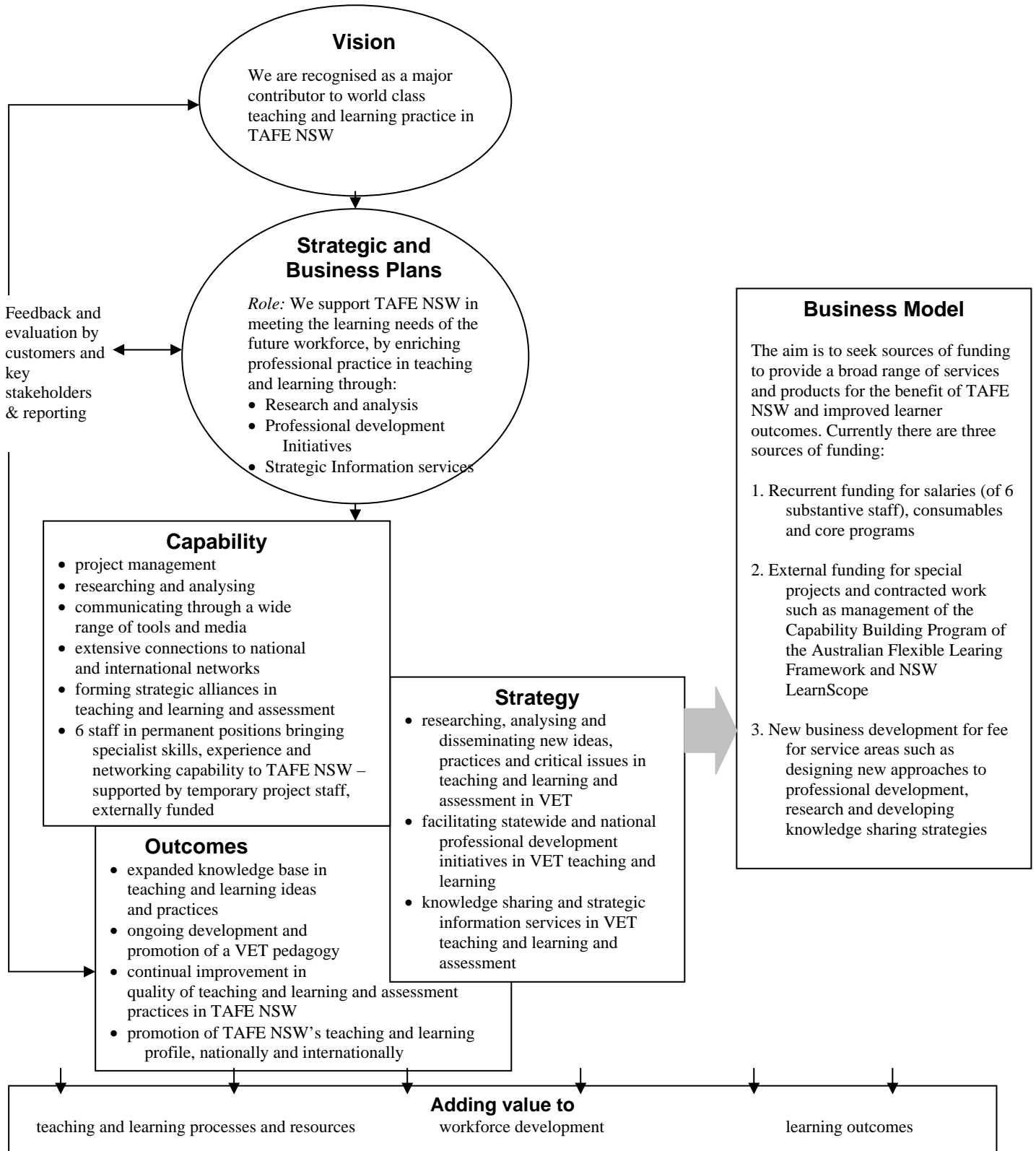


## Extract from Business Approach 2004-2006



## Extract from Business Plan 2004-2006

### TAFE NSW key customers

- Institute Directors
- Teaching staff
- Educational managers
- Educational support staff

### Drivers

- Shaping Our Future: Australia's National Strategy for Vocational Education and Training (VET) 2004 - 2010
- NSW Strategic Plan for Vocational Education and Training 2002 – 2004
- NSW Education and Training 2005 Priorities Statement
- TAFE NSW Service Delivery Strategy
- TAFE NSW Institutes' service delivery strategies and strategic plans

### Key relationships – TAFE NSW

We are part of TAFE NSW and our key relationships are with TAFE NSW Institutes and statewide TAFE units.

