

<b>Project Reference No.</b>	<b>M3 197</b>
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## Communities of Practice

Please write one-two paragraphs or a series of sentences or thorough dot points in response to each question below, except where asked to mark a box or similar.

Final Reports must be uploaded through 'Submit a Form' [www.reframingthefuture.net](http://www.reframingthefuture.net) by COB Tuesday 25 November 2008.

All parts of **Section 1: Evidence of results of the project against items in the Action Plan**, must be completed.

Your responses will be reviewed by the national project team as part of their monitoring of the progress of the overall program. Information supplied in response to these questions is confidential. If any of the information in this report is used for external evaluation or reporting purposes, the author and his/her organisation will not be identified without permission from the project convenor.

**Name of author(s) of final report:**

Lynne Stockdale
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### 1. Convenor's details

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## Section 1: Evidence of results of the project against items in the Action Plan

You are encouraged to draw on participants' comments from your evaluation process to illustrate your responses to the following questions.

### 2. Goal

#### 2.1 Please indicate the main goal of your project this year. (mark one box)

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

**2.2 Please describe the main achievements of the project in relation to the goal your project addressed, for example: highlights, key products, memorable developments.**

The main achievements were:

- Getting all the players around the table and committed to working through the problem honestly and openly and through a creative problem solving approach agreeing on a solution.
- Participants agreed to provide a collection of testimonials from people working in the sector. The group agreed on a format that would best engage students and demonstrate the emerging skill needs of the workforce requirements of industry and the training pathways.

**3. Priority area**

**3.1 Please indicate the priority area your project focused on. (mark one box only)**

<b>Quality</b>	Using effective approaches to implement the Australian Quality Training Framework (AQTF 2007) essential quality standards and indicators	
<b>Training Packages</b>	Innovatively and flexibly implementing a new, recently revised or rationalised Training Packages	X
<b>Assessment</b>	Developing the quality and consistency of competency based assessment practices	
<b>Employability skills</b>	Strengthening provider capability in teaching, learning and assessment in relation to employability skills	
<b>Skills shortages</b>	Increasing the responsiveness, quality and quantity of training in skills shortage areas, particularly for trades occupations	
<b>Partnerships</b>	Developing partnerships or new ways of working between RTOs, industry, enterprises and/or communities to develop more responsive approaches to training	
<b>Diversity</b>	Enhancing practitioners' capabilities to work with an increasing diverse client base, in particular with aboriginal, disability and other equity groups	

**3.2 Please describe the main achievements of your project in relation to this priority area.**

A major achievement was the members discussing their workforce issues and considering new ways to implement training programs that could address these needs. The nuts and bolts of the Certificate II in Meat Processing (Food Services) was unpacked and explored. Engaging with VET was a constant theme and considering the ways in which the VET system could potentially find workforce solutions to the issues identified by the participants. This included both VET in Schools (School based apprenticeships) and VET after school completion as a pathway into the industry.

A practice for engaging school based apprentices was decided upon and documented.

**4. Methodology**

Before responding to the questions below, you are encouraged to compare your experiences with the experiences and theoretical issues documented in *The potential for Communities of Practice to underpin the National Training Framework* and *Effectively Structuring Communities of Practice in VET*.

**4.1 How many VET personnel and industry personnel participated in your community of practice and what were some representative job titles?**

Steve Wallis	VIC/TAS State HR Manager	Coles
Lyle Todd	Operations Manager	Coles
Keith Ruddell	Training Coordinator	Maxima
Lisa Humphries	Training Specialist	Safeway
David Musgrove	President	William Angliss TAFE

Lynne Stockdale	Project Manager	VFITB
Emma Robilliard	Project Officer	SSV
Collin Ross	Organise, Chair VFITB	AMIEU
Bob Savine	Organiser	AMIEU
Mick Beston	Industry Trainer	Innoven
Jock Starkie	Industry Trainer	South West Institute of TAFE
Darryl Sutton	Project Manager	VCAA
Rod Holmes	Industry Trainer	South West Institute of TAFE
Trevor Lange	Curriculum Maintenance Manager, General Manufacturing, Educational Development Services	CMM
Paul Meredith	Team Leader	South West Institute of TAFE
Yvette Machulka	Business Relationship Manager	Sarrino Russo Apprenticeship Service
Penny Vakakis	Executive Officer	Inner Melbourne VET Cluster
Craig Peacock	Flexible Delivery Coordinator, Food Processing Programs	William Angliss TAFE
John Pardy		Facilitator
Mark Seymour	Member Service Manager	AMIC
Peter Spence	Service Officer	AMIC

#### 4.2 What facilitation strategies most assisted your community of practice?

The Community of Practice was lead by an experienced facilitator, in a neutral environment, and in a non demanding way, through discussion on how to best develop some joint activities.

The group was facilitated to share anecdotes and their situation and views on promoting and expanding workforce participation in the meat industry through training. Through the use of a facilitator, the group was also encouraged to air their views and understand each other's practice and be moved towards working together to pursue a positive solution.

