

# Gestalt Therapy Brisbane

## Strategic Development Plan

### 2016 to 2020

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## Brief History of Gestalt Therapy Brisbane

Gestalt Therapy Brisbane was established in 2008 by Dr Greer White and Maria Vogt. Its first premises was on Logan Road, Holland Park. Maria Vogt died in August of 2010. In June 2014 Paddy O'Regan and Sharon Gray were appointed as Co-Directors of Gestalt Therapy Brisbane with Dr Greer White.

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 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 2015. At this time a new Strategic Plan (2016-2020) and Operational Plan (2016-2020) was drawn up and ratified by the Directors Gestalt Therapy Brisbane Pty Ltd. An assessment of GTB’s previous Strategic Plan was also made at this time. The GTB Strategic and Operational plan was presented to the AGB at their July 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.

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.

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

### 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 its financial resources 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 respond to and seek to influence 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.

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.

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

GTB will maintain sustainable ownership practice that supports 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 Intentions

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.
2. To develop and deliver curriculum which is contemporary Gestalt theory, congruent with adult education practice and is cognisant of theory and practice in the broader psychotherapy field.
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 maintain and develop the Moodle IT platform in order that it 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's students, faculty, staff and management.
7. To develop the academic skill and scholarship of GTB's faculty and thus enhance GTB's 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 secure ongoing access to an education facility to support the work and development of GTB.
12. To ensure the long term continuance and sustainability of GTB through the owners moving to equal unit holdings of the Gestalt Therapy Brisbane Unit Trust.

## Strategic Objectives

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 support research and foster scholarship and develop the primacy of academic quality and integrity in GTB's teaching and learning environment.

#### 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 support the teach out process of GTS (2016-2017) in order that student learning outcomes remain 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 and learning processes.
2. To ensure Gestalt therapy practice curriculum and 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.
2. To ensure the currency of GTB course information and accessibility for students.

#### 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 and PACFA 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, LBGTI, etc.

## Technology

### Strategic Intention 5

- To further develop the Moodle IT platform that provides effective access to learning resources, interactive processes and organisational need.

## Objectives

1. Resource the Moodle site to meet the education needs for each year;
2. Implement the Turnitin software within the Moodle platform;
3. Develop GTB's e-library and remote data base access for students and faculty.
4. 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's students, faculty, staff and management.

## Objectives

1. To continue to review GTB Policies and Procedures as necessary.
2. To develop, finalise and have approved by AGB the GTB Policies and Procedures for use by GTB for each 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 faculty.

## Objectives

1. To develop and implement a faculty professional development program for each year.
2. To engage faculty in professional discussion, in 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.

## Strategic Intention 8

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

### Objectives

1. Engage in benchmarking of GTB's operations against other comparable higher education institutions and universities in Australia and Gestalt therapy institutes 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 continue to develop systems for adequate record keeping with appropriate confidentiality and security.
5. To review the faculty requirement in the delivery of the GTB programs and to implement a process for recruitment and mentoring.

## 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, FEE-HELP and ACPET compliance.

### Objectives

1. To meet higher education compliance in report & application writing.
2. To train admin staff in FEE-HELP compliance.
3. To meet the data collection information collection of ACPET.
4. Secure a financial base in case of emergencies.
5. 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 December 2018.

### **Strategic Intention 12**

- Ensure the long term continuance of GTB through equal distribution of units by the Directors to the Gestalt Therapy Brisbane Unit Trust.

### **Objectives**

1. To secure the sale and purchase of units in order that the Director hold an equal interest.

## Operational Development Plan

### 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"> <li>■ 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.</li> </ul>	Assessment items & student responses critiqued through the assessment moderation processes to ensure items cultivate critical thinking & open enquiry.	Report from moderation processes (4 reports)	Aug 2013
		Faculty engage students in critical reflection, experiential learning and open discussion around key issues in the teaching learning processes.	Original and creative responses obvious in assessment responses.	Ongoing
		Students are encouraged in the use of the on-line databases.	Evidence in the referencing of assignments.	Ongoing
2	<ul style="list-style-type: none"> <li>■ To promote activity in scholarship and research within faculty that informs the teaching and learning processes of GTB.</li> </ul>	Purchase and distribution amongst faculty of current texts, journals & papers and in particular those that draw on research.	Identification of items distributed.	Ongoing 2013-2016
		Scheduled discussions amongst & beyond faculty in selected areas.	Schedule of discussion and topics.	Ongoing 2013-2016