We will attain formal approval, advice and feedback on strategic directions and business plan from TAFE Peak Executive Group (TPEG). The Centre will also be informed by TPEG's executive sub committees: Education Strategy Committee (ESC) and TAFE NSW Strategic PD Committee

We will develop strong relationships and strategic alliances to ensure work congruence, relevance and collaboration with TAFE NSW key groups and their representatives:

- TAFE NSW Institutes and Curriculum Centres
- TAFE NSW Community Education Strategic Support Services
- TAFE NSW statewide networks and Committees, such as TAFE NSW professional development managers group, TAFE equity managers
- TAFE Global

### TAFE NSW communication and knowledge sharing strategies

The TAFE NSW International Centre for VET Teaching and Learning will communicate its role and responsibilities to key stakeholder groups and networks in TAFE NSW. The Centre will maintain effective feedback mechanisms for customers, to ensure that its products and services are relevant, timely, cost effective and meet customer needs.

Communication and feedback protocols will be established with Institute Directors through the Director, Illawarra Institute.

The Centre will apply knowledge sharing strategies and will support learning conversations and exchange through networks and groups.

The Centre's information dissemination strategy will complement and utilise existing TAFE NSW communication channels – electronic, print, and face to face – to ensure information is targeted at and available to key customer groups. This will be done in consultation with the Director, Illawarra Institute. Examples would be linking the Centre's base data to appropriate sites such as the

## TAFE NSW International Centre for VET Teaching and Learning

Teaching and Learning Exchange, contributing key information to existing newsletters, and hosting and participating in targeted knowledge sharing forums on and off line.

The Centre will seek opportunities to promote new ideas and practices (both local and international) in TAFE NSW teaching and learning.

### Strategic alliances

The Centre will develop relationships and strategic alliances that facilitate gathering of advice and enhance service provision in TAFE NSW – with the following NSW Department of Education and Training (DET) groups:

- Centre for Learning Innovation
- Planning and Innovation
- State Training Services
- Schools Professional Practice, Professional Learning Directorates and Vocational Education in Schools
- Equity Units
- Adult and Community Education
- Board of Vocational Education and Training (BVET)

The Centre will nurture and enhance external relationships to ensure the TAFE NSW International Centre for VET Teaching and Learning is up to date, able to provide the latest relevant information to TAFE NSW and provide value-adding services. The following list indicates key external relationships that will be maintained or developed:

- Australian National Training Authority (ANTA)
- Flexible Learning Advisory Group (FLAG)
- National Centre for Vocational Education Research (NCVER) and VET research and innovation centres
- NSW VET Reference Group for Australian Flexible Learning Framework
- Professional associations eg International Vocational Education and Training Association (IVETA), Australian Human Resources (AHR) Institute, Australian Vocational Education and Training Research Association (AVETRA), Australian Institute for Training and Development (AITD)
- International education innovation centres eg. DEMOS, The European Centre for the Development of Vocational Training
- Australian Department of Education Science (DEST)
- Industry and enterprises based groups and organizations eg. ITABs, Industry Skill Centres, Australian Council for Private Education and Training (ACPET), universities, unions

### Staffing

The Centre has 6 permanent staff, highly skilled in:

- researching, analysing and sharing new ideas and practices
- partnering with others to manage system wide initiatives and support local customisation
- making links and connections across national and international networks for the benefit of TAFE NSW

Externally funded work is managed by temporary project staff.

### Funding sources

The Centre works on a non commercial basis and receives core funding. This is supplemented with externally funded, cost recovery project work.

## Accountability

The TAFE NSW International Centre for VET Teaching and Learning is established to support TAFE NSW Institutes and their teachers and educational staff statewide. It reports to the Director, Illawarra Institute. It is administered and hosted by Illawarra Institute. The Centre will report on its plans, priorities and achievements to the TAFE Peak Executive Group (TPEG) through the Director, Illawarra Institute.

