all members of the CoP. The final approach will be returned to the member organisations to be tested in 2009.

## 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*):

The CoP will be developed by facilitating a shared awareness of the domain of knowledge by Indigenous perspectives of the VET sector and the potential role of Indigenous people in leading training and assessment and trainers knowledge of the theoretical perspectives and frameworks that inform teaching and assessment and meet regulatory requirements. By ensuring everyone feels they have an area of expertise and an area to learn there is an opportunity for everyone to feel safe in expressing their ideas and learn from their involvement.

The community is supported by having many opportunities to develop a network of highly respected peers and feel part of a group with expert knowledge. There are many opportunities to talk in small groups and share with others in a safe place before sharing with the larger group. The participants have all been initiators of change in the past and are looking for keys to continue to support change. The involvement of leadership members of organisations who can be part of making change happen.

Organisations have authorised participation in the project as they want to develop new practice to better meet the needs of Indigenous people and government priorities. By taking them on the journey with practitioners they will not only understand the approach developed but be able to articulate and advocate for change in the organisation and support the individuals. Working towards a presentation to an external audience will help clarify the participants ideas and anticipated practice for formal discussion.

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

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

This project aims to increase the quality and quantity of training in emerging Indigenous workforces by addressing the underlying shortage of Certificate 4 TAA trainers. This participants will build their capability to;

- Ability to identify the key underlying issues in the delivery of a culturally appropriate version of the Certificate 4 TAA for Indigenous workforce members
- Ability to identify, develop and implement a culturally appropriate approach to the delivery of the Certificate IV TAA
- Connections between a network of committed stakeholders who are equipped to work with Indigenous learners in relation to the Certificate IV TAA who can act as a sounding board and ongoing support
- Understandings of ways to participate in course development that ensures the voice of Indigenous people is central in the development of a learning approach in VET
- Understanding of ways to contribute to the development of the quality Indigenous training and assessing workforce

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

<p>for participating organisations</p>	<p>The development of a culturally appropriate approach to the Certificate IV TAA that meets two key strategic directions of Charles Darwin University, COAG and the partner organisations.</p> <p>Develop an approach to a high level certificate in high demand by Indigenous people and workforces that recognises Indigenous knowledge.</p> <p>Build the capacity of Indigenous people and communities to meet current and future skills shortage and challenges by developing educational approaches that align with the priorities of their communities. It will also build the capacity of non-Indigenous people to be part of this development.</p>
<p>For the VET system</p>	<p>Development of a highly skilled and qualified Indigenous training and assessment workforce that can lead education in all areas, particularly those related to specific Indigenous knowledge such as art, cultural tourism and music. This workforce is also expert in the cultures, languages and locations of Indigenous people and can provide high quality training in areas where the University has limited capacity</p> <p>Development of models for effective delivery of high level qualifications with remote Indigenous people interested in training</p>

**9. Evaluation process**

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

- a) evaluate the participants' learning
  - reflection on the journey of participants through the project
  - survey of individual's understanding of the program and it's outcomes
- b) evaluate your project's efficiency and effectiveness.
  - the degree to which participants feel they understand the others' perspectives and the implications for the training approach as it changes over the programme. This would be assessed by using a Likert scale
  - presenting the final design to other interested stakeholders for feedback

**10. Promotion**

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

within your organisation(s)	Each industry based team will develop a plan to share knowledge within their team, to the School of Education, VET directorate and present at a CDU VET forum. Knowledge sharing can be achieved within teams through presenting findings and tools.
to industry and other relevant organisations	Present at OctoberVET and industry based forums
to the broader VET sector	Present at Reframing the Future and VET conferences Academic publication

**11. Project timeframe**

Please list project milestones and key dates

Milestone	Key date
Dissemination of initial information	June 30
2 day workshop based in Alice Springs	July 1
2 day workshop based in Darwin	August 15
Publication of the developed approach in draft form seeking feedback through the CoP members' networks.	August 30
Final document incorporating CoP members' input	September 30
Final approach returned to the member organisations to be tested in 2009.	October 30