



Developing Australia's VET workforce to implement the national training system

# REFRAMING THE FUTURE IN 2008

PROGRAM

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Reframing the Future is a major workforce development initiative of the Australian, State and Territory Governments. It assists in building the capacity of the Australian vocational education and training (VET) system to support the implementation of the national training system and the aims of the Council of Australian Governments (COAG) and its national reform agenda.

It is in its twelfth year. One reason for its longevity is that it is constantly changing, to meet new and emerging needs in staff development and change management.

The Reframing the Future 2008 program has three components:

- Funded Projects
- Engaging VET Practitioners Forums
- Publications and Resources.

Many VET organisations have benefited from Reframing the Future funded projects and other program components since 1997. All training providers and VET practitioners are encouraged to consider how the 2008 program can support their staff development and change management strategies.

### Funded Projects

The design of Reframing the Future's funded projects program in 2008 is new.

To increase its impact on the national training system, the program in 2008 is organised around seven national priority areas which will enable VET organisations undertaking a project to achieve at least one of the three goals of the Reframing the Future program. Each of these goals and priority areas support the implementation of the national training system.

Projects will use one of the methodologies which the program supports. These methodologies are based on proven theory and extensive practice, and have been continuously evaluated and improved by the Reframing the Future program for the Australian VET sector over some years.

Organisations making an application to Reframing the Future for funding in 2008 will need to:

- explain how the project will meet at least one of the three goals of the program
- indicate which one of seven priority areas their proposed project addresses, and explain why it is important to their organisation's strategic directions
- identify which of the eight project methodologies will be used, and explain how it will be used
- indicate how project processes and outputs as well as staff learning and organisational outcomes will be evaluated.

For example a project proposal may:

<i>aim to meet the following program goal:</i>	develop staff capabilities to continuously improve the quality of competency based training and assessment
<i>be directed at the following priority area:</i>	developing the quality and consistency of competency based assessment practices
<i>use the following methodology:</i>	action learning

*"The project has enabled our RTO to up-skill two thirds of the VET practitioners to a level that would otherwise have been unattainable in the timeframe allowed."  
(2007 project)*

## Goals

The Reframing the Future program of professional development and change management in 2008 will enable VET providers to achieve at least one of the following goals:

- To develop staff capabilities to continuously improve the quality of competency based training and assessment
- To be innovative in responding to the needs of students, and the emerging skill needs and workforce development requirements of industry and communities
- To increase the productivity of the VET workforce and contribute to the productivity of the Australian workforce.

## Priority areas

Reframing the Future will provide funding and methodological support for around 200 projects that focus on one of the following seven priority areas:

- Quality:** using effective approaches to implement the Australian Quality Training Framework (AQTF 2007) essential quality standards and indicators
- Training Packages:** innovatively and flexibly implementing a new, recently revised or rationalised Training Package
- Assessment:** developing the quality and consistency of competency based assessment practices
- Employability skills:** strengthening provider capability in teaching, learning, assessing and reporting in relation to employability skills
- Skills shortages:** increasing the responsiveness, quality and quantity of training in skills shortage areas, particularly for trades occupations
- Partnerships:** developing partnerships or new ways of working between RTOs, industry, enterprises and/or communities to develop more responsive approaches to training
- Diversity:** enhancing practitioners' capabilities to work with an increasingly diverse client base, in particular with aboriginal, disability and other equity groups.

## Methodologies

A breadth of methodologies is required to accommodate the variety of challenges faced by VET providers and practitioners and to improve their capabilities to implement the national training system and respond to COAG's national reform agenda.

The predominant learning approach used by Reframing the Future project teams is workbased learning. In the Australian VET sector, workbased learning is an umbrella term that refers to structured learning that is managed by the organisation. The focus of workbased learning is learning through work.

The eight methodologies listed below are supported by Reframing the Future. These methodologies are described in detail in various Reframing the Future publications such as those listed in the following table.

METHODOLOGY	DESCRIPTION	KEY PUBLICATION	FUNDING AVAILABLE
<b>Action learning</b>	Action learning is a professional development technique for learning from current activities and involves the use of the cycle of experiencing, reviewing, concluding and planning.	<i>Action learning and the national training system: core ideas.</i>	Funding of up to \$10,000 is available for 50 projects
<b>Appreciative inquiry</b>	Appreciative inquiry is a methodology for influencing change that concentrates on the positives within an organisation and on a vision of what is possible rather than an analysis of what is not. It is based on asking questions at four stages of inquiry: the discovery stage, the dream stage, the design stage and the destiny stage.	<i>Appreciative inquiry and the national training system: core ideas.</i>	Funding of up to \$15,000 is available for 20 projects

