

Gestalt Education Brisbane

Strategic Development Plan

2012 to 2016

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Brief History of Gestalt Education Brisbane

GTB is built on the hard work and accomplishments of the two Institutes that existed before 2008, namely, the Gestalt Association of Queensland Inc. and the Brisbane Gestalt Institute.

The Brisbane Gestalt Centre was established in 1980 by Yaro Starak, and in partnership with Maria Vogt it developed into the **Brisbane Gestalt Institute** (BGI).

The Gestalt Therapy and Training Centre established by Mac Hamilton offered its first programme in 1991. In 1997 the Centre was formed into an Incorporated not for profit Association, the **Gestalt Association of Queensland Inc.** It offered higher education programmes accredited by the Minister for Education Queensland from 1997, namely a Graduate Certificate and a Graduate Diploma. It received accreditation to deliver a Master programme in 2004.

In 2008 the Gestalt Association of Queensland Inc and the Brisbane Gestalt Institute merged under joint ownership of Dr Greer White and Maria Vogt Something and created Gestalt Therapy Brisbane Pty Ltd.

Background

Gestalt Therapy Brisbane Pty Ltd (GTB) has education as its principal purpose. It has been formed to promote the Gestalt approach to counselling, psychotherapy, professional development, supervision and organisational consulting. GTB has been formed to create a unified approach to Gestalt therapy education, training and practice.

In 2009 GTB's Master of Gestalt Therapy was reaccredited and it began to deliver a Graduate Certificate in Gestalt Therapy.

GTB is a non self accrediting private provider of Higher Education. It provides students with the opportunity to obtain post-graduate qualifications in Gestalt Therapy at Master level. This qualification is recognised by the Tertiary Education Quality and Standards Agency (TEQSA) of the Commonwealth Government.

In 2011, GTB entered into a Principal/Agent Agreement with Gestalt Therapy Sydney (GTS) and obtained recognition for the GTB programmes to be delivered in NSW. In 2012 Gestalt Therapy Sydney (GTS) delivered the GTB registered and accredited higher education programmes to Sydney Gestalt students for the first time.

GTB provides an education in the Gestalt approach which is PACFA and GANZ approved.

The 4-year program offers the opportunity to develop expert clinical/practical skills and a sound understanding of Gestalt theory and practice within the discipline of psychotherapy. Students will experience intensive personal and professional development via the experiential learning model adopted by GTB.

GTB provides education for professionals to enhance their skills and develop their communication abilities through exploring the specific modality of Gestalt Therapy. GTB provides opportunities and encouragement for people to become interested in and develop competency in Gestalt Therapy methods and practice.

GTB also offers a number of one off professional development workshops throughout each year facilitated by both local and overseas professionals. GTB has established important links to the International Gestalt community.

Mission

GTB promotes the application of Gestalt theory and development and educates competent Gestalt therapists and practitioners.

In fulfilling this mission GTB provides an education program of excellence which emphasizes the experiential nature of learning. It offers an integration of theory and practice, personal growth, supervision and professional development.

The GTB programme offers an integrative approach to the study of individual, family, group and organization methods of interventions.

The GTB programme promotes an appreciation and support of professional practice that is responsive, creative, ethical and innovative.

The GTB programme provides opportunities for people in the community to participate in the Gestalt experience.

GTB networks with other Gestalt/ Psychotherapy and professional and regulatory bodies nationally and internationally.

GTB operates in a way that respects diversity, individual freedom and responsibility, the use of collaborative process, and the method of dialogue.

Review Cycles

The ongoing monitoring and review processes feed into the operational and strategic planning and review cycles (Figure 1).

GTB's Operational Plan will be reviewed in November of each year for evaluation against identified objectives and additional development. The latest review took place in

November 2012. At this time a new Strategic Plan (2012-2016) and Operational Plan (2012-2014) was drawn up and ratified by the Director Gestalt Therapy Brisbane Pty Ltd. An assessment of GTB's previous Strategic Plan was also made at this time. The GTB portrait_1361856380190 Strategic and Operational plan was presented to the AGB at their June meeting.