	Invite faculty to engage in a doctoral program with a \$2,000 per semester scholarship incentive.	Evidence of invitation & enrolment of faculty in doctoral program.	Ongoing 2013-2016
	Sponsoring faculty to attend, present and publish relevant Conferences especially 2014 GANZ Conference.	2014 GANZ Conference programme identifies papers presented by GTB faculty.	Sept 2014
	Cultivate opportunities for GTB faculty to engage in research activity. E.g. links with UQ Master of Counselling program.	Report that identify links between GTB & UQ.	Ongoing 2013-2016
	Ensure teaching & learning processes include reference to current research and evidence based practice	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.	Ongoing 2013-2016
	Engaging in demonstrations of scholarship in teaching and learning on an individual level:	Faculty provide detail of their engagement in scholarship in November of each year. These could include: <ul style="list-style-type: none"> <li>➤ Reading professional journals and new publications with a critical eye, in order to incorporate useful contemporary material into</li> </ul>	Nov 2013-2016

			<p>teaching plans and learning outcomes for units taught;</p> <ul style="list-style-type: none"> <li>➤ Attending in-service training events;</li> <li>➤ Reviewing issues emerging through SCAPE (Society for Counselling and Psychotherapy Educators) membership;</li> <li>➤ Meeting Professional Body (GANZ/PACFA) requirements for professional development and clinical supervision hours.</li> <li>➤ Delivering Public Workshops, publishing articles or book reviews in relevant peer reviewed or general journals, etc.</li> <li>➤ Maintaining a private practice incorporating Gestalt methodology along with any particular approach they are qualified to provide;</li> <li>➤ Enrolling in a Higher Education course.</li> </ul>	
<p>Note Objective 2 also links to the Strategies/Action in Objective 2 Strategic Intention ?? of the Management and Human Resources Operational Plan</p>				

3	<p>■ To ensure academic integrity and ethical practice in the delivery of GTB's courses.</p>	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.	Student proficiency in APA referencing system	At beginning of each academic year & ongoing 2013-2016.
		Each student to have access to Policy No 14: Cheating & Plagiarism Policy and an Assignment Writing Guide.	Publication of Policy and Procedures in Student Handbook and Website.	Ongoing 2013-current
		Inspect student assessment to detect cheating and plagiarism;	Year coordinator reports on assessment writing	Ongoing 2013-current
		Address academic misconduct as per GTB policies: Policy No 14 Cheating & Plagiarism & Policy No. 12 Staff Employment and Development Policy.	Reports to AGB demonstrate active implementation of policies	Ongoing 2013-current
		Promotion and practice of GANZ Code of Ethics.	No dual relationships between faculty and students.	Ongoing 2013-current
		Staff inservice includes review of policies and practical strategies, examples of detecting plagiarism and discussion around ethical behaviours as a faculty member.	Staff inservice program and plan	Ongoing 2013-current
4	<p>■ To manage and quality assure all aspects of GTB's third party arrangement with GTS to ensure student</p>	<p>Implementation of new and revised Principal and Agent Agreement.</p> <p>Implementation of Schedules for the Principal and Agent Agreement.</p>	Draft document ratified & signed by Directors	October 2013

