

National Child Safety Training Community of Practice Facilitation Guide



National Child Safety Training Community of Practice

- Prevention
- Protection
- Wellbeing
- Safeguarding
- Harm Reduction

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The National Child Safety Training

The National Child Safety Training aims to enhance safety for children and strengthen child-safe culture across the education and care sector by introducing shared language, responsibilities, and understanding. The training was developed in partnership between the Australian Centre for Child Protection (ACCP) and the Queensland Government on behalf of Australian governments.

There are two mandatory eLearning courses in the first level **Foundations of Child Safety**:

- **Course 1:** Understanding Child Safety
- **Course 2:** Understanding and Identifying Child Abuse and Neglect

To complement the mandatory eLearning courses, a suite of non-mandatory *Community of Practice* resources have been developed to extend the learning even further and support application of knowledge in education and care settings. While participation in the Community of Practice is a voluntary component of the National Child Safety Training, it offers structured opportunities for discussion, reflection, and shared learning over time, helping staff build confidence and consistency in practice.

Child safety is everyone's responsibility in places where children learn and grow. Harm can affect a child's wellbeing, learning, and development throughout childhood, and its impacts can continue into adulthood. When child safety practices are not in place, children are more at risk of harm. By completing the mandatory eLearning courses alongside some of these non-mandatory Community of Practice activities, you will strengthen your understanding of your role in protecting children, responding to concerns, and supporting a child safe environment in your service.



About this Facilitator's practice guide

This Facilitator's practice guide supports staff, educators, leaders, and facilitators to establish and run a Community of Practice to accompany the National Child Safety Training.

A Community of Practice provides structured opportunities for staff to reflect on the learning from the mandatory eLearning courses and apply it in everyday education and care practice. Through regular discussion and shared reflection, teams can strengthen confidence, develop shared language, and support consistent approaches to child safety.

This guide provides practical information to help facilitators plan and run a Community of Practice in a range of service settings. It can be used by anyone coordinating or supporting group reflection sessions, including service leaders, coordinators, supervisors, or educators.

The guide includes:

- An overview of the Community of Practice approach and its role in supporting child-safe culture.
- Guidance on establishing and organising a Community of Practice.
- Practical advice for facilitating reflective discussions.
- Suggested session structures and facilitation strategies.
- Guidance on maintaining psychological safety and respectful participation.
- Information on professional responsibilities, including confidentiality and responding to child safety concerns.
- Advice on adapting the Community of Practice to different contexts, group sizes and timeframes.
- Tools to help facilitators review and strengthen the Community of Practice over time.

This guide is designed to be used alongside the Community of Practice activity materials, which provide topic-based discussion prompts, scenarios, and activities aligned with the mandatory National Child Safety Training courses. Facilitators do not need specialist training to use these materials. The role of the facilitator is to guide discussion, support reflective thinking, and help participants consider how the learning applies to their own roles and service context.

What is a Community of Practice?

A Community of Practice is “a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly”.¹

In education and care settings, this means staff are meeting regularly to:

- Reflect on real situations (note identifying details about children, families, or colleagues should never be shared)
- Strengthen child-safe practice
- Clarify roles and responsibilities
- Build confidence to notice and respond to concerns
- Strengthen a culture of shared responsibility for child safety

A Community of Practice is not another training session. It is structured time to apply learning and strengthen practice together.

Through regular discussion, teams develop shared language and expectations. This reduces uncertainty and supports consistent responses when concerns arise.



A Community of Practice does not create change in one session. Change occurs gradually, through repeated reflection, shared learning and practical application over time.

¹ Wenger-Trayner, É., Wenger-Trayner, B., Reid, P., and Bruderlein, C. (2023). *Communities of Practice Within and Across Organizations: A Guidebook*. Wenger-Trayner. <https://www.wenger-trayner.com/wp-content/uploads/2024/03/24-02-21-CoP-guidebook-second-edition-final-2.pdf>, p. 11.

What are the benefits of a Community of Practice?

A Community of Practice approach will help translate the learning gained from completing the National Child Safety Training mandatory eLearning courses into consistent, everyday practice. This change occurs over time, through the regular discussion and reflection that occurs within a Community of Practice.

Over time, a Community of Practice can support change at three levels.