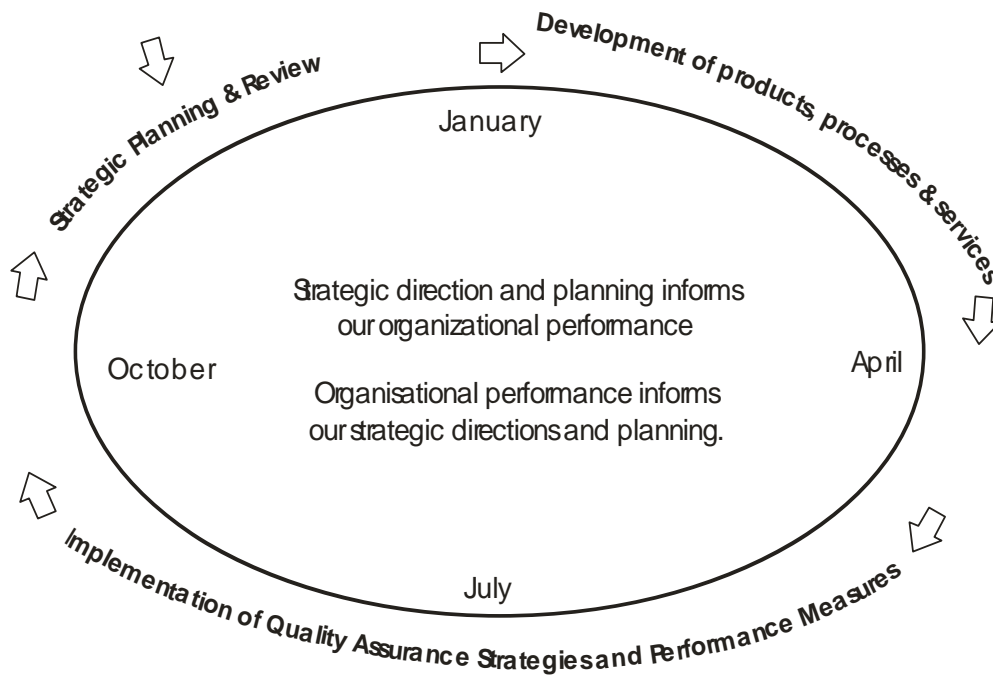


Figure1: The GTB review cycle

Values Statement

The development of a shared values statement is an essential component of the successful development and growth of Gestalt Therapy Brisbane. This statement aims to articulate the beliefs and values held as important underpinnings that shape both the present and future direction of this organisation.

This statement reflects the thinking of the GTB management and staff. As the organisation learns and develops, change and refinement to these values is anticipated. GTB is committed to being open to continuous improvement and feedback enabling the organisation to grow and achieve its strategic intentions.

This statement also reflects how GTB as a registered and accredited higher education provider is working towards ensuring it meets the Higher Education Standards Framework. It works strategically and operationally towards:

1. Being reputable and accountable for the education it offers;
2. Having the financial resources and management capacity to sustain its higher education courses;
3. Showing sound corporate and academic governance in its higher education operations;
4. Maintaining academic quality and integrity in the delivery of its courses;
5. Fulfilling its responsibility to students in the provision of information, support and equitable treatment;
6. Ensuring well-maintained physical and electronic resources and infrastructure sufficient to meet its higher education objectives.

The management and staff of GTB are committed to the following values:

At the core of our values is a commitment to promote social inclusion and diversity at all levels of GTB organisation including teaching and learning, curriculum, students, staff, administration and recruitment.

Teaching and Learning Values

GTB has a commitment to ensuring the primacy of academic quality and integrity in the delivery of its higher education courses. GTB holds to maintaining policies and procedures which reflect this commitment.

We value cultivating critical and independent thought and free intellectual enquiry. We work to ensure academic integrity and ethical practices in all aspects of our operations. We believe that these values are embedded in the principles and practices of Gestalt therapy.

GTB has a commitment to honouring Gestalt principles and practice that draws upon a multidisciplinary and diverse context. We value the methodology of Gestalt therapy theory

including: a dialogical/relational stance, field sensitivity, experimentation, and a phenomenological approach. This means our educational approach is inherently student-centred, creative, and congruent in practice. It provides a balance of support and challenge and it balances experiential processes with academic rigour and the expectations of our professional field.

Technology Values

GTB believes that the appropriate use of technology creates a platform that promotes effective access for students and faculty to learning resources and supports. We value the continued development of a technological platform that provides a professional high quality educational and administrative experience to our students, faculty and organisation. GTB holds to maintaining policies and procedures which reflect this commitment.

Management and Human Resources Values

GTB is committed to developing a workplace that values its faculty, staff and management and that strives to ensure a culture that is professional, caring and just. It holds to maintaining policies and procedures which reflect this commitment.

GTB demands ongoing professional development for all faculty and staff members that encourages critical thinking, research, academic achievement and professional and personal growth. This commitment also reflects the experience and qualifications required to teach a Master level course. GTB values a comprehensive professional development program for its faculty that is adequately resourced and reflects the broader environment in which GTB exists.

GTB will engage in a regular improvement cycle and ensure the quality development of all aspects of GTB's operations.

Sustainability Values

GTB is committed to remaining a sustainable and viable education facility through continued development and growth. GTB holds to maintaining policies and procedures which reflect this commitment.

We value our partners and stakeholders feedback and strive for continual improvement and development. We recognise the importance of clear administrative systems, staff and curriculum development and infrastructure growth to ensure a sustainable organisation.

GTB is committed to managing the financial resources of GTB with responsible financial processes. We value our partnership with professional bookkeepers, accountants and auditors in order to ensure ethical standards and the prevention of fraud and mismanagement.

Vision Statement

GTB will hold an important and relevant position within the counselling/ psychotherapy and human service industry higher education field. Its education program, quality of graduates, faculty and relevance to the field will be respected both nationally and internationally. GTB will lead the advancement of Gestalt theory, practice and education in Australia. GTB will maintain its registration and accreditation as a higher education provider. It will adjust to the changing field whilst remaining viable for its students, faculty and the advancement of the practice of Gestalt therapy.

Teaching and Learning Vision

GTB will foster research and scholarship and have maintained academic quality and integrity in its higher education operations in Brisbane and in its third party relationship with GTS.

GTB will provide its students with information, support and processes that will effectively engage them in the teaching and learning processes and adequately meet their needs.

GTB will have established strong partnering relationships with a range of national and international educational facilities that will support and enhance the development of contemporary curriculum development and delivery.

GTB will support a core value of social inclusion and diversity at all levels of GTB practice including education, content, process, relationships and recruitment. to broaden the information and knowledge base of Gestalt theory and practice.

Technology Vision

GTB will have well maintained electronic resources and infrastructure sufficient to enhance the delivery of the GTB courses for faculty and students.

GTB will have adequate IT infrastructure and software to support the marketing and administrative needs of delivering the teaching and learning objectives.

