

Busy time for LISEKA Working Group

While many members have been enjoying a well-deserved break this holiday season, some important developments have been taking place in LISEKA Stage 2. Following the November report to the Board of Directors and discussions at the National Policy Congress, a report detailing the work undertaken by the original Project Working Group and the major outcomes of LISEKA Stage 1 has now been mounted on the ALIA website at <http://www.alia.org.au/education/liseka/stage1/>. To make sure everyone can appreciate to the full and relate future developments to Stage 1 outcomes, the Stage 2 Working Group will continuously refine the report and provide regular feedback through *inCite* and other channels, about actions taken to implement the various outcomes.

One of the most important tasks for the Working Group has been the finalisation of the 'Core Knowledge' statement. It is this statement which sets out the knowledge, skills and attributes required of a practitioner in LIS and hence, is germane to the ongoing development of the education framework. Using comments on the draft statement *The library and information sector: core knowledge, skills and attitudes* received from consultations following LISEKA Stage 1 and again after the National Policy Congress and informed by research into Core Capabilities being undertaken at Queensland University of Technology by Gillian Hallam and Helen Partridge, the Working Group has developed a revised statement which is now before the Board of Directors for endorsement.

The first in a series of pilots seek-

ing a new approach to CPD is set to begin by early March. Using existing staff development programs, the LISEKA Stage 2 Working Group will be examining how each program enables individuals to set and meet goals, how individual development is measured, and, as well, the quality assurance mechanisms in place to ensure learning outcomes are met. One of the most exciting aspects is that programs can be tailored to meet the developmental needs of staff members at different levels within an organisation thus giving individuals — whether they hold formal LIS qualifications or not — the opportunity to gain new skills and knowledge. Through such pilots, the Working Group will determine how the Association can recognise member participation in such programs within its CPD scheme.

At the same time, the Working Group is very aware of the many ALIA members who work in remote locations or in small libraries with restricted or no access to development programs such as those offered through larger organisations. So, in conjunction with the pilots the Working Group is also investigating opportunities that will enable members to tap into other activities which the Association may similarly recognise.

A third initiative of the Working Group is the development of an online handbook as a pathway for planning CPD. In March *inCite* look out for more information about the handbook and how it will set out the LISEKA framework and function as a reference point for members, offering pertinent and useful information to support career-long education. ■

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