

NJA College of Education, WA



PROFESSIONAL DEVELOPMENT POLICY

This policy sets out the College's commitment to the current and future development of staff skills, expertise and ability in support of the college, departments or units strategies; other strategic and operational plans; and the job and career-related aspirations of individual members of staff. The College recognises that effective staff development is not only vital to meeting future goals and ambitions but also makes an essential contribution to the development of a responsive, staff supportive and well-managed institution.

5.1. Purpose of Policy

- i. To provide a framework on soft skills training and development, for all staff (teaching and non-teaching) in the College without discrimination. This will be done through the development of each individual and thereby enhancing the individual's and the College's performance;
- ii. To provide contact details on where to find information on different types of training specific to staff needs within the College.

5.2. Scope/Application

This policy applies to all staff groups irrespective of differences in terms and conditions of service, seniority levels, working patterns and any other irrelevant distinctions. Implementation of this policy will pay due regard to the College's commitment to equality of opportunity as set out in relevant College Equality and Diversity policies. As a guideline for resourcing purposes, it is recommended that at least four working days per annum is set aside for individual staff involved in learning and development activities according to individual needs and requirements. Specifically, this will include the following:

- In house training programme

- Training Plans
- Access to external training
- Assistance for external studies
- Professional development leave
- Research opportunities
- Involvement in student productions

5.3. Policy Statement

The college is committed to creating an enabling, equitable, supportive, challenging and stimulating working environment, which values and empowers its staff at all levels. Staff learning, training and development is seen as an integral factor in achieving this commitment. The College is dedicated to the pursuit of learning but is itself required to be a "learning institution" so that it can continually improve the provision of learning opportunities to its students. Staff development is a vital investment from which our staff and the College itself will benefit.

This policy and development activities offered under it are designed to:

- provide development opportunities essential for all staff regardless of their colour, ethnicity, and age in induction, upgrading skills required for their current and future positions, attaining required competencies, and in personal development related to job performance;
- enhance the standard of performance of all staff in their current jobs;
- maintain and increase job satisfaction;
- provide support for career advancement, so that the College will retain staff who perform well and staff are prepared for possible future responsibilities in the College;
- improve and develop the ability of staff to initiate and respond constructively to change;
- maintain and improve institutional effectiveness and efficiency; and
- Support the College's principles of equity.

5.4. Supporting Procedures

The purpose of this procedure is to describe the responsibilities of the College and staff with respect to administering and managing Staff Development courses and workshops. There are many different types of activities that contribute to an individual's personal development and staff is

encouraged to consider the range of opportunities available to them. Some activities are undertaken with the specific aim of enhancing skills and/or imparting information, for example, attending a seminar or training programme, reading, workshop and mentoring. Other activities offering the potential for development, may arise in the course of normal work activity e.g. being involved in a secondment or project where the individual acquires new skills or knowledge or discussing how to deal with a particular problem within colleagues.

5.4.1. Identifying Development Needs

Procedures for staff development are continuous and related to present and intended future performance. Discussions about staff development and applications for courses and workshops may take place at any time during employment but the most thorough review of development needs will probably take place during the performance development review.

During the review, the Principal and staff development committee will discuss what learning and development is required to enable the individual to improve their performance in the current role and to prepare for anticipated future roles and work. These discussions should include consideration of the following:

- the medium to long term goals of the College;
- the present and future capability requirements of the department;
- any probationary requirements linked to development;
- regulatory or compliance-based training needs;
- professional accreditation requirements;
- the current level skills, knowledge and behaviour of the individual;
- longer-term skill improvement options (6 months to 1-year planning);
- available staff development opportunities (internal and external);
- budgetary and resource constraints; and
- Staff access and equity issues.

In certain instances, some developmental activities may be restricted to certain classifications of staff, or to specific groups of staff where particular needs have been identified. Any criteria restricting access should be made available to staff on request and have regard to the College's

policy framework. The staff member should provide information concerning their reasons for seeking particular courses, workshops or other development programs prior to the performance development review so that the staff development committee has a clear appreciation of the development aspirations of the staff member.

5.4.2. Staff Professional Development Committee (SDC) Should:

- check prior to the review that resources related to any likely professional developmental needs are identified and are available for use (this will save time and avoid disappointments if agreed developmental actions are unavailable);
- advise the staff member that any agreed development arrangements are recommendations only and that they will be reviewed by senior staff with responsibility for determining where resources should be deployed;
- ensure that the timing of any recommended training and development will not unduly interfere with the operations of the department; and
- advise their head of unit of their recommendations for staff development and the reasons underlying the recommendations.

The Staff Development Committee should ensure during discussions and deliberations that College policies concerning equal opportunity, equity and diversity are given appropriate consideration.

