Demonstration/ Workshop - Knowledge Management in Schools

Mark McFie Business Manager Immanuel Lutheran College Buderim
Eric Wilson Risk Services Manager Lutheran Education Queensland

Biography:

Eric is the Risk Services Manager at Lutheran Education (2008 -). Previous to this he was the Safety Services Manager (2007) Personnel and Safety Services Manager (1999 – 2006), the Dean of Students (1993 -1998) and the Heading of Boarding (1982 – 1992) at St Peters Lutheran College, Indooroopilly. He holds undergraduate degrees in education and exercise physiology as well as postgraduate qualifications in educational administration, occupational health and safety and a Masters in risk management. Eric is a member of the Australian College of Education, Australian Council of Educational Leaders and a member of the Safety Institute of Australia. Involvement in other risk management related groups includes Chair of the ISQ WHS Network and a Member of the Schooling and Care Child Advisory Group to WHS Queensland.

Mark has been involved in schools and education since 1993. Mark first started his career as a PE teacher and later a Head of Department. Being a firm believer in lifelong learning, Mark completed a Master of Business Administration which then inspired the pathway towards leadership positions and later a desire to move into business administration roles. In 1997, Mark left teaching to become a consultant and trainer in the area of Workplace Health and Safety. During his time as a consultant, he worked with numerous schools and Regional Councils helping them to improve their safety management systems. After numerous visits to many schools across Southeast Queensland, Mark again wanted to get back into education. Mark followed this desire and is currently the Business Manager at Immanuel Lutheran College on the Sunshine Coast. Mark holds undergraduate degrees in education and business, and a Masters in Business Administration. He is the current chair the Risk and Compliance Committee for LEQ.

Abstract:

Knowledge Management in Schools

At the end of the school day or at the end of someone’s tenure tens of thousands of dollars worth of corporate knowledge exits the community. This loss is not volitional and is not theft or decay (although it could be). It is simply the knowledge staff carry around in their heads that make a place work in terms of data, information and processes and when they leave it is lost. With decreased longevity and increase churn in employment, this loss has become a major risk in schools. This session will briefly outline some of the theoretic principles behind knowledge management as well as demonstrate the use of the electronic tool ERM (Enterprise Risk Management) as a method of stemming the leakage of knowledge. This intervention promotes the maintenance of an environment by which a new incumbent might seamlessly take over the work and responsibilities of the person who has vacated a position. Other efficiencies will also be demonstrated. The audience for this presentation might include Principals, members of governing bodies, senior educational administrators, Business Managers and those with a thirst to know more.

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A Department of the Lutheran Church of Australia Queensland District  

ACLE - 30 September - 2 October 2013 - Australian Conference on Lutheran Education -  
www.sapmea.asn.au/acle4  

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Knowledge Management in Schools

ACLE 4 Conference (2M)
Brisbane
2.25 pm – 3.10 pm
30th September 2013
If you are following my series:

1. How to Build a Corporate Risk Register
2. Knowledge Management in Schools
3. The School and Business Continuity
What we will cover

• Knowledge Management as a concept
• Knowledge Management as a universal treatment for risk
• Knowledge management and electronic solutions
WHAT DO WE NEED TO KNOW?  
IT? WHO NEEDS TO KNOW IT?  
DO WE KNOW IT?  
IF NOT – CAN WE ACQUIRE IT? CAN WE CREATE IT?

WHO HAS ACCESS?  
HOW LONG DO WE KEEP IT?
WHAT HAPPENS ONCE INFORMATION LEAVES ONE AREA?

IS IT UP TO DATE / ACCURATE?
IS IT ACCESSIBLE??
WHERE IS IT STORED?
WHAT ARE THE PRIVACY ISSUES?

WHAT ARE THE COLLECTION PROCESSES?
HOW CAN WE IMPROVE PROCESSES?
HOW DO WE KNOW WHAT WE KNOW?
HOW DO WE KNOW WHO KNOWS IT?
HOW DO WE KNOW WHEN WE DON’T NEED KNOWLEDGE ANY MORE?