Staff

- Increased confidence to notice concerns early and respond calmly and appropriately.
- Greater clarity about child-safe culture expectations and professional responsibilities.
- Stronger practice in documenting concerns and seeking guidance or support without delay.
- Increased confidence in speaking up and asking questions when something feels unclear.

Services and teams

- More consistent, shared approaches to child protection and safeguarding responsibilities.
- Stronger alignment between training, policies, and what happens in day-to-day practice.
- Improved communication, collaboration, and teamwork when responding to concerns.
- A workplace culture that supports early action, reflection, and shared responsibility.

Children and families

- Increased child safety and wellbeing through earlier noticing and prevention of harm.
- More consistent and respectful engagement with families when concerns arise.
- Safer service environments where children feel listened to, supported, and protected.

Using the Community of Practice materials

The Community of Practice resources are designed to be practical and adaptable across different service types, group sizes, and contexts.

The activities are organised to align with the topics in each of the eLearning courses. Each topic includes up to three suggested activities. There is no expectation that all activities will be completed or be completed in one session or within a single timeframe. They do not need to be completed in any order.

The resources include facilitation guidance, suggested session structures, group expectations, and a range of activities aligned to each course topic. The activities provide prompts and scenarios to support discussion and practical application.

You do not need prior experience in facilitation or additional training to begin. Your role is to guide discussion, maintain a safe and respectful environment, and support participants to apply learning in ways that strengthen child-safe practice.

Facilitators may:

- Decide to run sessions for only some topics depending on need
- Select one activity per session
- Combine elements from different activities
- Adapt prompts to suit their group
- Simplify or adjust materials to fit available time
- Develop additional scenarios relevant to their service





Each activity provides prompts to support discussion and reflection. They are not scripts and do not need to be followed word for word. Facilitators may adapt language, examples, and timing to suit their setting.

When adapting activities, maintain alignment with the course content the topic relates to and keep discussion grounded in child-safe practice.




Facilitators are best placed to determine what is most appropriate and meaningful for their group.



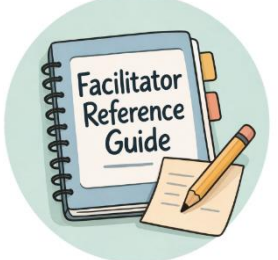
Glossary of Symbols

The following symbols are used throughout the materials to support navigation and facilitation.

Symbol	Meaning
	Independent work
	Pair work
	Small group work
	Whole group discussion

Symbol	Meaning
	Facilitator tip(s)
	Facilitator reminder
	Activity preparation
	Worksheet

Symbol	Meaning
	Individual reflection
	Activity plan
	Online adaptation (MS Teams or Zoom)

Symbol	Meaning
	Extended activity
	Take note
	Facilitator reference guide

Adapting Communities of Practice to Your Context

A Community of Practice can occur in different formats depending on service type, location, working arrangements, and the time available. They may involve groups of staff or individual educators connecting with peers, mentors, or leaders.

Community of Practice may occur through:

- team or staff meetings
- leadership or coordination meetings
- supervision or mentoring conversations
- informal reflective discussions
- networks of educators across services
- online or virtual meetings.

This may include educators within a single service, family day care educators connecting with peers or coordinators, or professionals meeting across organisations or communities.

Where meeting at the same time is difficult, discussion can occur over time using shared documents, online platforms, or message threads. A facilitator can post a prompt and invite responses across several days before summarising key reflections.

Sessions may run for as long as the group agrees, often between 20 and 90 minutes. Short, regular discussions are usually more effective than infrequent longer meetings.

While a Community of Practice is designed as group learning spaces, the activities can be adapted where needed, such as for:

- one-on-one supervision conversations
- leadership reflection sessions
- team meetings with limited time
- individual reflective practice.

When adapting activities:

- maintain the focus on practice application
- use structured reflection prompts
- keep discussion grounded in child safety principles

- identify one clear takeaway or action

Where possible, group discussion remains the preferred approach, as shared reflection strengthens consistency, learning, and collective responsibility for child safety across services.

Establishing a Community of Practice

Facilitating a Community of Practice is about guiding reflective discussion and supporting participants to apply child safety learning in everyday practice. It is not about delivering training.

The National Child Safety Training mandatory eLearning courses provide the core information. The purpose of the Community of Practice is to help participants revisit that learning, talk about how it applies in real situations, and build shared understanding across the team.