	learning outcomes equivalent to those delivered at GTB.	Inservice for GTS staff ensures understanding of GTB program including developmental changes	Minutes of AGB affirms GTS Reporting to AGB as per schedules & Director of GTB	Each AGB meeting
		Staff professional development incorporates exposure to cross-campus tuition.	Reporting of inservice to AGB	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	■ To utilise the methodology of Gestalt therapy practice, principles of contemporary adult education and constructivist learning practices in the teaching learning processes.	Staff inservice day that focuses on the value of the Gestalt therapy methodology in the teaching and learning processes.	Report of inservice, learning and discussion to AGB.	Mid-year 2014
		International presenters invited to deliver material to students and faculty.	Delivery of workshops by invited international presenters.	July 2013 & 2015
		Staff inservice day focusing on the principles of adult education and constructivist learning and their implementation in the delivery of the GTB courses.	Report of inservice, learning and discussion to AGB.	Sept 2014
2	■ To ensure Gestalt therapy practice curriculum & reading material remains current.	Update each year student reading lists with current texts. Continued development of GTB library.	Each Information Pack for students has yearly changes.	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	■ To update student information to reflect changes in GTB documentation through the developments occurring within TEQSA registration and accreditation processes.	Translate changes of information generated by re-registration and accreditation application to material for student.	New editions of documents generated. E.g. ➤ Student Handbook ➤ Year Information Packs	Oct 2013
		Rewriting of Student Agreement to include: Obligations of GTB to students; and, Rights and obligations of the student.	New editions of documents generated. ➤ Student Agreement	Oct 2013
		Updating of all GTB documents on website.	Updated Website ready for admissions and continuing students 2014	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	■ To work within and model the highest ethical standards at all times, based on the GANZ professional ethical standards.	Inservice to faculty & ethics included in all aspects of GTB courses.  Active response to breaches within the faculty and student body.	Faculty inservice report to AGB. Reports on breaches to AGB.  Reports to AGB demonstrate active implementation of policies	Ongoing 2013-2016

		Utilising Policies: Policy No 3: Grievance Policy & Procedures; Staff one???		
2	<p>■ To promote social inclusion and diversity through practices and behaviour in relation to selection of staff and students and their treatment at GTB.</p>	Selection of staff on the basis of merit for positions and complementary and diverse knowledge and skills.	GTB report to AGB on faculty placements.	Beginning of academic year
		Utilising Policy No. ?? Staff and staff AQF+1 qualifications	Reports to AGB demonstrate active implementation of policies	Ongoing 2013-2016
		Use of visiting faculty to augment faculty experience and skills.	Visiting faculty program.	July 2013 & 2015
		Evaluate GTB feedback tools to ensure GTB is practicing social inclusion and just practices.	Report to GEP on evaluation of GTB feedback tools around inclusion and diversity.	June 2014
3	<p>■ 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.</p>	Inclusion of specific experiences within delivery of courses to support issues that arise for specific populations.	Year Coordinator report to GEP.	Ongoing 2013-2016
		Develop GTB course to support student learning on working with and for people who identify as Aboriginal and Torres Straight Islanders.	Curriculum development report to GEP Committee.	For 2014 academic year

**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"> <li>■ To investigate IT platforms suitable for use of students and faculty e.g. Moodle.</li> </ul>	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.	Website pages used by faculty & staff <a href="http://www.gestaltinstitute.com.au/student-information.htm">http://www.gestaltinstitute.com.au/student-information.htm</a>	Achieved Feb 2013
		Investigate & develop secure site for student access, discussion, etc.	Functioning secure website available for faculty & student use.	Feb 2015
		Explore the Moodle system.	Judgment made re suitability of Moodle.	Nov 2014
2	<ul style="list-style-type: none"> <li>■ Resource the faculty/student webpages to meet the education needs for each year;</li> </ul>	Supplement student educational material by displaying relevant readings, website links and resources on the Student Information Website pages. <a href="http://www.gestaltinstitute.com.au/student-information.htm">http://www.gestaltinstitute.com.au/student-information.htm</a>	Feedback from students as to the use of the Student Information Website pages.	Beginning of year & throughout year.
		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.	Feedback from students as to use. Feedback from Admin Worker as to frequency of requests for material that is available on the Student Information Website pages.	At the beginning of each academic year.
3		Purchase e-books and provide for student access;	Evidence that 20% of all library resource purchases are in e-books.	Each year from 2013