WHY DO WE NEED IT?
HOW IS IT COMMUNICATED?

HOW DO WE DISPOSE OF INFORMATION WE DON’T NEED?
Knowledge Management: An Introduction

Knowledge is CENTRAL to an organisation.

Knowledge is the primary asset of any organisation. Managing knowledge and information is as important as managing financial capital or physical plant.

Knowledge is people-based.

85% of an organisation’s knowledge “clocks out” at the end of a shift.

“Corporate Amnesia” = the loss of collective experience, embedded tacit knowledge, and accumulated skills.

It is estimated that 70 to 80 percent of what an organisation’s workers know is hidden. That is – an organisation doesn’t know what it knows and doesn’t know who knows it.
ISSUE – Your head is a USB
What is Knowledge?

-the know-how, skills, qualifications, creativity, policy, ‘corporate knowledge’, records, experience, culture, information, innovation and wisdom of an organisation.

-Australian Standard 5307:2005
What is Knowledge Management (KM)?

a multi-disciplined approach to creating, acquiring, communicating, capturing, measuring, storing, using, accessing/retrieving, archiving and disposing of knowledge in order to achieve organisational goals.

It is not just document management.
The DIKW Hierarchy

- **Data**: contains symbols; data is raw, simply exists and has no significance beyond its existence.
- **Information**: relates to description, definition, or perspective (who, what, when, where).
- **Knowledge**: comprises strategy, practice, method, or approach (how).
- **Wisdom**: embodies principle, insight, moral, or archetype (why).
The DIKW Hierarchy
What does KM mean in context?

Effective Knowledge Management will ensure that:

• the information and know-how to fulfil the organisation’s mission and objectives are available

• such information / knowledge is identified, communicated and shared in order to best meet operational needs now and in the future

• corporate knowledge, systems and processes (including innovations and precedents for problem-solving) are captured and not lost as a result of staff transition

• information is readily retrievable / accessible (where appropriate) and subject to restricted access (where privacy / confidentiality issues apply)
A School

BODY OF KNOWLEDGE

**DATA**
- Student Records
- Business Records
- Personnel Records
- Risk Register
- Meeting Minutes
- Continuous Improvement
- Log Reports

**GOVERNANCE**
- College Policy
- Standard Operating Procedures
- Manuals
- Publications
- Forms

**STRUCTURES**
- Catalogue
- Timetable
- Intranet
- Internet
- Portals
- Databases
- Drives

**DEPARTMENTAL PROCESSES**
- Maintenance
- Housekeeping Requests
- Bookings
- Finance

**ACQUIRED / CREATED KNOWLEDGE**
- Curriculum / Learning
- Research and Innovation
- Meetings
- Suggestions / Complaints
- Corporate Knowledge
- Human Resources / Expertise
- Professional Development

**CONTINUOUS IMPROVEMENT**
Underlying Knowledge Management Principles

• One point of truth
• One owner responsible for each item
• A process that exists through data, information, knowledge and wisdom
• Communication and responsibility are role based
• Organization is audience based rather than content or owner based
Review each employee / program against the targets linked to them through employee roles / responsibilities.
What we will cover

• Knowledge Management as a concept
• Knowledge Management as a universal treatment for risk
• Knowledge management and electronic solutions
Strategic Risk Register
Knowledge Management is the missing Piece
What we will cover

• Knowledge Management as a concept
• Knowledge Management as a universal treatment for risk
• Knowledge management and electronic solutions
• Slide with Home page and tabs across the top
• Slide with the documents metadata page open showing title, owner, description, etc
### Question 1.2

**Overview**
Anti-discrimination policy in place and complaints procedure for school community members who believe they may have been discriminated against (Anti-discrimination Act 1991; Disability Discrimination Act, 1992; Sex Discrimination Act 1984; Racial Discrimination Act, 1975)

**Support Documents**
- [http://www.eso.qld.edu.au/](http://www.eso.qld.edu.au/) and once logged in, follow School Services/ Policies & Advice/ Student Welfare for policy template