The Head of the College should:

- assess the applications and recommendations of the Committee and determine development priorities;
- ensure that where a decision is made not to proceed or to delay a recommended developmental activity provide feedback to the Committee;
- ensure that the timing of learning and development activities does not unduly interfere with the operations of the unit and that budget restrictions are met;
- obtain the support of the College Governing Council in assessing the overall training needs for the department, where required;

- ensure alignment of staff development decisions with the department's operational and succession plans; and
- provide their Head of department with details of their proposed staff development actions, expenditures and resources as required.

Where the head of the college considers that there are reasons why a proposed staff development activities should not take place, or maybe delayed, this advice will be given to the head of department, who will advise those involved of the reasons for the cancellation or postponement of the development proposals.

5.4.3. Approval to undertake the Training

Once a staff member has the authorization to attend Training (eg. course or workshop) they should register for the course(s) of interest as soon as possible.

5.4.4. Cancellation and Refunds

If the staff member is unable to undertake the training, as a result of incapacitation or unforeseen circumstances, a prior one month written notification of inability to attend the training should be forwarded to the committee through the head of department, in order to consider a replacement.

5.4.5. Recording and Reporting Training Activities

The staff member should record all course attendances in their performance development portfolio so that their development activities and achievements are taken into account during their performance review meeting; and

5.4.6. Evaluating Professional Courses and Workshops

Staff members who attend courses and workshops are expected to complete an evaluation form and forward copies to their committee and the training provider. The training providers should:

- evaluate each course and workshop that they deliver;
- maintain evaluation records; and
- report evaluation outcomes to the Staff Development Committee.

5.4.7. Staff Professional Development Committee should:

- use the evaluation process and records as part of an ongoing quality assurance process; and
- implement in-depth evaluation procedures for major staff development programs to ensure that the skills and knowledge are applied competently.

In the case of specific learning needs, SDC should:

- work with the head of department to identify the desired learning and development outcomes;
- ensure that the training provider's evaluation methods are consistent with the desired learning and development outcomes; and
- liaise with the head of department, following delivery of the specific learning needs to determine if the desired learning and development goals were achieved.
- SDC should record all course and workshop attendances on the College's Information System,
- NUJACED will promote gender equality where permissible and positively advocate women empowerment. These would be done through the commitment of advancing women's rights.

5.5. Gender-responsive/Inclusion statement(s)

Preference shall be given to female tutors' professional development. They shall also be encouraged to pursue higher degrees to empower themselves. There shall be training for all tutors on gender-responsive pedagogy.

5.6. Responsibilities for Implementation

5.6.1. Principal

The Principal is responsible for:

- ensuring that the departments have the capability they need to meet College goals;

- ensuring that College staff have reasonable and practicable opportunities to take advantage of the development resources offered by the College;
- ensuring that the College's policies pertaining to equal opportunity, equity and diversity are integrated into staff development actions;
- ensuring that staff development is consistent with the budgets and plans of the College, including the strategic development of the College's role and responsibilities;
- ensuring that College succession plans are in place so that people are developed to replace staff lost through retirement, promotions, transfers or other forms of staff loss; and
- intervening in development decisions where there is a clear need to do so or where they have information that was not available for consideration by others.

5.6.2. Staff Member

The staff member is responsible for:

- actively seeking opportunities he/she may desire for personal and professional development;
- discussing development aspirations with their performance department head and getting approval for specific course and workshop attendance;
- attending all mandatory, compliance-based training;
- actively participating in courses and workshops attended;
- actively participating in specific learning needs arranged by their head of department;
- providing feedback to the course or workshop provider using the given evaluation methodology;
- providing adequate notice of inability to attend a course or workshop and booking into an alternative option;
- maintaining an up-to-date portfolio of evidence to substantiate development activities; and
- participating fully in performance development reviews.

5.6.3. The Staff Development Committee (SDC)

Responsibility

- ensuring that the staff members have the skills and capacities to meet current work requirements;
- encouraging the individual to develop skills and knowledge to improve their performance and meet career aspirations in line with department and College goals;
- providing ongoing and constructive feedback to the staff members on their performance and development needs and achievements;
- advising and coaching the staff on available development options;
- ensuring that staff attend all mandatory, compliance-based training;
- conducting 1-2 formal performance development reviews with the staff member each year (2 for probationary academic staff);
- treating discussions with staff members in confidence and with discretion;
- monitoring staff attendance at courses and workshops and associated resources; and
- considering overall equity and access to courses and workshops in line with unit priorities and resource constraints (including budgetary constraints).