Management and Human Resources Vision

GTB will provide a workplace that is safe, stable and engaging. GTB will have a professional development program for the faculty that provides both national and international opportunities of learning, growth and development. It will engage in a cycle of quality assurance and improvement.

Sustainability Vision

GTB will have implemented effective marketing and communication strategies that ensure a continual intake of students.

GTB will acquire an education facility that will be in a central, easily accessible location that offers sufficient space to enable a capacity to comfortably accommodate and support the education program and other initiatives undertaken by GTB.

GTB will have strengthened the capacity of its administration to ensure operational needs including financial and educational reporting continue to be adequately met.

GTB will have broadened its ownership base to ensure the long term viability of the organisation and its educational objectives.

GTB has a Business continuity commitment that ensures the ongoing stewardship of the institution should significant disruptions occur to Key personnel or resources.

Strategic Intention 2012-2016

GTB is committed to following strategic intentions within the next four years. We believe that the intention articulated below provides our organisation with clear and achievable direction to take the organisation and our students, faculty, staff and stakeholders forward.

Teaching & Learning Strategic Intentions

1. To foster research and scholarship and develop the primacy of academic quality and integrity in GTB's teaching and learning environment and in its third party relationship with GTS.
2. To develop and deliver curriculum which is congruent with contemporary Gestalt theory and adult education practice.
3. To provide students with adequate and accessible information on all aspects of the higher education courses and their engagement with the processes of GTB.
4. To support a core value of social inclusion and diversity at all levels of GTB practice including education, content, process, relationships and recruitment.

Technology Intention

5. To investigate and develop an IT platform that provides effective access to learning resources, interactive processes and meets organisational need.

Management and Human Resources Intentions

6. To have an appropriate set of GTB policies and procedures that meets the needs of GTB/GTS's students, faculty, staff and management.
7. To develop the academic skill and scholarship of GTB/GTS faculty and thus enhance GTB/GTS academic leadership.
8. To ensure the quality review of GTB teaching and learning and management processes.

Sustainability Intentions

9. To sustain and develop effective marketing and communication strategies.
10. To ensure appropriate resourcing for ongoing administration requirements including Higher Education and FEE-HELP compliance.
11. To investigate and secure a new education facility to support the work and development of GTB.
12. Ensure the long term continuance of GTB through the introduction of additional Unitholders to the Gestalt Therapy Brisbane Unit Trust.

Strategic Objectives 2012-2016

GTB believes the following objectives set out the broad actions and tasks required to successfully implement the organisation's strategic intention. We believe these objectives reflect the values, vision, needs and capacities of the organisation.

Teaching and Learning

Strategic Intention 1

- To foster research and scholarship and develop the primacy of academic quality and integrity in GTB's teaching and learning environment and in its third party relationship with GTS.

Objectives

1. To cultivate in faculty and students critical and independent thought, the capacity for learning throughout life and free intellectual inquiry and expression in their engagement in GTB's teaching and learning processes.
2. To promote activity in scholarship and research within faculty that informs the teaching and learning processes of GTB.
3. To ensure academic integrity and ethical practice in the delivery of GTB's courses.
4. To manage and quality assure all aspects of GTB's third party arrangement with GTS to ensure student learning outcomes equivalent to those delivered at GTB.

Strategic Intention 2

- To develop and deliver curriculum which is congruent with contemporary Gestalt theory and adult education practice

Objectives

1. To utilise the methodology of Gestalt therapy practice, principles of contemporary adult education and constructivist learning practices in the teaching learning processes.
2. To ensure Gestalt therapy practice curriculum & reading material remains current.

Strategic Intention 3

- To provide students with adequate and accessible information on all aspects of the higher education courses and their engagement with the processes of GTB.

Objectives

1. To update student information to reflect changes in GTB documentation through the developments occurring within TEQSA registration and accreditation processes.

Strategic Intention 4

- To reflect a core value of social inclusion and diversity at all levels of GTB practice including education, content, process, relationships and recruitment.

Objectives

1. To work within and model the highest ethical standards at all times, based on the GANZ professional ethical standards.
2. To promote social inclusion and diversity through practices and behaviour in relation to selection of staff and students and their treatment at GTB.
3. To further develop curriculum that includes material focusing on social justice areas such as working with and for indigenous, disabled people, cultural and linguistically diverse populations, etc.

Technology**Strategic Intention 5**

- To investigate and develop an IT platform that provides effective access to learning resources, interactive processes and organisational need.

Objectives

1. To investigate IT platforms suitable for use of students and faculty e.g. Moodle.
2. Resource the faculty/student webpages to meet the education needs for each year;
3. Develop GTB's e-library and remote data base access for students and faculty.
4. Investigate and develop IT systems that enable faculty and students engagement and communication with other educational institutes.
5. Develop GTB's electronic communication processes to meet the marketing and information disseminating needs of the institute.

Management and Human Resources**Strategic Intention 6**

- To have an appropriate set of GTB policies and procedures that meets the needs of GTB/GTS's students, faculty, staff and management.

Objectives

1. To review GTB Policies and Procedures for submission with the re-registration and reaccreditation applications.
2. To develop, finalise and have approved by AGB the GTB Policies and Procedures for use by GTB/GTS in the upcoming year.
3. To assess the relevance and functionality of GTB's policies and procedures.

Strategic Intention 7

To develop the academic leadership, skill and scholarship of the GTB/GTS faculty.

Objectives

1. To develop and implement a faculty professional development program.
2. To engage faculty in professional discussion, reading and with the current developments in Gestalt therapy and psychotherapy in ways that influence their teaching and learning approaches in the delivery of the GTB courses.
3. To

Strategic Intention 8

- To ensure the quality review of GTB teaching and learning and management processes.