METHODOLOGY	DESCRIPTION	KEY PUBLICATION	FUNDING AVAILABLE
<b>Communities of practice</b>	Communities of practice are groups of people bound by a shared experience and a common sense of purpose, such as the pursuit of a solution to a problem. Sometimes communities are formed within the one organisation or group, and sometimes they stretch across organisational boundaries.	<i>Communities of practice and the national training framework: core ideas.</i>	Funding of up to \$15,000 is available for 25 projects
<b>Networking</b>	Membership of a network implies a commitment to a group and its work and to cooperation. Networking implies a group connection, based around trust, understanding, and mutuality, that supports collaborative action. A network often takes a member beyond his or her own workplace, and involves interacting with members from other organisations.	<i>Networks and the national training system: core ideas.</i>	Funding of up to \$15,000 is available for 35 projects
<b>Knowledge management</b>	Knowledge management focuses on processes such as acquiring, creating and sharing knowledge. A key aspect of knowledge management in the VET context is knowledge transformation, which includes the process of internalising information and research and then applying the new knowledge to practice.	<i>Knowledge management and the national training system: core ideas.</i>	Funding of up to \$15,000 is available for 15 projects
<b>Strategic management</b>	Strategic management is the process of identifying, choosing and implementing activities that will enhance the long-term performance of an organisation.	<i>Strategic management and change management and the national training system: core ideas.</i>	Funding of up to \$23,000 is available for 30 projects
<b>Change management</b>	Change management is the process of modifying or transforming organisations in order to maintain or improve their effectiveness.		
<b>Change agency</b>	The term change agent refers to anyone involved in initiating or implementing change. Change agency refers to the ability of an agent of change to affect the way an organisation responds to change.	<i>Change Agents and the national training system: core ideas.</i>	Funding of \$10,000 is available for 15 national training change agents (matching funding not required)

### Applying for a Funded Project

Applications for the 2008 program are open to organisations within the VET sector to access dollar-for-dollar funding to conduct professional development or change management projects.

RTOs and VET organisations sponsoring a project are required to at least match the funding provided through Reframing the Future (except for change agency). This may be in the form of in-kind contributions. Please see the *Guidelines for Funded Projects* for details.

**Key dates for applications** – The *Guidelines for Funded Projects* and an application form are available from Saturday 9 February 2008 at [www.reframingthefuture.net](http://www.reframingthefuture.net)

**Applications are due by close of business on Friday 14 March 2008.**

**Applying for funds has been made easier in 2008**

- Only 1 set of guidelines for all Funded Projects
- Only 1 application form to cover all methodologies
- The option to complete an application form on-line.

**Information sessions** about the Reframing the Future Funded Projects program in 2008 are held in all states and territories in late February. Please check the Reframing the Future website for dates, venues and how to book in.

*“As a regional provider the project allowed us to bring together a large group of staff, to establish a process of effective networking and increased services standards for the VET sector.” (2007 project)*

### Engaging VET Practitioners Forums

In August 2008, Reframing the Future will facilitate a series of interactive national professional development forums for VET practitioners and stakeholders about responding innovatively to a current and crucial issue or trend in Australian VET teaching, learning or assessment practice.

The forums will be held in at least four different locations around Australia. They are open to all VET practitioners who will need to submit an expression of interest to be selected to attend and to undertake some follow up activities within their organisation. These forums are modelled on the influential forums facilitated by Reframing the Future on professional judgment, skills recognition and continuous improvement in previous years.

Another forum showcasing innovative strategies, practices and the emerging outcomes of the 2008 Reframing the Future funded projects will be held in Melbourne in mid-November. This forum is held annually and also features inspiring keynote speakers on topics relevant to the goals of the program. It is open to all VET practitioners.

### Publications and Resources

All Reframing the Future publications and resources are available free to all VET providers and practitioners and in a range of formats, through the Reframing the Future website [www.reframingthefuture.net](http://www.reframingthefuture.net)

Four new publications will be launched in early 2008.

The 2008 edition of the popular Reframing the Future Publications and Resources CD ROM will be available in May. This CD will contain all the current publications and resources that support Reframing the Future funded projects and other activities.

## Contact us

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Please visit the website for more detailed information on all aspects of our 2008 program.

[www.reframingthefuture.net](http://www.reframingthefuture.net)

*"The participants agree that the project was very beneficial in increasing their skills and understanding of industry partnerships and the work based learning and assessment process and are keen to continue with this work in 2008." (2007 project)*

*"This was an invaluable program in establishing networks and resources to support the implementation of Employability Skills in Training Packages. It has kick-started a wave of interest across our organisation and avoided the old VET habits of reinventing the wheel." (2007 project)*

*"As a very small organisation we appreciate the assistance given to us through Reframing the Future. The project provided a fantastic opportunity for professional development which may otherwise have not been possible." (2007 project)*

*"This project has opened communications across state and territory boundaries . The opportunity to critically examine and discuss flexibility and transportability as an aspect of training delivery was challenging but very satisfying. It was an incredible experience that I am assured will inform practice in many RTOs in the future" (2007 project)*



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Australian Government

Department of Education, Employment and Workplace Relations