You are not expected to teach content or be the expert in the room. Your role is to create a structured and respectful space for thoughtful discussion and practical application.

As a facilitator, you will:

- clearly explain the purpose of each session
- introduce the activity
- guide discussion so it stays relevant
- use structured prompts to guide reflection
- support respectful participation
- invite quieter voices and manage dominant contributions
- monitor group energy and adjust as needed
- summarise key themes and identify takeaways.

You do not need to answer every question. When uncertainty arises, it is appropriate to acknowledge it and suggest checking back with the eLearning content, organisational procedures or seeking advice after the session.



A successful session feels safe, practical and focused. Participants should leave with clearer understanding and increased confidence.

Starting a Community of Practice is relatively simple, though some early planning can help sessions run smoothly, increase participants' comfort and sense of safety, ensure genuine participation, and maintain momentum once the Community of Practice begins.

A Community of Practice develops over time. Its depth and effectiveness is influenced by group composition, meeting frequency, organisational context, and whether the group is open or closed.

There is no single right way to facilitate. What matters is maintaining a clear purpose, consistent structure, and psychological safety.

Open and closed groups

Communities of Practice may be:

Closed groups

- The same participants meet over a set period. Trust between participants often deepens as they get to know each other more in this space. The group can return to previous discussions and track progress.

Open groups

- Participants may change between sessions. Clear structure and framing are especially important in this format. Activities should stand alone, and group expectations may need to be revisited regularly. This approach supports broader participation and suits part time staffing or cross-service groups.

Neither model is better than the other. Choose the structure that fits your context and adapt your approach accordingly.



Trust develops through consistent facilitation, respectful listening, and follow-through. Early sessions may feel cautious or practical. Over time, conversations often deepen as safety and familiarity increase.

Deciding who to invite

There is no single correct group structure for a Community of Practice. Services may organise groups in ways that suit staffing, size, and working relationships.

A Community of Practice may include:

- staff within one room or team

- a whole service
- leaders or supervisors
- staff from different services working in the same community
- staff connected through education and care networks, such as peer support groups, professional associations, or local networks.

All these approaches are appropriate. The key requirement is that participants share a connection to practice and can reflect together on child safety responsibilities.

Inviting participants

How participants are invited will vary depending on your setting, whether the Community of Practice is open or closed, who is coordinating the group, and practical considerations such as staffing, shifts, and availability.

When inviting participants:

- confirm that participation is voluntary
- explain the purpose clearly
- emphasise the session is reflective, not an assessment
- reassure staff no preparation is required
- encourage regular attendance where possible.

Participation should feel safe and voluntary. Some participants may choose to listen before contributing.

Setting the timeframe

A Community of Practice works best when there is a defined timeframe rather than an open-ended arrangement. Clear timeframes support commitment, planning, and sustained engagement.

There is no single “right” duration. The length will depend on:

- group stability
- workload and availability
- organisational support
- the depth of change being sought.

Common models include:

- Ad hoc: Useful when Communities of Practice resources and activities are incorporated into existing groups or learning structures, such as staff meetings, peer discussions, team learning sessions etc.
- Short-term model: 3 months - Useful for introducing shared language and building confidence.
- Standard model: 6 months - Supports deeper reflection and practice change.
- Extended model: 12 months with review points - Allows stronger consolidation, with review points built in.

It is recommended to set a review date at the beginning. For example:

"We will meet fortnightly for six months and review progress at the end of that period."

Review points help maintain focus and ensure the Community of Practice remains purposeful.

Facilitating a Community of Practice session

Community of Practice sessions work best when they follow a predictable structure. Consistency helps participants feel comfortable contributing and allows discussions to deepen over time. Structured and time-bound discussions help focus discussions on applying child safety learning in everyday practice.

Before each session, review the selected activity and prepare any materials required. A small amount of preparation supports confident facilitation.

Session length

- Standard session: 40-60 minutes
- Short format: 20 minutes
- Extended format: 75-90 minutes
- Sessions work best when they occur regularly (e.g., fortnightly, monthly).

Consistency supports momentum and shared learning.

Standard 60-minutes session structure

Although each activity has a more nuanced Activity Plan, a standard session includes four parts.