Objectives

1. Execute a plan for benchmarking of GTB operations against other comparable higher education institutions and universities in Australia and overseas.
2. Engage in gathering feedback from students, faculty, staff and other stakeholders that will be analysed and lead to GTB engaging in enhancing teaching and learning development processes.
3. To develop the academic leadership of the GTB Academic Governing Body.
4. To develop systems for adequate record keeping with appropriate confidentiality and security.

Sustainability Intentions**Strategic Intention 9**

- To sustain and develop effective marketing and communication strategies

Objectives

1. To implement marketing strategies to ensure adequate enrolment numbers into the Graduate Certificate of Gestalt Therapy and with an adequate number of men;
2. To develop the Professional Development program so it meets the needs of graduates and supports the ongoing communication/visibility needs of GTB;

Strategic Intention 10

- To ensure appropriate resourcing for ongoing administration requirements including Higher Education and FEE-HELP compliance.

Objectives

1. To meet higher education compliance in report & application writing.
2. To train admin staff in FEE-HELP compliance

3. Secure a financial base in case of emergencies.
4. Engage in ongoing review of GTB's operations in order to develop the GTB courses and administrative functions.

Strategic Intention 11

- To investigate and secure a new training facility to support the work and development of GTB

Objectives

1. To secure an appropriate location for GTB before March 2014

Strategic Intention 12

- Ensure the long term continuance of GTB through the introduction of additional Unitholders to the Gestalt Therapy Brisbane Unit Trust.

Objectives

1. To secure interest for purchase of Unitholdings of GTB.
2. To introduce identified future partners to the operations of GTB
3. Director G White to sell Unitholdings to interested parties

Operational Plan 2012-2014

Teaching and Learning

Strategic Intention 1

- To foster research and scholarship and develop the primacy of academic quality and integrity in GTB's teaching and learning environment and in its third party relationship with GTS.

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To cultivate in faculty and students critical and independent thought, the capacity for learning throughout life and free intellectual inquiry and expression in their engagement in GTB's teaching and learning processes. 	<ul style="list-style-type: none"> ■ Assessment items & student responses critiqued through the assessment moderation processes to ensure items cultivate critical thinking & open enquiry. ■ Faculty engage students in critical reflection, experiential learning and open discussion around key issues in the teaching learning processes. ■ Students are encouraged in the use of the on-line databases. 	<ul style="list-style-type: none"> ■ Report from moderation processes (4 reports) ■ Original and creative responses obvious in assessment responses. ■ Evidence in the referencing of assignments. 	<ul style="list-style-type: none"> ■ Aug 2013 ■ Ongoing ■ Ongoing
2	<ul style="list-style-type: none"> ■ To promote activity in scholarship and research within faculty that informs the teaching and learning processes of GTB. 	<ul style="list-style-type: none"> ■ Purchase and distribution amongst faculty of current texts, journals & papers and in particular those that draw on research. ■ Scheduled discussions amongst & beyond faculty in selected areas. ■ Invite faculty to engage in a doctoral program with a \$2,000 per semester 	<ul style="list-style-type: none"> ■ Identification of items distributed. ■ Schedule of discussion and topics. ■ Evidence of invitation & enrolment of faculty in doctoral program. 	<ul style="list-style-type: none"> ■ Ongoing 2013-2016 ■ Ongoing 2013-2016 ■ Ongoing 2013-2016

		<p>scholarship incentive.</p> <ul style="list-style-type: none"> ■ Sponsoring faculty to attend, present and publish relevant Conferences especially 2014 GANZ Conference. ■ Cultivate opportunities for GTB faculty to engage in research activity. E.g. links with UQ Master of Counselling program. ■ Ensure teaching & learning processes include reference to current research and evidence based practice <ul style="list-style-type: none"> ■ Engaging in demonstrations of scholarship in teaching and learning on an individual level: 	<ul style="list-style-type: none"> ■ 2014 GANZ Conference programme identifies papers presented by GTB faculty. ■ Report that identify links between GTB & UQ. ■ Teaching notes reference research and evidence based practice ■ Budget reflects spending on faculty professional development. ■ Publication with faculty involvement. ■ Student access to journal/text reporting research & evidence based learning. ■ Faculty provide detail of their engagement in scholarship in November of each year. These could include: <ul style="list-style-type: none"> ➢ Reading professional journals and new publications with a critical eye, in order to incorporate useful contemporary material into teaching plans and learning outcomes for units taught; ➢ Attending in-service training 	<ul style="list-style-type: none"> ■ Sept 2014 ■ Ongoing 2013-2016 ■ Ongoing 2013-2016 ■ Nov 2013-2016
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			<ul style="list-style-type: none"> events; ➤ Reviewing issues emerging through SCAPE (Society for Counselling and Psychotherapy Educators) membership; ➤ Meeting Professional Body (GANZ/PACFA) requirements for professional development and clinical supervision hours. ➤ Delivering Public Workshops, publishing articles or book reviews in relevant peer reviewed or general journals, etc. ➤ Maintaining a private practice incorporating Gestalt methodology along with any particular approach they are qualified to provide; ➤ Enrolling in a Higher Education course. 	
	<ul style="list-style-type: none"> ■ Note Objective 2 also links to the Strategies/Action in Objective 2 Strategic Intention ?? of the Management and Human Resources Operational Plan 			
3	<ul style="list-style-type: none"> ■ To ensure academic integrity and ethical practice in the delivery of GTB's courses. 	<ul style="list-style-type: none"> ■ Education of all students in the use of APA referencing system. This to happen at the beginning of each year and after correction of assessment work. ■ Each student to have access to Policy No 14: Cheating & Plagiarism Policy and an Assignment Writing Guide. ■ Inspect student assessment to detect cheating 	<ul style="list-style-type: none"> ■ Student proficiency in APA referencing system ■ Publication of Policy and Procedures in Student Handbook and Website. ■ Year coordinator reports on 	<ul style="list-style-type: none"> ■ At beginning of each academic year & ongoing 2013-2016. ■ Ongoing 2013-2016