	<ul style="list-style-type: none"> <li>■ Develop GTB's e-library and remote data base access for students and faculty.</li> </ul>	Explore subscribing to additional and relevant e-journals and provide for student access;	Catalogue of e-books and e-journals available to students on the GTB library webpage.	By Oct 2013
		Budget for the purchase of an additional remote database and explore best choice for students. Subscribe to this database.	Students have access to 3 databases.	July 2014
4	<ul style="list-style-type: none"> <li>■ Investigate and develop IT systems that enable faculty and students engagement and communication with other educational institutes.</li> </ul>	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.	Links available on the Student Information Website pages.	2014 processes begin
5	<ul style="list-style-type: none"> <li>■ Develop GTB's electronic communication processes to meet the marketing and information disseminating needs of the institute.</li> </ul>	Develop the GTB Website so that it is more interactive.	Changes to the present website that involve a more dynamic interface between user and GTB.	2015
		Develop the GTB email lists so that GTB can advertise to a wider audience.	Greater participation by people in GTB workshops and increased enrolment in Year 1 program.	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"> <li>■ To review GTB Policies and Procedures for submission with the re-registration and reaccreditation applications.</li> </ul>	Review all policies for relevance and compliance with legislations and regulatory requirements.  Development of the following policies: <ul style="list-style-type: none"> <li>➤ Special consideration policy;</li> <li>➤ Risk Management Policy, Risk Framework &amp; Risk Register.</li> <li>➤ Workplace Health and Safety Policy (update to reflect current legislation);</li> </ul> Standardisation of the presentation of all GTB policies.	Submission of developed and standardised policies with re-registration and reaccreditation application	Jun/Jul 2013
2	<ul style="list-style-type: none"> <li>■ To develop, finalise and have approved by AGB the GTB Policies and Procedures for use by GTB/GTS in the upcoming year;</li> </ul>	Development of policies and procedures for each year finalised before the last scheduled meeting of the AGB.	Policies ratified and dated.	Last AGB meeting each year
		Policies ratified by AGB for use in the upcoming year	Policies in use and meet the needs of GTB/GTS	As required
		Policies published on GTB/GTs website, Student Handbook and Policy and Procedure Manual.	Policies accessible to students, faculty, staff, management of GTB & GTS.	Feb each year.

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

- 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"> <li>To develop and implement a faculty professional development program.</li> </ul>	Identify staff academic skill and scholarship development needs through consultation such as discussion at staff meeting and through questionnaire.	Needs identified and listed.	Jun/Jul 2013
		Drawing up of a faculty professional development program.	3 Year GTB/GTS Program submitted to AGB for ratification.	Oct 2013
		Allocation of Professional Development Budget 2014-2016.	Budget set aside in 2014-2016 and employed for professional development use.	AGB 1 <sup>st</sup> meeting & mid-year meeting
2	<ul style="list-style-type: none"> <li>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</li> </ul>	Distribution of articles/texts/journals that have relevance to the delivery of the GTB courses.	Policies ratified and dated. Policies in use and meet the needs of GTB/GTS. Policies accessible to students, faculty, staff, management of GTB & GTS.	As required

	learning approaches in the delivery of the GTB courses.	Scheduled discussion of relevant topics at GEP committee and staff meetings.		Last AGB meeting each year
		Professional development days organised by GTB and delivered by national and international presenters offered to faculty at 50% rate.		Feb each year
		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.		
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	■ To develop and execute a plan for benchmarking of GTB operations against other comparable higher education institutions and universities in Australia and overseas.	Identify at least three areas of academic governance and/or educational processes that benchmarking would provide benefit to GTB operations.	Benchmarking studies terms of reference provided to AGB for ratification	September 2013
		Identify suitable institutions and key personnel to work with, through CABF or prior relationships.	Benchmarking projects agreed.	November 2013

		Recommended actions identified for implementation by GTB.	Findings published	June 2014
2	<ul style="list-style-type: none"> <li>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.</li> </ul>	Use of GTB Feedback tools each semester	Report on student feedback sent to GEP Committee	June & Nov each year.
		Use of Graduate Satisfaction survey	Report on student feedback sent to GEP Committee	Nov each year
		Gathering of occasional data and feedback from students on issues register.	Items registered on Issue Register	Analysed Nov each year.
3	<ul style="list-style-type: none"> <li>To develop the academic leadership of the GTB Academic Governing Body.</li> </ul>	Appointment of a Secretary to the AGB to ensure agenda and minutes are set and recorded adequately	Appointment of suitable person	March 2013
		Reviewing and revising the AGB Terms of Reference;	Ratified by AGB In mid-year 2013 meeting	6 June 2013
		Supporting the AGB to meet the requirements of the Terms of Reference, Schedules to Principal & Agent Agreement etc.	Minutes of meetings show AGB dealing with their agenda items	Ongoing
4	<ul style="list-style-type: none"> <li>To develop systems for adequate record keeping and monitoring of operations with appropriate confidentiality and security.</li> </ul>	Maintain system for document identification and numbering;	Documents identified	Ongoing
		Maintain issue register;	Documents identified	Ongoing
		Develop a spreadsheet that will hold each year's statistics and use for TEQSA reporting purposes	Easy access to GTB data when requested	For use 2013 TEQSA report.

