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 the 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

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?

WHO HAS ACCESS?

IT? WHO NEEDS TO KNOW

HOW LONG DO WE KEEP IT?

DO WE KNOW IT?

WHAT HAPPENS ONCE INFORMATION LEAVES ONE AREA?

IF NOT – CAN WE ACQUIRE IT? CAN WE CREATE IT?

WHAT ARE THE COLLECTION PROCESSES?

IS IT UP TO DATE / ACCURATE?

HOW CAN WE IMPROVE PROCESSES?

IS IT ACCESSIBLE??

HOW DO WE KNOW WHAT WE KNOW?

WHERE IS IT STORED?

HOW DO WE KNOW WHO KNOWS IT?

WHAT ARE THE PRIVACY ISSUES?

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)

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

CONTINUOUS
IMPROVEMENT

A School
BODY OF KNOWLEDGE

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

LEO
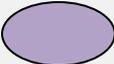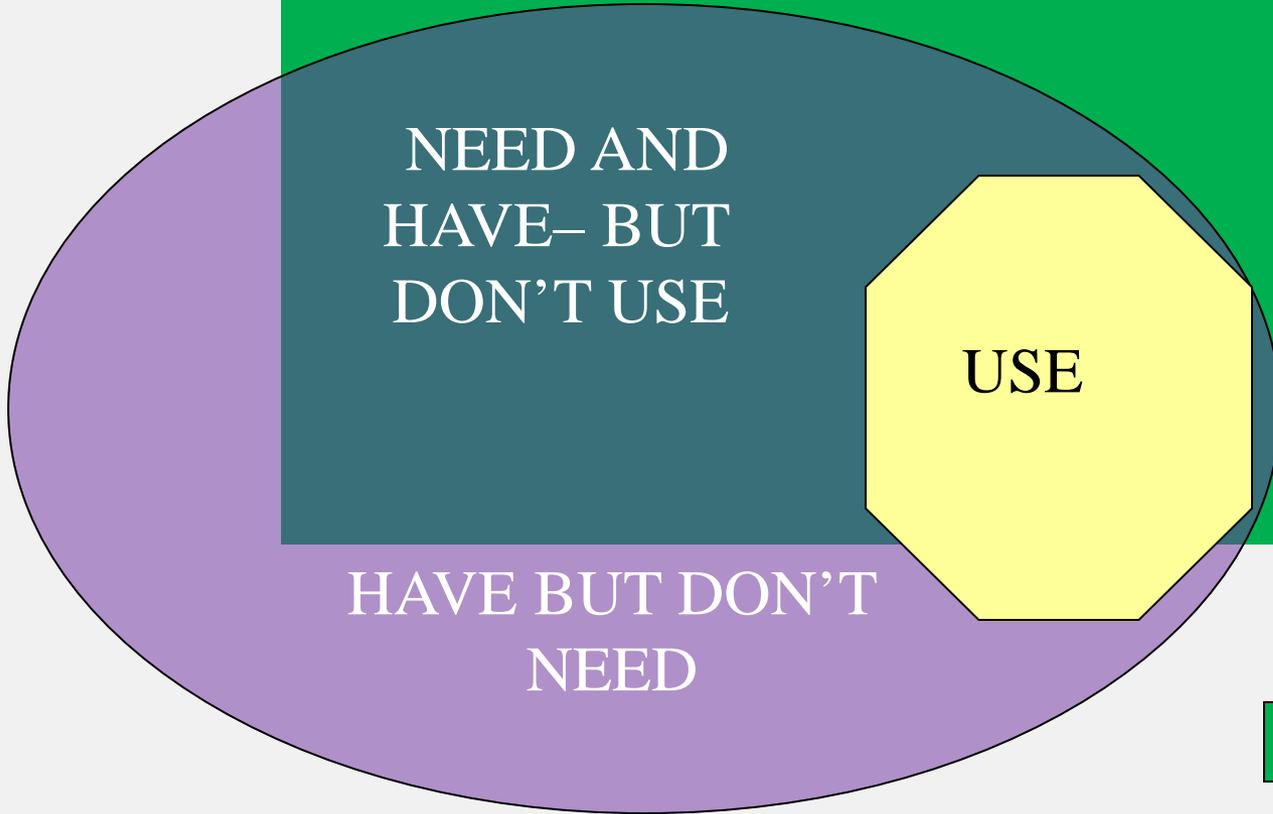
Underlying Knowledge Management Principles