Welcome and reconnection (5-10 minutes)

Begin by briefly reconnecting the group – or establishing the group. This may include a short recap of the previous discussion or inviting participants to share any reflections since the last session or from their completion of the mandatory eLearning courses. Outline the focus of the current session so participants know what to expect.

Activity and discussion (25-30 minutes)

Introduce the selected activity, scenario, or prompt and allow participants time to think before responding.

Guide discussion using open questions and prompts. Encourage participants to link their ideas to real situations (ensuring names, locations, or details that could identify a person are not included) in their service rather than hypothetical scenarios.

Practice application (10-15 minutes)

Invite the group to identify what the discussion means for practice.

This may include:

- something they would do differently
- something to pay more attention to
- a shared approach the team wants to try.

Keep this practical and achievable.

Close and takeaway (5-10 minutes)

Summarise key themes discussed and confirm one clear takeaway or intention for participants. Ending with a takeaway helps maintain momentum between sessions.

Managing and guiding discussion

Discussion is central to a Community of Practice. The facilitator supports conversation while maintaining focus and psychological safety.

At times participants may:

- move into storytelling without reflection
- seek the “right answer”
- become overly detailed
- disagree strongly
- hesitate to contribute.

The role of the facilitator is to remain open and respectful while keeping the session focused and purposeful.

Helpful strategies include:

- 1. Use reflective listening.** Reflective listening involves paraphrasing what someone has said and repeating it back in your own words. This shows you are listening and helps slow the conversation down, especially if emotions are rising.

For example: Instead of saying, *“That’s just the facts”* try: *“It sounds like you are unsure about different types of child abuse and neglect. Let’s unpack it together”*.

- 2. Inquire and validate.** Let participants know their thinking is welcome, even if their understanding is slightly off track. You can acknowledge the question while gently guiding the discussion back to the learning focus.

For example: *"That's a good question, and it's something many people wonder about. Let's bring it back to how this shows up in practice"*.

3. Be patient with silence. Silence is not a problem. It often means people are thinking.

Give the group time to process before stepping in. Pay attention to body language and energy levels and allow quieter participants space to contribute without rushing to fill the silence.

4. Use positive, neutral language. Respond in ways that keep the space open and respectful, regardless of the comment. Simple responses can help maintain safety and momentum, such as:

- *"Thanks for sharing that"*
- *"That's an interesting perspective"*
- *"I'm glad you raised that"*

5. Bring the conversation back to practice. If a discussion becomes theoretical, personal, or overly detailed, gently redirect it to everyday practice. This helps keep the session relevant and grounded.

For example:

- *"How might this show up in our service?"*
- *"What does this look like in day-to-day practice?"*
- *"How does this relate to strengthening child safety and reducing harm?"*



Redirecting conversations is not about shutting people down. It is about protecting the learning space, managing time, and helping the group stay focused on shared goals.

Maintaining momentum

Momentum is built through consistency rather than volume. It strengthens when participants:

- feel safe to speak
- see their ideas acknowledged
- try small changes between sessions

- reflect on what worked and what did not.

Simple continuity strategies include:

- revisiting previous reflections at the start of sessions
- asking what participants have tried since meeting last
- noticing and naming small progress
- ending sessions with one clear intention.

Momentum develops gradually through rhythm, trust, and shared purpose.

Professional responsibilities

A Community of Practice supports learning and shared understanding. It does not replace legal responsibilities, organisational procedures, supervision requirements, or reporting obligations.

Confidentiality

Discussions should focus on practice rather than specific cases. Participants should not be sharing identifying details about children, families, or colleagues. If an example is helpful, it can be discussed in a general way (for example, describing the situation without names, locations, or details that could identify a person).

At times, a participant may begin to describe a real situation in detail. The facilitator can gently redirect the conversation by summarising the learning point and moving to a general discussion. For example:

"Let's pause there and talk more broadly about how we would respond in that type of situation."

Where 'real/ current' child safety concerns arise

If information arises suggesting a child may be at risk of harm, normal safeguarding and reporting procedures apply. A Community of Practice is not confidential where safety concerns are identified. The facilitator should stop the discussion and follow their service's reporting process.

A Community of Practice is intended to support reflective discussions, not decision-making. Concerns about a child should be addressed in accordance with the National Law, through supervision, consultation, and organisational procedures, not within a Community of Practice.