5.6.4. Head of Department

The head of department is responsible for:

- ensuring that staff have reasonable and practicable opportunities to take advantage of the development resources offered by the College;
- ensuring that the department has the capability it needs to meet its goals;
- ensuring that staff development recommendations and options are consistent with the resources, budgets and plans of the department;
- ensuring that succession plans for their department are in place so that people are developed to replace staff lost through turnover;
- ensuring that the college's policies pertaining to equal opportunity, equity and diversity are integrated into staff development actions;
- actively participate in the planning, delivery and evaluation of specific learning needs for their departments;
- mentoring staff as required to discuss career options, aspirations and progress towards goals within their specified duties and responsibilities;

- treating sensitive matters in confidence and with discretion; and
- monitoring staff development activities and reporting them and related expenditure to Governing Council through the Head of the College.

5.6.5. Staff Development Committee (SDC)

SDC is responsible for:

- planning the annual schedule of courses and workshops for academic, professional, and trades and services staff in consultation with client groups across the College;
- establishing and maintaining provider contracts as per the College's procurement requirements;
- publishing annual schedules of courses and workshops on the SDC website;
- maintaining the SDC website, ensuring up-to-date information about courses, specific learning needs, training providers, contact details and so on;
- providing support and advice to staff, and heads of department about learning needs, courses, workshops and specific learning solutions;
- liaising with clients and providers to identify and develop required specific learning solutions;
- ensuring that providers have relevant information about the College and its policies and procedures, particularly those relating to equity and diversity, conduct and compliance;
- recording staff attendances at SDC courses and workshops;
- reviewing course evaluations and working with providers to improve course content and format; and
- reporting staff development activity to the College Principal.

5.7. Funding for Training and Development

The budget for staff training and development is managed by the SDC Directorate. The cost for staff Training and Development programmes are covered by the Directorate and there is no charge to the individual or group for programmes offered by the Directorate.

SDC together with the finance committee have the responsibility for budgeting and paying for the cost of the training and development activities of staff.

5.7.1. Communication Channel to SDC

- All requests for staff development, including IT training, must be communicated using approved communication format. With a justification statement and with a supporting management signature.
- Staff who have arranged to attend training and development courses are requested to complete a Training and Development form
- This form is the basis for record-keeping and is kept in SDC's database
- The approved communication format is to be used for all requests for supported study, for example, professional qualifications
- Requests by email or verbal requests cannot be accepted as formal requests.
- Any requests received without an authorizing signatory will be returned to the applicant.
- Development events can be requested for individuals, teams and departments where it is deemed appropriate.

5.7.2. Implementation

The primary responsibility for implementation lies with the Quality Assurance and Human Resource Departments.

All employees of the College of all levels and roles are responsible for the implementation of this policy. It is the responsibility of all to engage positively in that review and ensure implementation.

5.8. Responsibility for Monitoring Implementation and Compliance

Governing Council

Principal

Vice Principal

5.9. Status

- Revisions to be approved by Governing Council.

5.10. Key Stakeholders

- The Governing Council
- The Principal

- National Council of Tertiary Education
- Ministry of Education
- District Assembly
- Alumni
- And other affiliated institutions

5.11. Approval Body

- College Governing Council

5.12. Initiating Body

- NUJACED

5.13. Definition of Terms

- Staff:** Employees of NUJACED.
- Staff development:** Staff development refers to the institutional policies, programs and activities that facilitate and support staff in acquiring the skills, knowledge and attitudes required to undertake current and future responsibilities and roles, in ways that are consistent with the goals of the College.
- Monitoring:** Supervising activities in progress to ensure they are on-course and on-schedule in meeting the objectives and performance targets.
- Evaluation:** a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards.

5.14. Related Legislation

- NCTE
- NUJACED Handbook

5.15. Related Policy and Other Document (Exhibits)

- NCTE
- NUJACED Handbook

5.16. Effective Date

- September 17, 2020

5.17. Review

September 17, 2023

The Policy should be reviewed every 3 years to ensure it remains relevant to the needs and goals of the organisation and its employees. The Human Resources Officer should have responsibility for overseeing the review of the Policy. An attitude survey may be undertaken with all employees to ascertain the effectiveness of the activities and opportunities undertaken. As part of the review, the Human Resources Officer will collect and analyse data from training statistics as well as information gleaned from skill audits once the review has taken place. Feedback will be collected from Employee Exit Surveys. College.

5.18. Key Words

- Staff
- Policy
- Training
- Development
- Monitoring
- Evaluation

5.19. Owner or Sponsor

- The Principal

5.20. Author

- Governing Council

5.21. Further Information

Nusrat Jahan Ahmadiyya College of Education,

P.O.Box 71, Wa

Upper West Region.