		Employ Project Office to review & develop GTB systems.	Report from Project Officer	Feb-July 2014
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## Sustainability: Strategic Intentions

### Strategic Intention 9

- To sustain and develop effective marketing and communication strategies

No	Objectives	Strategies/Action	Performance Indicators	Timelines
1	■ To implement marketing strategies to ensure adequate enrolment numbers into the Graduate Certificate of Gestalt Therapy and with an adequate number of men;	Continued development of the GTB Facebook page. Development and distribution of a new advertising flyer. Development of the GTB email base. Development of GTB Website.	Maintain or exceed a minimum of 16 enrolment in Grad Cert in Gestalt Therapy course.	Each April
		Identification and contact with bodies to distribute advertising flyer.	Increase overall number of students enrolled in courses.	Each April
		Development of links to men's groups and men's organisations.	Increase the proportion of men enrolled in course.	Each Feb/April
2	■ To develop the Professional Development program so it meets the needs of graduates	Audit the professional development needs of graduates and draw up plan of activities to meet these needs.	Increased enrolment in GTB's PD activities.	July 2013

	and supports the ongoing communication/ visibility needs of GTB;	Develop advertising strategy for PD activities.	Report on advertising presented to AGB	July 2014
		Engagement of Gestalt community in planning and attendance at the 2014 GANZ Conference in Brisbane.		Ongoing & Sept 2014.

### 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	■ To meet higher education compliance in report & application writing.	Employ a contracted Project Officer (report writing, stats collection, etc)	Reports submitted on time.	As required over the course of the accreditation period.
		Employ a Secretary to the AGB (benchmarking & moderation)	AGB fulfilling tasks as described in the Terms of Reference.	As per AGB meeting schedule
2	■ To train admin staff in FEE-HELP compliance	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.	The tasks of FEE-HELP reporting can be attended to by GTB Admin staff.	Nov 2013
3	■ Secure a financial base in case of emergencies	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.	Increase shown in short term deposit	End of each financial year, 2014-2016.

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

### 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"> <li>To secure an appropriate location for GTB before March 2014.</li> </ul>	<p>Explore the possibility of securing the current venue for additional lease.</p> <p>Explore the accessibility of other venues suitable for the education program in a convenient area.</p>	<p>Owner of 847 Logan Road gives clear expression of his desire.</p> <p>Venues identified &amp; prioritised.</p> <p>Lease signed December 2013.</p>	<p>July 2013</p> <p>Aug - Nov 2013</p> <p>Dec 2013</p>

### 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"> <li>To secure interest for purchase of Unit holdings of GTB.</li> </ul>	Director to approach Year Coordinators S Gray & P O'Regan as to interest in purchasing into the Unitholders Trust.	Identified interest and written expression of interest.	May 2013

2	■ To introduce identified future partners to the operations of GTB	Engagement of S Gray & P O'Regan in critiquing the re-registration and reaccreditation application material.	Critique received from S Gray & P O'Regan that adds to the value of applications.	May-June 13
		Identify organisational interest of S Gray & P O'Regan in the future educational leadership & organisational management of GTB	Draft role descriptions in areas of responsibility drawn up.	Aug-Dec 13
3	■ Director G White to sell Unit holdings to interested parties	Obtain a valuation of GTB.	Contracts Secured	Feb 2014
		Negotiate with interested parties price and Unitholding Share.  Set roles and areas of responsibilities.	Roles & responsibilities identified	Mar 2014