- 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
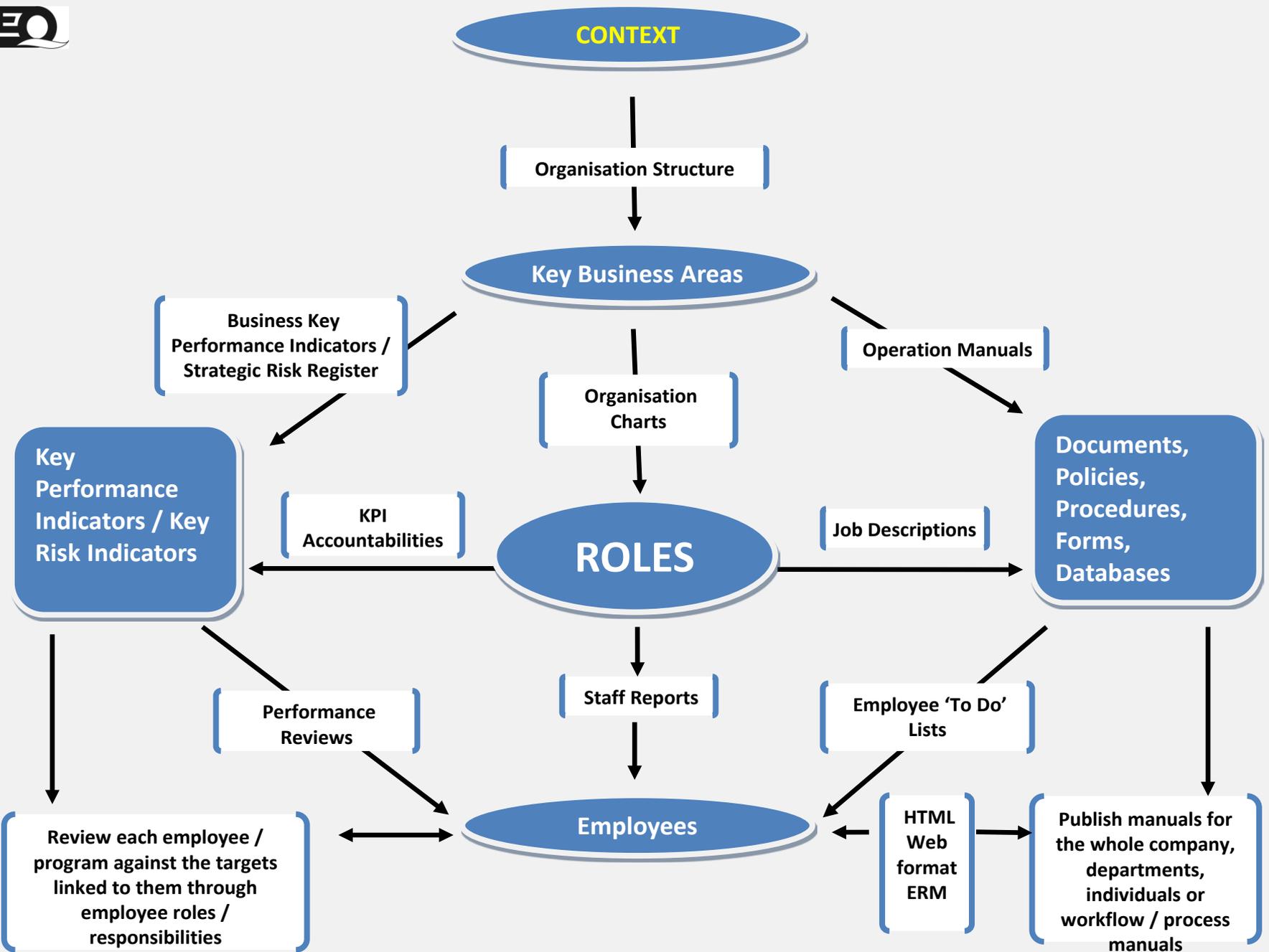
What we will cover