		<p>and plagiarism;</p> <ul style="list-style-type: none"> ■ Address academic misconduct as per GTB policies: Policy No 14 Cheating & Plagiarism & Policy No. 12 Staff Employment and Development Policy. ■ Promotion and practice of GANZ Code of Ethics. ■ Staff inservice includes review of policies and practical strategies, examples of detecting plagiarism and discussion around ethical behaviours as a faculty member. 	<p>assessment writing</p> <ul style="list-style-type: none"> ■ Reports to AGB demonstrate active implementation of policies ■ No dual relationships between faculty and students. ■ Staff inservice program and plan. 	
4	<ul style="list-style-type: none"> ■ To manage and quality assure all aspects of GTB's third party arrangement with GTS to ensure student learning outcomes equivalent to those delivered at GTB. 	<ul style="list-style-type: none"> ■ Implementation of new and revised Principal and Agent Agreement. ■ Implementation of Schedules for the Principal and Agent Agreement. ■ Inservice for GTS staff ensures understanding of GTB program including developmental changes ■ Staff professional development incorporates exposure to cross-campus tuition. 	<ul style="list-style-type: none"> ■ Draft document ratified & signed by Directors ■ Minutes of AGB affirms GTS Reporting to AGB as per schedules & Director of GTB ■ Reporting of inservice to AGB. 	<ul style="list-style-type: none"> ■ October 2013 ■ Each AGB meeting. ■ When conducted.

Strategic Intention 2

- To develop and deliver curriculum which is congruent with contemporary Gestalt theory and adult education practice.

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To utilise the methodology of Gestalt therapy practice, principles of contemporary adult education and constructivist learning practices in the teaching learning processes. 	<ul style="list-style-type: none"> ■ Staff inservice day that focuses on the value of the Gestalt therapy methodology in the teaching and learning processes. ■ International presenters invited to deliver material to students and faculty. ■ Staff inservice day focusing on the principles of adult education and constructivist learning and their implementation in the delivery of the GTB courses. 	<ul style="list-style-type: none"> ■ Report of inservice, learning and discussion to AGB. ■ Delivery of workshops by invited international presenters. ■ Report of inservice, learning and discussion to AGB. 	<ul style="list-style-type: none"> ■ Mid year 2014 ■ July 2013 & 2015 ■ Sept 2014
2	<ul style="list-style-type: none"> ■ To ensure Gestalt therapy practice curriculum & reading material remains current. 	<ul style="list-style-type: none"> ■ Update each year student reading lists with current texts. ■ Continued development of GTB library. 	<ul style="list-style-type: none"> ■ Each Information Pack for students has yearly changes. ■ 	<ul style="list-style-type: none"> ■ Nov each year

Strategic Intention 3

- To provide students with adequate and accessible information on all aspects of the higher education courses and their engagement with the processes of GTB.

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To update student information to reflect changes in GTB documentation through the developments occurring within TEQSA registration and accreditation processes. 	<ul style="list-style-type: none"> ■ Translate changes of information generated by re-registration and accreditation application to material for student. ■ Rewriting of Student Agreement to include: <ul style="list-style-type: none"> ➢ Obligations of GTB to students; and, ➢ Rights and obligations of the student. ■ Updating of all GTB documents on website. 	<ul style="list-style-type: none"> ■ New editions of documents generated. E.g. <ul style="list-style-type: none"> ➢ Student Handbook ➢ Year Information Packs ➢ Student Agreement ■ Updated Website ready for admissions and continuing students 2014 	<ul style="list-style-type: none"> ■ Oct 2013 ■ Oct 2013 ■ July 2013

Strategic Intention 4

- To support a core value of social inclusion and diversity at all levels of GTB practice including education, content, process, relationships and recruitment.

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To work within and model the highest ethical standards at all times, based on the GANZ professional 	<ul style="list-style-type: none"> ■ Inservice to faculty & ethics included in all aspects of GTB courses. ■ Active response to breaches within the faculty and student body. 	<ul style="list-style-type: none"> ■ Faculty inservice report to AGB. ■ Reports on breaches to AGB. ■ Reports to AGB demonstrate active implementation of policies 	<ul style="list-style-type: none"> ■ Ongoing 2013-2016