When asked what benefits did you get from the forum answers included:

- Networking, understanding networks in the system and what they do, sharing ideas and concerns
- industry knowledge
- to give my point of view
- direction of focus, future direction
- input to assist with employment of apprentices
- conversation with other RTOs
- recognition that we need to promote our trade, information to help me promote the industry, contribute ideas to my business in the attraction retention space
- alternate perspective and view of the industry
- how to implement a better career path

These comments demonstrate that the facilitation strategies were successful.

**4.3 In what ways did the domain of knowledge of your community deepen or evolve during the year? (see P15 of *Effectively Structuring* or P31 of Wenger et al)**

The **domain of knowledge** deepened as the people with the relevant domain were present and the facilitator enabled the sharing of this knowledge so it became common knowledge. Discussion of workforce issues, as they pertain to the meat industry by such a diverse group, lead to the different members sharing of experience and ideas. Members discussed the nuts and bolts of the Certificate II in Meat Processing (Food Services) and explored ideas for delivery. Engaging with VET providers deepened the communities' knowledge of ways in which the VET system could provide workforce solutions to the issues identified by the participants. Knowledge of VET in Schools and VET after school completion training pathways evolved to include an understanding of the various networks that can be used to support the implementation of VET.

**4.4 In what ways did your community become a 'social learning system'? (see *Effectively Structuring*, P19 or Wenger et al, P34)**

The community of practice became a social learning system as it provided the means to increase social capital as practitioners extended and cultivated their relationships with peers, industry and other stakeholders in VET.

The participants in the group developed an increased appreciation of VET and an understanding of the social capital in the various networks involved in supporting VET.

This was achieved by the Community of Practice enabling practitioners to, share and apply their knowledge with other practitioners and with their clients.

**4.5 What stage of development did your community of practice reach? (see *The Potential*, Diagram 4.1, coalescing, active, dispersed?)**

The Community of Practice for meat retail has reached the active stage as members are still engaged in developing a practice. The community has set its own agenda but this may be further refined by the needs of its members. The community has taken part in a number of formal and informal activities, ranging from education sessions, forums and day-to-day interaction designed to solve specific work problems and develop a practice.

**4.6 What major challenges did your community of practice meet? (see *The Potential*, Chapter 5)**

A major challenge for the Meat Retail Community of Practice was to manage members in the one community who are business competitors. This included TAFEs and major retailers. The challenge was met because the need was so great and all members were convinced by the convener that there would be benefits to joining.

There was also negativity as the problems had been with the group, individually, for some time with no-one taking ownership of them and there was an expectation with some members that someone else would fix the problems once the community was formed.

Interestingly the group sorted this out themselves with one member ringing me to apologise for his negative behavior, saying another member had rung him to let him know his negativity wasn't appropriate as it was up to all the community members to 'chip in'.

**4.7 Please describe how your community developed its practice. (see Chapter 4 of *Effectively Structuring*)**

The Community developed its practice by discussion, theorising, conceptualising, explanation, guidance, negotiation and persuasion. For instance, the facilitator and convenor continually used these approaches to engage the community members about the value of their community and draw out the issues and solutions.

#### **4.8 In what ways was your community of practice involved in knowledge management?**

At this stage knowledge management has been around ensuring that members know what they need to know and are informed enough to ask for further information. The Community has developed concepts to promote the industry and in particular the training pathway into the sector. We will continue to work together to equip members and others with the necessary information to form partnerships between industry and VET providers and the training pathways in order to have a positive impact on the workforce development issues in the Food Services - Meat Processing industry.

#### **4.9 If your community of practice is to continue, how will it be sustained?**

The Community of Practice commenced through at an Industry Advisory Committee meeting held at William Angliss Institute (WAI) of TAFE. These industry advisory committee (IAC) meetings are held twice a year and WAI has offered for the Meat Retail Community of Practice to be held after this meeting (no room charge and they will be fed during the WAI IAC meeting!) free of charge. The Project manager from the VFITB will facilitate the meetings and further meetings will be held with the smaller, local retail butchers at their evening meetings at the Australian Meat Industry Council. Additional to this contact via email and follow up teleconferences are planned.

### **5. Outcomes**

#### **5.1 Please outline the new capabilities the participants have developed**

- How to best partner recruitment and entry level training between retail butchers and the Vocational Education and Training provider system to address workforce development issues in the retail meat industry.
- In particular, developed a strategy on how to attract people into the workforce through a cohesive skills development sequence and by using existing networks.
- Gained a shared understanding of the qualification the community of practice is focused on, and its potential delivery modes, the skills progression and further training opportunities that demonstrate career progression and address work force development issues.
- Greater knowledge of the training pathways and the qualifications to achieve vocational outcomes
- ways companies may support groups of pre-apprentices (including training of) young people through VET in Schools or assisting the entry of mature aged cohorts through pre-apprenticeship training
- Ways businesses can offer engaging and relevant work experience and work placements to link with potential employees

