



Project Reference No.	M3 – 453 V2
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Communities of Practice

Action plans must be uploaded through 'Submit a Form' on 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 Details of participants in item 13 will only be used in accordance with our privacy policy and will not be published on the website.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

Choice Training

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).

To increase the productivity of the VET workforce and contribute to the productivity of the Australian workforce

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

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

The project is all developing better partnerships between the literacy teachers throughout remote and rural Queensland. The challenges faced in this project is developing our knowledge about building relationships and partnerships with Queensland Rail to meet their needs, to communicate this with the each other so that we have a consistent approach and to then build another layer to ensure consistency with teachers from Choice Training (formerly Learning Partnerships)

5. Domain of knowledge

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

Building partnerships is critically important to how effective the LL&N support will be for employees completing VET in rural areas. The partnership aspect will influence how the LL&N teacher will go about gathering information they need to develop strategies to support VET at QR. The partnership between Choice Training and Queensland Rail will enable the boundaries for the domain of knowledge to be established. This is important in terms of what the LL&N teachers can achieve given the parameters of the project and what their role is in supporting VET.

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*):

The participants have already met twice to look at the strategies needed by LL&N teachers working with QR. During these sessions the potential to form a more formalised group was discussed but not progressed very far.

The next stage for this group is the coalescing stage where we meet and recognise the potential to develop and formalise strategies which can be used by LL&N teachers across the state. This will involve the facilitator building the case for membership and to make sure that the potential to form direct points of contact are made with each other. Traditionally this group has used the Choice Training "head quarters" in Townsville as the central point for all information sharing. With increased connections with each other through the sharing of knowledge, participants will be encouraged to interact with each other without having to go through a central point. Another role of the facilitator will be to identify and legitimise the roles core members will take on, such as encouraging members with substantial knowledge to be a subject matter expert.

Finally by having the admin involved in the community of practice will enable greater connections to be made between what teachers require, what the organisation requires and the documentation required for this to happen. It will also enable the community to document their ideas and decisions in a way that can be disseminated quickly and effectively.

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*):

To support the domain of knowledge:

- The use of subject matter experts from QR to describe work place requirements and the VET environment
- The use of literacy and numeracy subject matter experts to describe strategies for initial think tank
- Encouraging all participants to discuss their practices in their different geographical areas
- To document practice and strategies to trial in different areas
- To trial LL&N strategies
- To reflect on strategies and discuss the pros and cons

To support the community:

- Develop an environment of trust and understanding for all members
- Follow up ideas and strategies
- Disseminate information to the group in a timely way
- Encourage ongoing interaction between members

To support practice:

- Allocate admin support to capture ideas and disseminate information
- Formalise strategies and make available for all community members to trial
- Determine realistically what can be achieved in terms of strategies and ideas for the "How to booklet"

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

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

I anticipate the participants will build the following capacities:

- Legitimation of their role as LL&N teachers by being part of a formalised and structured professional development project as opposed to a “little casual teacher”
- Develop confidence to use existing and new strategies to support VET in their geographical area
- Have a larger tool box of ideas to use to support VET in a meaningful way
- Build their support networks by having a community they can tap into for ideas and support
- Develop connections with subject matter experts and management within both QR and Choice Training to develop their support tools for VET

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

for participating organisations	Better outcomes from VET training due to the ongoing support LL&N teachers can offer due to developing their knowledge through the community of practice
For the VET system	Participants able to effectively engage in the VET system to gain qualifications

9. Evaluation process

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

a) evaluate the participants’ learning

At the initial meeting staff will complete self evaluations looking at the objectives set down by the community as a benchmark.

After the initial workshop participants will be trialling strategies to go into the final booklet. They will evaluate these strategies in terms of what was successful and why? Can this be replicated in another district? If the strategies were unsuccessful – why? Could this strategy be adapted? This will be in the form of both group discussions when the group meets and with questionnaires sent to participants.

Initial responses to “what am I hoping to get out of this project” will be used at both the midterm and final meeting of the group. This will enable participants to look back over their learning curve and adjust if required. They will also be able to assess what worked and what didn’t, what they adapted and what should be adopted by all and placed in the booklet being produced.

Finally the staff will evaluate how their performance has improved in terms of “In what ways did they support the increased productivity of the QR employee by supporting their training”. This will be evaluated both qualitative through data gathered from reports of completed training and anecdotal feedback from the QR reports

b) evaluate your project’s efficiency and effectiveness.

To evaluate the project’s efficiency and effectiveness there are two elements.

1. How did the Community of Practice perform and how effective was it in terms of supporting participants spread out over a wide geographical area? This will be completed in terms of feedback from the participants both formally through surveys and informally through discussions
2. How was this information used and what impact did this have on the teacher’s practice? For QR the amount of training QR employees attended and their feedback to the process. And for both QR and Choice Training in regards to the resource booklet made – how will this be used? What use will this be to existing and new teachers?

10. Promotion

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

within your organisation(s)	At monthly staff meetings Weekly e-newsletter dissemination
to industry and other relevant organisations	QR reporting provided by Choice Training each month Meetings with QR to discuss project Executive and project management meetings conducted with partner organisations to share knowledge and to adapt strategies from this project to their organisation
to the broader VET sector	Reframing the Future Forums – midterm and national Attendance at local meetings in Townsville

11. Project timeframe

Please list project milestones and key dates

(Please add rows as required)

Milestone	Key date
Initial meeting with all participants plus follow up	July 30 th
Weekly updates to all staff across the state	Weekly
Ongoing support for Community participants	Ongoing
Strategies identified during initial meeting to be trialled in areas	July - August
Completion of mid term report	August 19 th
Mid program evaluation – what strategies are working? How is the Community of Practice going?	September 5 th
Mid Program evaluation forum – Melbourne	September 10 th
Collection of strategies for booklet to be finalised	October 31 st
Booklet produced ready for feedback	November 14 th
Review of project by participants	During November
Evaluation of Community of Practice	During November
Project Final Report due	November 27 th
Booklet completed ready for end of year meeting	December 11 th and 12 th
All aspects of the project completed	28 th January 2008