- 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.legislation.qld.gov.au
http://www.adcq.qld.gov.au/
http://www.aisq.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

Evidence of grievance procedure in place   ○ Yes ○ No ○ In Progress

Comments	Attachment
	Browse...

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
EBA 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

Evidence of grievance procedure in place   ○ Yes ○ No ○ In Progress

Comments	Attachment
	Browse...

Question 1.4

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

Support Documents
Australian Copyright legislation at http://www.comlaw.gov.au

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

Copy of relevant requirements displayed and noted in staff handbook   ○ Yes ○ No ○ In Progress

Comments	Attachment
	Browse...

Register maintained   ○ Yes ○ No ○ In Progress

Comments	Attachment
	Browse...

Regulatory Compliance Schedule - Consolidated Executive Summary
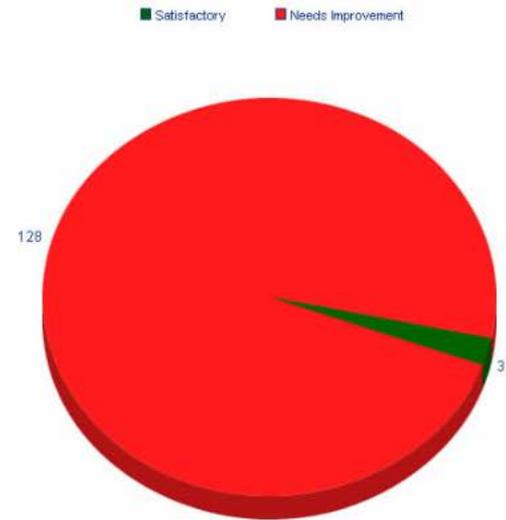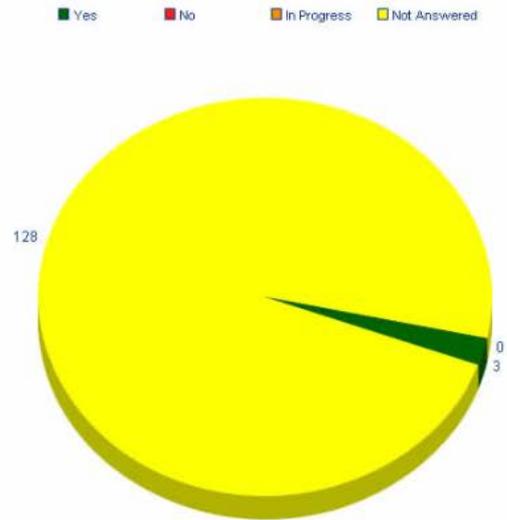
Regulatory Compliance Schedule - Summary By Question Group   18-Sep-2013