**Compliance Evidence Required**
Please confirm by answering each of the questions below

<table>
<thead>
<tr>
<th>Evidence of grievance procedure in place</th>
<th>Yes</th>
<th>No</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attachment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Question 1.3

**Overview**
Grievance procedures are in place and made known to the entire school community - students, staff, families

**Support Documents**
- School Development Model on LEA website
- EBRA Appendices
- CMC Facing the Facts
- AS ISO 1002.2006 Guidelines for Complaints Handling

**Compliance Evidence Required**
Please confirm by answering each of the questions below

<table>
<thead>
<tr>
<th>Evidence of grievance procedure in place</th>
<th>Yes</th>
<th>No</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Attachment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Question 1.4

**Overview**
Information on copyright requirements and records are met, and information is displayed where appropriate (Copyright Act, 1968)

**Support Documents**

**Compliance Evidence Required**
Please confirm by answering each of the questions below

<table>
<thead>
<tr>
<th>Copy of relevant requirements displayed and noted in staff handbook</th>
<th>Yes</th>
<th>No</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attachment</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Register maintained</th>
<th>Yes</th>
<th>No</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
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<td>Attachment</td>
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Regulatory Compliance Schedule - Consolidated By Owner

18 Sep 2013

LEQ

<table>
<thead>
<tr>
<th>User</th>
<th>Category</th>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>Demo ILC BM</td>
<td>General Administration</td>
<td>Adherence to the (10) National Privacy Principles</td>
<td>Yes</td>
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<tr>
<td>Demo ILC BM</td>
<td>General Administration</td>
<td>Alignment with LEG and LEA principles</td>
<td>Yes</td>
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<tr>
<td>Demo ILC BM</td>
<td>General Administration</td>
<td>Communication to parents and students</td>
<td>In</td>
</tr>
<tr>
<td>Demo ILC BM</td>
<td>General Administration</td>
<td>Conditions of act met</td>
<td>In Progress</td>
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<tr>
<td>Demo ILC BM</td>
<td>General Administration</td>
<td>Copy of relevant requirements displayed and noted in staff handbook</td>
<td>Yes</td>
</tr>
<tr>
<td>Demo ILC BM</td>
<td>General Administration</td>
<td>Demonstrate requirements in relation to customer service</td>
<td>Yes</td>
</tr>
<tr>
<td>Demo ILC BM</td>
<td>General Administration</td>
<td>Demonstrate requirements in relation to driver management</td>
<td>Yes</td>
</tr>
<tr>
<td>Demo ILC BM</td>
<td>General Administration</td>
<td>Demonstrate requirements in relation to incident management plans</td>
<td>Yes</td>
</tr>
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</table>
• Slide with risk expanded to show associations of compliance items, etc
## Manage Suppliers

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Kirky’s Garden Maintenance</td>
<td>Brett Kirk</td>
<td>ERM &gt; IS &gt; Demo &gt; ABC Client Active</td>
<td>30/08/2015 22/05/2014 30/09/2015</td>
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<tr>
<td>Micky O’s Plumbing &amp; Drainage</td>
<td></td>
<td>ERM &gt; IS &gt; Demo &gt; ABC Client Active</td>
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<td>01/10/2012</td>
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<tr>
<td>Peter’s Plumbing Services</td>
<td>Peter Plumber</td>
<td>ERM &gt; IS &gt; Demo &gt; ABC Client Active</td>
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<td>26/10/2012 30/09/2015</td>
</tr>
<tr>
<td>Sparkling Pools Pty Ltd</td>
<td>Peter Sterling</td>
<td>ERM &gt; IS &gt; Demo &gt; ABC Client Active</td>
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<td></td>
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</tr>
<tr>
<td>Spotless Catering</td>
<td>Jarrad Moore</td>
<td>ERM &gt; IS &gt; Demo &gt; ABC Client Active</td>
<td></td>
<td></td>
<td></td>
<td>31/10/2012</td>
<td>30/11/2013</td>
</tr>
</tbody>
</table>
Contact

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