Participant welfare

While the aim is to keep discussions safe, professional, and focused on improving practice, some discussions may feel confronting or raise personal reactions for attendees. Participants should be encouraged to seek support through supervision, or appropriate supports outside the session if needed, such as via an Employee Assistance Program, or one of the support services listed in the eLearning training in the *Welcome*. You may also choose to do a

wellness check-in and/ or check-out to support management of more challenging topics.

Wellness check-in

At the beginning of particularly challenging topics (e.g. those directly discussing child abuse and neglect), you may also choose to do a wellness check-in. asking attendees to consider how the content may be affecting them, how they are arriving to the session, and what they might need to feel supported during the discussion. For example:

- Simple 1–5 Check-In

“Before we get started, let’s do a quick check-in. On a scale of 1 to 5. Where 1 is ‘really struggling today’ and 5 is ‘feeling great’. Where are you at right now? You can choose if you want to share the number or just reflect on the number yourself.”

- One Word Check-In

“Let’s go around and share one word that describes how you’re arriving today. It could be anything, tired, curious, distracted, calm... whatever fits.”

Wellness check-out

At the end of a session, you may also choose to do a check-out, inviting attendees to reflect on how the content has affected them, how they are leaving, and what they may need to feel supported after the session. For example:

“As we come to the end of this session, take a moment to notice how you’re feeling. If you’d like to share, you might offer one word or a short phrase about how you’re leaving today, or one thing you’re taking with you. You’re also welcome to pass. If anything from today’s discussion has stayed with you, please take time to check in with yourself and access support if needed.”

Creating a safe and respectful learning environment

Community of Practice discussions may involve complex or sensitive topics related to child abuse and neglect. Participants may experience uncertainty, discomfort, or strong emotional responses. The facilitator's role is to support a psychologically safe learning environment.



The facilitator is not expected to provide counselling or manage personal disclosures.

At the beginning of sessions:

- acknowledge that content may be challenging
- remind participants that sharing is voluntary
- encourage participants to step out if needed
- keep discussion grounded in professional practice
- ensure information about support services (e.g., EAP and external services – included in the Welcome page of the eLearning courses).

Facilitators may wish to use a brief statement such as:

“This session covers sensitive material. Please take care of yourself and step out if needed. Sharing is voluntary. If you feel unsettled, consider reaching out to a support service or someone you trust.”

Establishing group expectations

Clear and shared expectations help create the conditions for respectful and constructive discussion. Taking time to agree on how the group will work together strengthens trust and shared responsibility.

Closed groups

In groups where the same participants meet regularly, agree on expectations during the first session. Record them and keep them visible. Briefly revisit them at the beginning of future sessions.



Record agreed expectations and make them visible for future sessions. In ongoing groups, provide a brief reminder at the start of each session.

Open groups

In groups where participants may change, restate expectations at the start of each session so everyone understands how the discussion will run.

Examples of group expectations may include:

1. Be present and minimise distractions. Put phones and devices away during discussions.
2. Take turns so everyone is heard. Speak one at a time so everyone is heard.
3. Listen respectfully. Let others finish before you respond.
4. Speak respectfully, even when you disagree. Use kind language.
5. Share only what you feel comfortable sharing.

Cultural safety and community context

A Community of Practice operates within diverse cultural and community contexts. Participants may hold different beliefs and experiences relating to child-rearing, discipline, communication, authority, and family relationships.

Facilitators should encourage respectful listening and professional curiosity. Avoid positioning any single perspective as universally "right". Discussions should remain grounded in child safety standards while acknowledging cultural context.

Where appropriate, invite participants to reflect on how course content connects to their own values, communities, and cultural practices.

Involving community members

Where culturally appropriate and in line with organisational requirements (including relevant screening and safety checks), services may choose to invite community members or cultural advisors to contribute to Community of Practice sessions.

This may include, but is not limited to:

- Aboriginal and Torres Strait Islander community members
- Cultural leaders or Elders
- Multicultural liaison workers
- Community representatives with relevant expertise.

Community contributors may:

- provide cultural context and insight
- support discussion of culturally safe practice
- co-facilitate selected activities
- share local knowledge relevant to child safety.

Their involvement should be planned respectfully, with clarity about purpose and boundaries.

Community of Practice check-in

Once your Community of Practice is underway (for example, after two or three sessions), it is helpful to periodically pause and reflect on how it is functioning.