LEQ
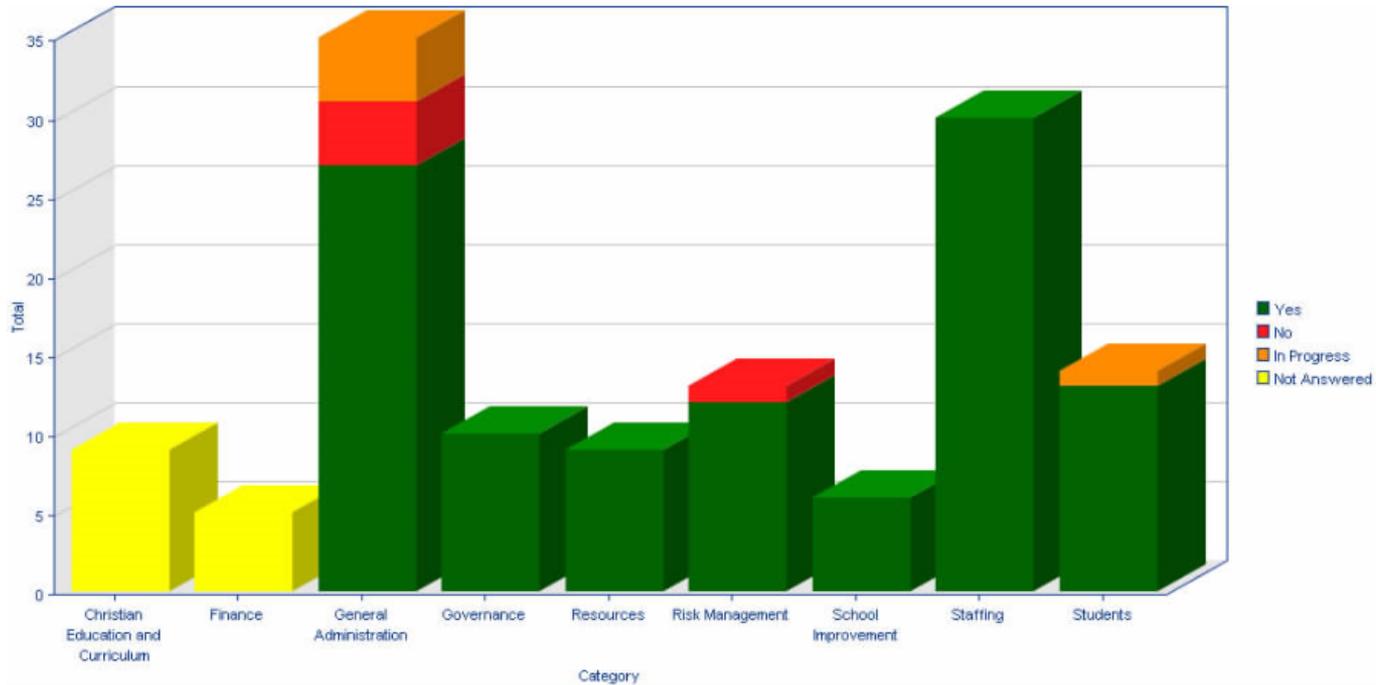
Category	Question	Response	User(s)
Christian Education and Curriculum	Attention to age, abilities, aptitudes of students, cohesive whole school plan	Not Answered	Demo ILC Finance
Christian Education and Curriculum	Christian Studies audit report	Not Answered	Demo ILC Finance
Christian Education and Curriculum	Current AEC	Not Answered	Demo ILC Finance
Christian Education and Curriculum	Evidence of appropriate registration and organisation for VET	Not Answered	Demo ILC Finance