**5.2 Please describe the immediate and potential long-term outcomes as a result of your project**

	<b>Immediate outcomes</b>	<b>Potential long-term outcomes</b>
for participating work teams and organisations	Outline of the jobs in meat retail and the training pathways to achieve these vocational outcomes created by a collection of testimonials from people working in the sector, for example a successful owner of a butchers shop and a manager of a supermarket retail outlet.	Organisations will have a documented practice to increase the uptake of apprenticeships and through the implementation of the pre apprenticeship program links will be created between industry and potential employees.  Support for supervisors/ shop owners in the form of a resource containing a bank of information on how to best to recruit and provide meaningful work experience/ workplacement for students in relation to training.
for the VET system	Knowledge of the training pathways companies will support eg. - groups of pre-apprentices through VET in Schools or assisting the entry of mature aged cohorts through pre-apprenticeship training and the skills they require.	A better understanding of the workforce development issues confronting the Meat Processing-Food Services industry and the training and skill needs required.

*Considerations: (these are prompts only) Were the anticipated outcomes achieved? What unanticipated outcomes emerged?*

**6. Evaluation results**

**Based on your project evaluation, please summarise:**

**6.1 what factors most assisted the participants' learning**

The facilitator successfully engaging the CoP and drawing on the communities professional knowledge and experience to develop ways the community can work together to create the practice and sharing this practice to achieve a state-wide approach.

The convener capturing the issues and ensuring these are followed up.

**6.2 what factors most assisted your project's achievements of outcomes**

The Community developed its practice by discussion, theorising, conceptualising, explanation, guidance, negotiation and persuasion. For instance, the facilitator and convenor continually used these approaches to engage the community members and reinforce the value of their community and draw out the issues and solutions.

Also involvement of the union as they lead the group to cot to the chase on the deeper aspects of some of the issues.

**7. Promotion**

**How have you shared or how do you intend to share information about the project outcomes and products in the near future?**

With your organisation(s)	Activities and resources utilised by the community of practice will be published on the Victorian Food Industry Training Board (VFITB) website.
With industry and other relevant organisations	Broader food services industry groups will be kept abreast of the developments of the Community of Practice. The purpose of this is to explore the capacities of the community to effectively influence skills development in specific industry areas. Eg dairy, baking.  AMIC (Australian Meat Industry Council) will be publicising the Community of Practice in their industry newsletter.
With the broader VET sector	Through the VET provider networks (including secondary schools) and the Curriculum Maintenance Manager – General manufacturing newsletter information about the Community of Practice in their newsletters.

**8. Risk Management**

**Which risk management strategies during the project most assisted the project team’s achievements?**

Providing a cohesive purpose and relevant agenda (decided by the CoP at their previous meeting) for each meeting so as to ensure we addressed the needs of the Community of Practice and didn’t lose focus due to diffusive purpose and lack of engagement.

**9. Evaluation of participants’ skills and knowledge in implementing the national training system.**

The Reframing the Future program in 2008 is designed to assist VET participants to improve their skills and increase their knowledge to support the implementation of the national training system.

The following exercise is confidential. Your identity and your project’s identity will not be revealed to any persons outside of the evaluation team of Reframing the Future. Only the combined scores of all project teams in this sub-program will be disclosed.

Using the categories below, and as the project convenor, please broadly rate the current skill and knowledge level of participants in your project, with regard to addressing **your priority area**. For instance, 10% of participants at a Very Low Level; 30% at a Low level; 40% at Average level; etc.

<b>Very low</b>	<b>Low</b>	<b>Average</b>	<b>High</b>	<b>Very high</b>	
%	%	25%	30%	45%	= 100%

**10. (Optional) Any further comments**

## Other Contracted Requirements:

To satisfy the contractual requirements, and receive your final payment of up to 25% of Reframing the Future funds, Sections 2 & 3 and an invoice for your final payment, must be forwarded to Reframing the Future **no later than Tuesday 27 January 2009**. Please email to [reframingthefuture@tafesa.edu.au](mailto:reframingthefuture@tafesa.edu.au) or post to Reframing the Future PO Box 425 Elizabeth, SA 5112

## Section 2

Copies of any products/materials that were developed as a result of the project.

## Section 3

A signed financial statement of Reframing the Future and organisations' funds expended.

A basic proforma is provided below. If you require further information about preparing a detailed financial statement, please contact Rennie Marshall on 08 8207 9655 or email [Renata.Marshall@tafesa.edu.au](mailto:Renata.Marshall@tafesa.edu.au)

## Basic Proforma

**Project reference number.....**

### Reframing the Future Project Final Report Financial Statement (sample only)

Item	Reframing the Future contribution	Organisation(s) contribution (total must match Reframing the Future contribution)	Other source/s contribution	Project Total
Salaries				
Project Management				
Administration	N/A			
Industry participation				
Casual staff				
Non-Salaries				
Facilitation				
Materials	N/A			
Travel/Accom/ Catering				
Equipment	N/A			
Total				

## Sample signature panel:

<b>Signature</b> .....
<b>Print name</b> .....
<b>Date</b> .....