	ethical standards.	<ul style="list-style-type: none"> Utilising Policies: Policy No 3: Grievance Policy & Procedures; Staff one??? 		
2	<ul style="list-style-type: none"> To promote social inclusion and diversity through practices and behaviour in relation to selection of staff and students and their treatment at GTB. 	<ul style="list-style-type: none"> Selection of staff on the basis of merit for positions and complementary and diverse knowledge and skills. Utilising Policy No. ?? Staff and staff AQF+1 qualifications Use of visiting faculty to augment faculty experience and skills. Evaluate GTB feedback tools to ensure GTB is practicing social inclusion and just practices. 	<ul style="list-style-type: none"> GTB report to AGB on faculty placements. Reports to AGB demonstrate active implementation of policies Visiting faculty program. Report to GEP on evaluation of GTB feedback tools around inclusion and diversity. 	<ul style="list-style-type: none"> Beginning of academic year Ongoing 2013-2016 July 2013 & 2015 June 2014
3	<ul style="list-style-type: none"> To further develop curriculum that includes material focusing on social justice areas such as working with and for indigenous, disabled people, cultural and linguistically diverse populations, etc. 	<ul style="list-style-type: none"> Inclusion of specific experiences within delivery of courses to support issues that arise for specific populations. Develop GTB course to support student learning on working with and for people who identify as Aboriginal and Torres Straight Islanders. 	<ul style="list-style-type: none"> Year Coordinator report to GEP. Curriculum development report to GEP Committee. 	<ul style="list-style-type: none"> Ongoing 2013-2016 For 2014 academic year

chnology

Strategic Intention 5

- To investigate and develop an IT platform that provides effective access to learning resources and interactive processes.

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To investigate IT platforms suitable for use of students and faculty e.g. Moodle. 	<ul style="list-style-type: none"> ■ In the short term set up website pages for Years 1, 2, 3 & 4 and post resources for administration and educational resources for student & faculty use. ■ Investigate & develop secure site for student access, discussion, etc. ■ Explore the Moodle system. 	<ul style="list-style-type: none"> ■ Website pages used by faculty & staff http://www.gestaltinstitute.com.au/student-information.htm ■ Functioning secure website available for faculty & student use. ■ Judgment made re suitability of Moodle. 	<ul style="list-style-type: none"> ■ Achieved Feb 2013 ■ Feb 2015 ■ Nov 2014
2	<ul style="list-style-type: none"> ■ Resource the faculty/student webpages to meet the education needs for each year; 	<ul style="list-style-type: none"> ■ Supplement student educational material by displaying relevant readings, website links and resources on the Student Information Website pages. http://www.gestaltinstitute.com.au/student-information.htm ■ Provide access to administrative forms and detail for student use e.g. Recommend therapist list, Letter to Therapist, etc. on the Student Information Website pages. 	<ul style="list-style-type: none"> ■ Feedback from students as to the use of the Student Information Website pages. ■ Feedback from students as to use. ■ Feedback from Admin Worker as to frequency of requests for material that is available on the Student 	<ul style="list-style-type: none"> ■ Beginning of year & throughout year. ■ At the beginning of each academic year.

			Information Website pages.	
3	<ul style="list-style-type: none"> Develop GTB's e-library and remote data base access for students and faculty. 	<ul style="list-style-type: none"> Purchase ebooks and provide for student access; Explore subscribing to additional and relevant ejournals and provide for student access; Budget for the purchase of an additional remote database and explore best choice for students. Subscribe to this database. 	<ul style="list-style-type: none"> Evidence that 20% of all library resource purchases are in ebooks. Catalogue of ebooks and ejournals available to students on the GTB library webpage. Students have access to 3 databases. 	<ul style="list-style-type: none"> Each year from 2013 By Oct 2013 July 2014
4	<ul style="list-style-type: none"> Investigate and develop IT systems that enable faculty and students engagement and communication with other educational institutes. 	<ul style="list-style-type: none"> Investigate links to other Gestalt therapy and higher education providers both nationally and internationally in order to provide faculty and student engagement in learning opportunities. Follow up links that are available to allow faculty and student communication. 	<ul style="list-style-type: none"> Links available on the Student Information Website pages. 	<ul style="list-style-type: none"> 2014 processes begin
5	<ul style="list-style-type: none"> Develop GTB's electronic communication processes to meet the marketing and information disseminating needs of the institute. 	<ul style="list-style-type: none"> Develop the GTB Website so that it is more interactive. Develop the GTB email lists so that GTB can advertise to a wider audience. 	<ul style="list-style-type: none"> Changes to the present website that involve a more dynamic interface between user and GTB. Greater participation by people in GTB workshops and increased enrolment in Year 1 program. 	<ul style="list-style-type: none"> 2015 2014

Management and Human Resources

Strategic Intention 6

- To have an appropriate set of GTB policies and procedures that meets the needs of GTB/GTS's students, faculty, staff and management.

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To review GTB Policies and Procedures for submission with the re-registration and reaccreditation applications. 	<ul style="list-style-type: none"> ■ Review all policies for relevance and compliance with legislations and regulatory requirements. ■ Development of the following policies: <ul style="list-style-type: none"> ➢ Special consideration policy; ➢ Risk Management Policy, Risk Framework & Risk Register. ➢ Workplace Health and Safety Policy (update to reflect current legislation); <p>Standardisation of the presentation of all GTB policies.</p>	<ul style="list-style-type: none"> ■ Submission of developed and standardised policies with re-registration and reaccreditation application 	<ul style="list-style-type: none"> ■ Jun/Jul 2013
2	<ul style="list-style-type: none"> ■ To develop, finalise and have approved by AGB the GTB Policies and Procedures for use by GTB/GTS in the upcoming year; 	<ul style="list-style-type: none"> ■ Development of policies and procedures for each year finalised before the last scheduled meeting of the AGB. ■ Policies ratified by AGB for use in the upcoming year ■ Policies published on GTB/GTs website, Student Handbook and Policy and Procedure Manual. 	<ul style="list-style-type: none"> ■ Policies ratified and dated. ■ Policies in use and meet the needs of GTB/GTS. ■ Policies accessible to students, faculty, staff, management of GTB & GTS. 	<ul style="list-style-type: none"> ■ Last AGB meeting each year ■ As required ■ Feb each year.