Two simple check-in tools are provided to support this reflection:

- Facilitator reflection (Fitness Check) - A structured self-reflection tool to consider what is working well and what may need adjusting.
- Participant Pulse Check - A short, occasional check-in to understand how members are experiencing the sessions. This may be completed anonymously.

These tools are designed to support reflection and continuous improvement. They are not evaluation measures. If adjustments are needed, name them openly and adapt with the group.

Community of Practice "Fitness Check"²

Date: _____

Review the questions below and mark the ones with an x that you answer 'yes' to.

Purpose	<input type="checkbox"/> Are the selected topics of interest and useful to all participants? <input type="checkbox"/> Do the topics connect clearly to everyday practice? <input type="checkbox"/> Can all members apply this topic to their own role or practice?
Participation	<input type="checkbox"/> Is there enough experience in the room to support learning? <input type="checkbox"/> Is there a helpful mix of roles, perspectives, and backgrounds? <input type="checkbox"/> Can new members join, and do they know how to join?
Norms	<input type="checkbox"/> Are roles and accountability defined in a common agreement? <input type="checkbox"/> Are both virtual communication and face-to-face meetings possible? <input type="checkbox"/> Is participation balanced, and are activities inclusive of all learning styles?
Process	<input type="checkbox"/> Is the structure clear, but flexible, if needed? <input type="checkbox"/> Are key roles and expectations clear (for example facilitator, subject expert, cultural advisor, if relevant)? <input type="checkbox"/> Is communication transparent so members understand what is happening and why?
Momentum	<input type="checkbox"/> Are participants reflecting on learning between sessions? <input type="checkbox"/> Is progress, even small, acknowledged? <input type="checkbox"/> Do sessions feel purposeful and forward moving?
Impact and Outcomes	<input type="checkbox"/> Is the group working towards a clear and shared focus?

²This check-in has been adapted from *Community of practice (CoP): From own to shared knowledge*, Swiss Agency for Development and Cooperation (n.d.).

https://www.eda.admin.ch/dam/deza/en/documents/die-deza/strategie/150317-flyer-cop_EN.pdf

	<input type="checkbox"/> Are participants gaining practical value? (for example, increased confidence, clearer understanding, or changes in practice?) <input type="checkbox"/> Is learning influencing service decisions, team discussions, or everyday practice?
Organisational Support	<input type="checkbox"/> Do participants have enough time and support to attend? <input type="checkbox"/> Is leadership aware of and supportive of the Community of Practice?
Values	<input type="checkbox"/> Do participants listen to each other respectfully and without interruption? <input type="checkbox"/> Are participants willing to contribute even when there is no immediate benefit for them? <input type="checkbox"/> Are different viewpoints and ways of working respected and valued?
Results? How many <input checked="" type="checkbox"/> did you mark?	
<p>0-5 The Community of practice may need attention. Consider revisiting the purpose, structure, and expectations of the group to help strengthen participation and shared focus.</p> <p>6-11 The Community of Practice is developing but may benefit from some adjustments or supported guidance. Reflect on what areas scored lowest and consider small changes for improvements.</p> <p>13-19 The Community of Practice is running well. There is a solid foundation in place, though some aspects could be strengthened to support deeper learning and engagement.</p>	<p>20-22 The Community of Practice is running very well. Participants are engaged and the group is creating shared learning and discussions.</p> <p>23 This is great! The Community of Practice appears strong, collaborative, and purposeful. Celebrate your successes and continue to adapt and refine your Community of Practice as it evolves.</p>

Community of Practice "Pulse Check"

Date: _____

Please rate your level of agreement with each statement (tick one per row).

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Engagement & Participation					
This session was relevant to my role and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt included, engaged, and able to participate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The session format supported my learning and reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I found value in connecting with others through this Community of Practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning & Confidence					
I gained useful insights, ideas or strategies from this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel more confident to apply what we discussed in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The session supported me to reflect on challenges and explore ways forward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical Application & Impact					
I can apply what I learned from this session in my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The discussion supported real-world issues I'm currently working through.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I left with clearer next steps, actions, or ideas to try.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support & Safety					
The Community of Practice felt respectful and psychologically safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel supported through this Community of Practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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What worked well in this session?

What could be improved for future sessions?

Any additional feedback or suggestions?