Regulatory Compliance Schedule - Consolidated By Owner   18-Sep-2013

LEQ
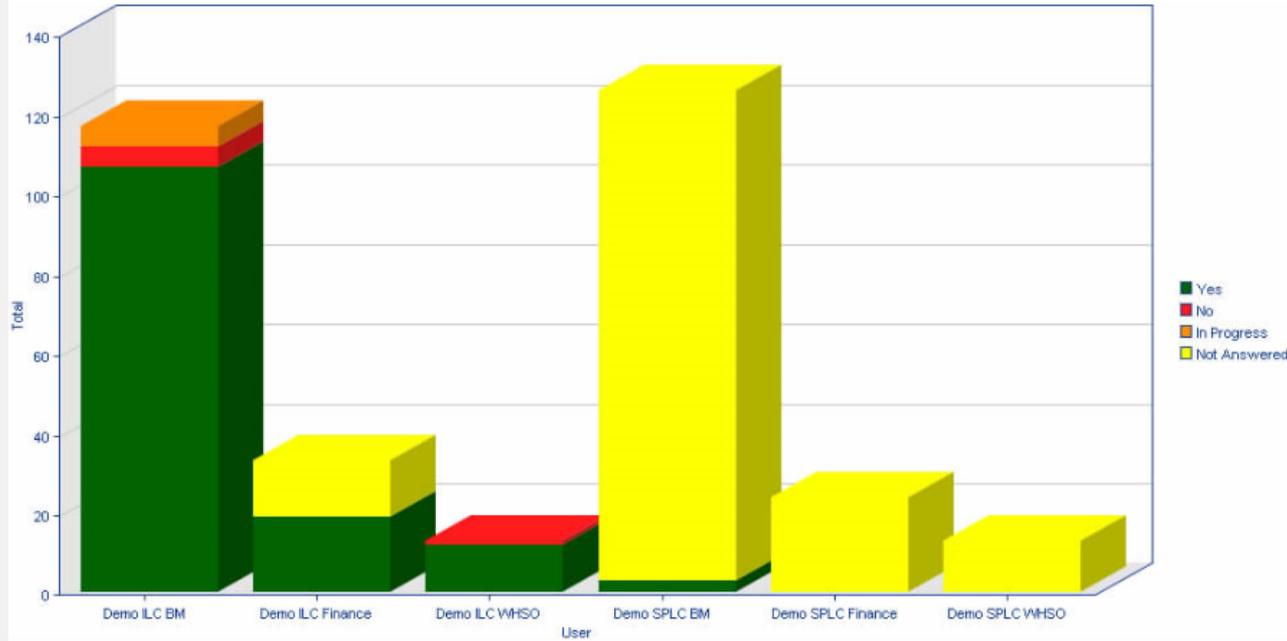
User	Category	Question	Response
Demo ILC BM	General Administration	Adheres to the (10) National Privacy Principles	■ Yes
Demo ILC BM	General Administration	Alignment with LEQ and LEA principles	■ Yes
Demo ILC BM	General Administration	Communication to parents and students	■ In Progress
Demo ILC BM	General Administration	Conditions of act met	■ In Progress
Demo ILC BM	General Administration	Copy of relevant requirements displayed and noted in staff handbook	■ Yes
Demo ILC BM	General Administration	Demonstrate requirements in relation to customer service	■ Yes
Demo ILC BM	General Administration	Demonstrate requirements in relation to driver management	■ Yes
Demo ILC BM	General Administration	Demonstrate requirements in relation to incident management plans	■ Yes

- Slide with risk expanded to show associations of compliance items, etc

Snapshot

Options:

Date From _____
Date To _____
Status [All Open ▾]

☐ Group by Tree Node
☐ Group by Category

Category: All

| Consequence	Inherent Likelihood					Residual Likelihood				
	Rare	Unlikely	Possible	Likely	Almost Certain	Rare	Unlikely	Possible	Likely	Almost Certain
Catastrophic										
Major		❹					❹			
Moderate			①	❷					❷	
Minor		❸					❸		①	
Insignificant										
Consequence	Rare	Unlikely	Possible	Likely	Almost Certain	Rare	Unlikely	Possible	Likely	Almost Certain
			Likelihood					Likelihood		

Finance
I R
▶ 1 1273400 Inadequate funding to achieve our vision

Health and Safety
I R
▶ 2 1273435 Injury (physical and emotional) to staff, students, visitors and/or contractors

Human Resources
I R
▶ 3 1273415 Inability to attract and retain highest quality staff

Learner (Student) Management

| Risk Rating	Description
	Extreme
	Very High
	High
	Medium
	Low

Contact

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