The Centre's planning and priority setting will be linked to and informed by the TAFE NSW planning cycle and priorities.

A group of TAFE NSW stakeholders will be established to advise the Centre on planning and priorities for its annual business plan and participate in evaluating its outcomes each year. This group is a key component in maintaining the Centre's relevance to its stakeholders. Membership of this group will be determined by TPEG.

The Centre will also invite key TAFE NSW and VET stakeholders to provide critical input to specific projects and activities as required.

All Centre activities will be evaluated against agreed success factors.

## Risk analysis and management

Risk	Level	Contingency
Customers are not clear on service to be provided and confused with previous work of PDN and VEAC	High	<ul style="list-style-type: none"> <li>Clear messages about roles and responsibilities will be developed and promoted by the Centre – both face to face and online</li> <li>The 'look and feel' of the Centre will be different to that of PDN and VEAC, to match the new role</li> <li>Members of TPEG will advocate the work of the Centre as endorsed in the Strategic Directions and Business Plan</li> </ul>
Demands on the Centre may be varied and numerous, resulting in core priorities not being met	High	<ul style="list-style-type: none"> <li>All requests for work will be assessed against the core priorities endorsed by TPEG in the business plan</li> <li>Work outside the three core roles of the Centre, will not be undertaken</li> </ul>
The work of the Centre is perceived to not meet the needs of customers	Medium	<ul style="list-style-type: none"> <li>The Centre will focus on achieving and reporting against the endorsed success factors</li> <li>The work is undertaken collaboratively with key stakeholders and clients</li> <li>Key milestones are identified for projects and work, and customers have opportunities to provide regular feedback</li> <li>The Centre's strategic advisory group will provide advice to the Centre on customer needs</li> <li>Regular reports will be provided to TPEG through Director Illawarra</li> </ul>
The Centre is not staffed to the level required to undertake the work specified in the business plan	High	<ul style="list-style-type: none"> <li>Staff leave is planned strategically</li> <li>Partnerships are formed where appropriate</li> <li>Workloads are planned to be manageable and achievable</li> <li>Planned outcomes are clearly communicated to customers</li> <li>External funding enables employment of temporary project staff to undertake work</li> <li>A database of interested and appropriately qualified internal TAFE staff and external contractors is maintained</li> <li>If work expectations and projects are perceived to be beyond what can be managed by staff, options and solutions will be discussed with Director Illawarra</li> </ul>
The Centre is not funded to undertake core role	High	<ul style="list-style-type: none"> <li>If proportion of core funding previously provided to PDN and VEAC is not provided to the Centre, then priorities will be re-negotiated with Director Illawarra and revised business plan re-submitted to TPEG</li> <li>The Centre will seek external funding to supplement core funding</li> </ul>
Short timeframe for projects	High	<ul style="list-style-type: none"> <li>Project plans specify key milestones and outcomes</li> <li>Agreement with stakeholders on deadlines and amount of work that can be achieved, prior to work commencing</li> <li>Plans incorporate workable timeframes</li> </ul>
The organisation's priorities change	Medium	<ul style="list-style-type: none"> <li>Projects and workloads will be reprioritised and the business plan updated in consultation with Director Illawarra</li> </ul>
Communication between ICVET and customers breaks down	Low	<ul style="list-style-type: none"> <li>Regular communication is held with key educational groups and managers</li> <li>Work and communication practices of staff in the Centre must be open and transparent</li> <li>Regular discussions need to take place with customers to identify potential problems before they occur</li> <li>Appropriate and timely meetings with Institutes, Curriculum Centres and statewide TAFE units to enhance relationships</li> </ul>