3	<ul style="list-style-type: none"> Assess the relevance and functionality of GTB's policies and procedures. 	<ul style="list-style-type: none"> Design a feedback tool for all stakeholders that will gather information with regard to the relevance and functionality of GTB's policies and procedures. 	<ul style="list-style-type: none"> Report submitted to AGB 	<ul style="list-style-type: none"> Mid year 2015.
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Strategic Intention 7

5. To develop the academic leadership, skill and scholarship of GTB/GTS faculty.

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> To develop and implement a faculty professional development program. 	<ul style="list-style-type: none"> Identify staff academic skill and scholarship development needs through consultation such as discussion at staff meeting and through questionnaire. Drawing up of a faculty professional development program. Allocation of Professional Development Budget 2014-2016. 	<ul style="list-style-type: none"> Needs identified and listed. 3 Year GTB/GTS Program submitted to AGB for ratification. Budget set aside in 2014-2016 and employed for professional development use. 	<ul style="list-style-type: none"> Jun/Jul 2013 Oct 2013 AGB 1st meeting & mid year meeting.
2	<ul style="list-style-type: none"> To engage faculty in professional discussion, reading and with the current developments in Gestalt therapy and psychotherapy in ways that enhance and influence their teaching and learning approaches 	<ul style="list-style-type: none"> Distribution of articles/texts/journals that have relevance to the delivery of the GTB courses. Scheduled discussion of relevant topics at GEP committee and staff meetings. Professional development days organised by GTB and delivered by national and international presenters offered to faculty at 50% rate. 	<ul style="list-style-type: none"> Policies ratified and dated. Policies in use and meet the needs of GTB/GTS. Policies accessible to students, faculty, staff, management of GTB & GTS. 	<ul style="list-style-type: none"> Last AGB meeting each year As required Feb each year.

	in the delivery of the GTB courses.	<ul style="list-style-type: none"> ■ Recommendations for relevant inservice opportunities communicated to faculty by GTB and financially sponsored by GTB. ■ Engagement in the organisation of the 2014 Brisbane GANZ Conference. 		
<ul style="list-style-type: none"> ■ Note: Objective 2 also links to the Strategies/Action in Objective 2 of the Strategic Intention 1 of the Teaching and Learning Plan. 				

Strategic Intention 8

To ensure the quality review of GTB education and management processes.

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To develop and execute a plan for benchmarking of GTB operations against other comparable higher education institutions and universities in Australia and overseas. 	<ul style="list-style-type: none"> ■ Identify at least three areas of academic governance and/or educational processes that benchmarking would provide benefit to GTB operations. ■ Identify suitable institutions and key personnel to work with, through CABF or prior relationships. ■ Recommended actions identified for implementation by GTB. 	<ul style="list-style-type: none"> ■ Benchmarking studies terms of reference provided to AGB for ratification ■ Benchmarking projects agreed. ■ Findings published 	<ul style="list-style-type: none"> ■ September 2013 ■ November 2013 ■ June 2014 ■
2	<ul style="list-style-type: none"> ■ Engage in gathering 	<ul style="list-style-type: none"> ■ Use of GTB Feedback tools each semester 	<ul style="list-style-type: none"> ■ Report on student feedback 	<ul style="list-style-type: none"> ■ June & Nov each

	<p>feedback from students, faculty, staff and other stakeholders that will be analysed and lead to GTB engaging in enhancing teaching and learning development processes.</p>	<ul style="list-style-type: none"> ■ Use of Graduate Satisfaction survey ■ Gathering of occasional data and feedback from students on issues register. 	<p>sent to GEP Committee</p> <ul style="list-style-type: none"> ■ Items registered on Issue Register 	<p>year.</p> <ul style="list-style-type: none"> ■ Nov each year ■ Analysed Nov each year.
3	<ul style="list-style-type: none"> ■ To develop the academic leadership of the GTB Academic Governing Body. 	<ul style="list-style-type: none"> ■ Appointment of a Secretary to the AGB to ensure agenda and minutes are set and recorded adequately ■ Reviewing and revising the AGB Terms of Reference; ■ Supporting the AGB to meet the requirements of the Terms of Reference, Schedules to Principal & Agent Agreement etc. 	<ul style="list-style-type: none"> ■ Appointment of suitable person ■ Ratified by AGB In mid year 2013 meeting ■ Minutes of meetings show AGB dealing with their agenda items 	<ul style="list-style-type: none"> ■ March 2013 ■ 6 June 2013 ■ Ongoing
4	<ul style="list-style-type: none"> ■ To develop systems for adequate record keeping and monitoring of operations with appropriate confidentiality and security. 	<ul style="list-style-type: none"> ■ Maintain system for document identification and numbering; ■ Maintain issue register; ■ Develop a spreadsheet that will hold each year's statistics and use for TEQSA reporting purposes. ■ Employ Project Office to review & develop GTB systems. 	<ul style="list-style-type: none"> ■ Documents identified ■ Easy access to GTB data when requested ■ Report from Project Officer 	<ul style="list-style-type: none"> ■ Ongoing ■ For use 2013 TEQSA report. ■ Feb-July 2014