**Extract from Work Plan 2004 – December 2005**

Core roles	Success factors	The Centre will
<b>Research and support TAFE NSW teaching and learning priorities</b>	<ul style="list-style-type: none"> <li>• Teachers supported in improving their teaching practice (in collaboration with Institutes, Curriculum Centres and units)</li> <li>• The work of the Centre meets priority stakeholder needs in teaching and learning</li> <li>• The profile of TAFE NSW as a leading VET provider is enhanced</li> </ul>	<ol style="list-style-type: none"> <li>1 Manage <b>TAFE NSW VET Teaching and Learning Project</b> (phase 2 of VET Pedagogy Project):                         <ul style="list-style-type: none"> <li>– 2004 Semester 2</li> </ul> </li> <li>2 Provide <b>advisory and consultancy services</b> to Institutes in specific statewide teaching and learning priority areas:</li> <li>3 <b>Research and analyse</b> priority teaching and learning areas to support the work of the Centre and promote TAFE NSW's profile as a leading VET provider</li> <li>4</li> </ol>
<b>Provide strategic information services in VET teaching and learning</b>	<ul style="list-style-type: none"> <li>• TAFE managers utilise information to inform local planning processes and learning networks</li> <li>• Resources and new ideas influence teaching and learning practice in Institutes - demonstrated by website hits and examples of practical application</li> </ul>	<ol style="list-style-type: none"> <li>5 Provide regular updates on <b>national VET teaching and learning developments</b> and new directions to TAFE managers</li> <li>6 Showcase snapshots of <b>new ideas and practices</b> in VET teaching and learning (local &amp; international) with emphasis on practical application</li> <li>7 Maintain current online data on <b>local and international resources</b> in specific VET teaching and learning areas</li> <li>8 Maintain current online data on <b>"who does what"</b> in professional development in DET and TAFE NSW</li> </ol>
<b>Facilitate the implementation of statewide and national professional development initiatives for VET teaching and learning</b>	<ul style="list-style-type: none"> <li>• Improved teacher capability through local implementation of Professional Development (PD) Framework and priorities</li> <li>• Improved flexible learning capability through increased teacher involvement in PD opportunities within Australian Flexible Learning Framework</li> <li>• Enhanced TAFE NSW presence in national forums and influence on national strategies for professional development</li> <li>• Sharing of experience and learning of teachers on international exchange</li> </ul>	<ol style="list-style-type: none"> <li>9 Coordinate and provide strategic advice on <b>TAFE NSW Professional Development Framework for Teachers: 2004/2005</b></li> <li>10 TAFE NSW contact point for national and international <b>teacher exchange: 2004/2005</b></li> <li>11 Manage <b>flexible learning (including elearning) PD projects</b> (ANTA funded) – current projects:                         <ul style="list-style-type: none"> <li>– National management of the PD Program for Australian Flexible Learning (AFL) Framework</li> <li>– National Coordination of LearnScope</li> <li>– Management of NSW LearnScope</li> <li>– Management of AFL Community (online)</li> <li>– Coordination of NSW local VET events to support NET*Working 2004</li> <li>– Support for NSW FLAG representative</li> <li>– NSW VET Communications and Promotion Project for AFL Framework</li> <li>– Toolbox Champion Service</li> </ul> </li> <li>12 <b>State PD contact point</b> for national and interstate PD initiatives eg. Reframing the Future</li> </ol>

## Implementing the Work Plan

As part of ICVET's core role in "enriching professional practice in teaching and learning in TAFE NSW", ICVET provides leadership in new ideas and practices in VET teaching and learning and assessment – working with the Deputy Director-General TAFE NSW and Community Education on key strategic issues.

ICVET recognises that it is one of many contributors to the ongoing improvement of learner outcomes and as such, places high level of importance on strategic alliances and collaborative work with key customers.

As stated in the business plan, the key relationship and service is to TAFE NSW Institutes. ICVET has been working closely with Institutes to identify key contacts, protocols, feedback and communication strategies and priorities. The aim is to maximize the sharing of knowledge about new ideas and practices, as well as showcasing TAFE NSW nationally and internationally.

ICVET will work closely with Curriculum Centres on knowledge sharing strategies and ways of informing the development of teaching and learning and assessment resources.

A close working relationship is also being established with the Centre for Learning Innovation (CLI), to ensure that TAFE NSW teachers can access information about new ideas and practices through the Teaching and Learning Exchange.

ICVET specifically aims to:

- identify emerging capability needs of teachers
- raise the profile of TAFE NSW as a leader in teaching and learning and assessment in VET
- share the experiences and learning of teachers in applying emerging ideas and practices
- contribute to the ongoing development of VET pedagogy
- inform teacher education providers of emerging needs
- influence national VET agendas in teaching and learning and assessment

through its core focus areas of:

- research and analysis
- statewide and national professional development initiatives
- knowledge sharing and strategic information services.

ICVET will achieve its aims through the following outputs (see table below).

## Outputs 2005 – December 2006