Sustainability: Strategic Intentions

Strategic Intention 9

- To sustain and develop effective marketing and communication strategies

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To implement marketing strategies to ensure adequate enrolment numbers into the Graduate Certificate of Gestalt Therapy and with an adequate number of men; 	<ul style="list-style-type: none"> ■ Continued development of the GTB Facebook page. ■ Development and distribution of a new advertising flyer. ■ Development of the GTB email base. ■ Identification and contact with bodies to distribute advertising flyer. ■ Development of links to men's groups and men's organisations. ■ Development of GTB Website. 	<ul style="list-style-type: none"> ■ Maintain or exceed a minimum of 16 enrolment in Grad Cert in Gestalt Therapy course. ■ Increase the proportion of men enrolled in course. ■ Increase overall number of students enrolled in courses. 	<ul style="list-style-type: none"> ■ Each April ■ Each April ■ Each Feb/April
2	<ul style="list-style-type: none"> ■ To develop the Professional Development program so it meets the needs of graduates and supports the ongoing communication/ visibility needs of GTB; 	<ul style="list-style-type: none"> ■ Audit the professional development needs of graduates and draw up plan of activities to meet these needs. ■ Develop advertising strategy for PD activities. ■ Engagement of Gestalt community in planning and attendance at the 2014 GANZ Conference in Brisbane. 	<ul style="list-style-type: none"> ■ Increased enrolment in GTB's PD activities. ■ Report on advertising presented to AGB 	<ul style="list-style-type: none"> ■ July 2013 ■ July 2014 ■ Ongoing & Sept 2014.

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Strategic Intention 10

- To ensure appropriate resourcing to ongoing administration requirements including Higher Education and FEE-HELP compliance

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To meet higher education compliance in report & application writing. 	<ul style="list-style-type: none"> ■ Employ a contracted Project Officer (report writing, stats collection, etc) ■ Employ a Secretary to the AGB (benchmarking & moderation) 	<ul style="list-style-type: none"> ■ Reports submitted on time. ■ AGB fulfilling tasks as described in the Terms of Reference. 	<ul style="list-style-type: none"> ■ As required over the course of the accreditation period. ■ As per AGB meeting schedule
2	<ul style="list-style-type: none"> ■ To train admin staff in FEE-HELP compliance 	<ul style="list-style-type: none"> ■ Engage Admin Assist & Operations Manager in training re requirements of FEE-HELP data collection. ■ Release Admin Assist & Operations Manager to attend DEEWR based training opportunities. 	<ul style="list-style-type: none"> ■ The tasks of FEE-HELP reporting can be attended to by GTB Admin staff. 	<ul style="list-style-type: none"> ■ Nov 2013
3	<ul style="list-style-type: none"> ■ Secure a financial base in case of emergencies 	<ul style="list-style-type: none"> ■ Increase the amount of money put aside each year in the Contingency Fund. Increase from \$5,000 each year to \$7,000.00/\$9,000.00 each year. 	<ul style="list-style-type: none"> ■ Increase shown in short term deposit 	<ul style="list-style-type: none"> ■ End of each financial year, 2014-2016.

4	<ul style="list-style-type: none"> Engage in ongoing review of GTB's operations in order to develop the GTB courses and administrative functions. 	<ul style="list-style-type: none"> Execute a cycle of review culminating in development and decision making in November of each year. 	<ul style="list-style-type: none"> Changes to courses and GTB administrative operations noted in first report to AGB and GEP Committed in first meeting of each year. 	<ul style="list-style-type: none"> Throughout year and in Nov of eacy year.
	<ul style="list-style-type: none"> Note Strategic Intention 9 Objective 4 links to Intention 7 links to Strategic Intention 9 Objective 3 of the Sustainability Operational Plan 			<ul style="list-style-type: none">

Strategic Intention 11

- To investigate and secure a new education facility to support the work and development of GTB

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> To secure an appropriate location for GTB before March 2014. 	<ul style="list-style-type: none"> Explore the possibility of securing the current venue for additional lease. Explore the accessibility of other venues suitable for the education program in a convenient area. 	<ul style="list-style-type: none"> Owner of 847 Logan Road gives clear expression of his desire. Venues identified & prioritised. Lease signed December 2013. 	<ul style="list-style-type: none"> July 2013 Aug - Nov 2013 Dec 2013

Strategic Intention 12

- Ensure the long term continuance of GTB through the introduction of additional Unitholders to the Gestalt Therapy Brisbane Unit Trust.

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	<ul style="list-style-type: none"> ■ To secure interest for purchase of Unitholdings of GTB. 	<ul style="list-style-type: none"> ■ Director to approach Year Coordinators S Gray & P O'Regan as to interest in purchasing into the Unitholders Trust. 	<ul style="list-style-type: none"> ■ Identified interest and written expression of interest. 	<ul style="list-style-type: none"> ■ May 2013
2	<ul style="list-style-type: none"> ■ To introduce identified future partners to the operations of GTB 	<ul style="list-style-type: none"> ■ Engagement of S Gray & P O'Regan in critiquing the re-registration and reaccreditation application material. ■ Identify organisational interest of S Gray & P O'Regan in the future educational leadership & organisational management of GTB 	<ul style="list-style-type: none"> ■ Critique received from S Gray & P O'Regan that adds to the value of applications. ■ Draft role descriptions in areas of responsibility drawn up. 	<ul style="list-style-type: none"> ■ May-June 13 ■ Aug-Dec 13
3	<ul style="list-style-type: none"> ■ Director G White to sell Unitholdings to interested parties 	<ul style="list-style-type: none"> ■ Obtain a valuation of GTB. ■ Negotiate with interested parties price and Unitholding Share. ■ Set roles and areas of responsibilities. 	<ul style="list-style-type: none"> ■ Contracts Secured ■ Roles & responsibilities identified 	<ul style="list-style-type: none"> ■ Feb 2014 ■ Mar 2014

