

PROFESSIONAL DEVELOPMENT

Here at Unitec,
learning is what we do.
We're committed to
lifelong learning;
for our students
and for ourselves.

Professional Development at Unitec

As academic and support staff we know that continued lifelong learning is integral to our professional lives; not just maintaining our practice but growing it – for our own career development and aspirations and for our continued contribution to academic quality and student success.

He pito mata ka kitea, ka puawai

Seek out potential so that it may blossom

Unitec's growth and success is dependent on the growth and success of our people and as an organisation we are committed to the continuous development of the knowledge, skills and abilities of all our staff members.

Mā te huruhuru te manu ka rere

It is the feathers that enable the bird to fly

We bring this commitment to life through substantial and ongoing investment in professional development leave and opportunities. This investment is how we create space for academic and support staff to keep up-to-date with developments in education, industry and the professions; to enhance their skills as effective practitioners and to ensure we have the capabilities needed for Unitec to achieve its strategic goals and objectives.

Professional Development VS Career Development

Professional Development at Unitec refers to the range of learning and development activity undertaken to build capability across the organisation through a planned and structured process in order to improve personal, professional and organisational effectiveness.

Unitec recognises continuing professional development in the widest sense to include on-the-job experiential learning, learning from others (e.g. coaches/mentors) and more formal or structured learning.

This is different to **Career Development** which has a longer term focus on progression toward personal career aspirations. However, these are clearly linked and at Unitec your longer term career aspirations are considered as part of your professional development planning.

Principles of Professional Development

Competency -Based and Aligned

- » We focus our development efforts on the specific competencies (skills, knowledge, behaviours) identified as supporting our people to deliver on our Kaupapa e.g. Leadership Competencies, Teaching Competencies, Research Competencies.
- » When setting development plans, we integrate organisational, team and individual learning goals and prioritise accordingly.

Growth grounded in Reflective Practice and Self-Evaluation

- » We use an adaptation of Pohatu's Mauri model to evaluate competency - a developmental model which focuses on fulfilling one's potential through self-evaluation and continuous learning.
- » We invest in professional development to enable success in our current roles while balancing this with the need to move forward on our personal career development pathways.

Applied Learning: 70/20/10

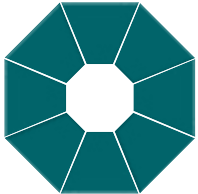


- » We have a [70/20/10 development](#) mindset; acknowledging the importance of multiple ways of continuously acquiring and applying learning in our day to day mahi - learning happens everywhere, everyday.
- » It's not just about participation in courses or conferences - it's an approach that focuses on outcomes and evidence of learning however it occurs.

Embedded and Agreed

- » We use the [Performance Partnering](#) process to identify, agree, and review our development goals
- » We plan and allocate our professional development leave to achieve these goals.

Competency -Based and Aligned

In 2018, as part of a move towards a whole-of-organisation approach, we introduced competencies for professional development. This enables us to target our development towards the areas we know will help us – as individuals and collectively – be successful in delivering on our Kaupapa.

	Our Unitec Leadership Competencies apply to ALL staff at Unitec – recognising that we are all leaders at all levels. They are the skills, attributes and behaviours that we want everybody to be demonstrating to help us achieve the aspirations we have as an organisation.
	Unitec Teaching Competencies apply to all teaching staff. They define effective teaching at Unitec and enable us to demonstrate our professionalism as educators in a more structured way. .
	The Unitec Research Competencies are intended to help research staff recognise their existing research competencies and build on these in a process of continuous development.
Role / Discipline Specific Competencies	There may be other role or discipline specific competencies that also apply depending on your role – for example, professional or technical competencies relevant to your industry or vocation.

These competencies are integrated into our [Performance Partnering](#) process and supported by self-evaluation tools and a range of development offerings and ideas.

Learn more about our [Competency-Based approach to development](#)

Growth Grounded in Reflective Practice and Self-Evaluation

The Performance Partnering process itself, with its focus on reflective practice and self-evaluation, is fundamental to developing the mindset and building the capability of the organisation towards regaining and retaining the status of a Category 1 education provider.

At the individual level, we use an adaptation of Pohatu's Mauri model in the self-evaluative process - a developmental model which focuses on fulfilling one's potential through reflective practice and continuous learning.

These competency evaluations provide a 'profile' of strengths and potential areas for development which can be used as an input for more powerful, focused development conversations - the D of ADEP.

Learn more about [Pohatu's Mauri Model](#)

Applied Learning: 70/20/10

We know that learning happens in a range of settings, in a range of ways; both informal and formal, on-the-job as well as in the classroom and can be as much about reflecting on practice as events such as workshops or conferences.

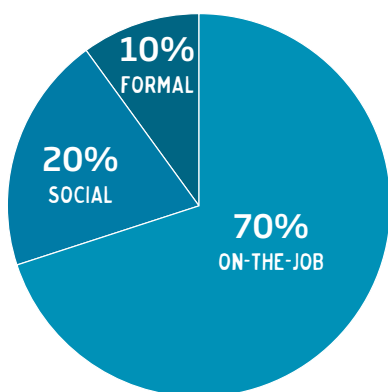
'Learning happens everywhere, everyday...'

In recognition of this we're refocusing our Professional Development approach from participation to practice; an emphasis on outcomes and the evidence of learning however it occurs.

Key to this approach is adopting a [70/20/10 development mindset](#).

At its simplest the 70/20/10 model describes learning as it naturally happens and this is reflected in our development conversations, goals and plans and in how we apportion our development efforts.

This means your development plan should outline the activity you will undertake to address your identified development needs and it should strike an appropriate balance where:



70% ON-THE-JOB

Learning happens as part of the daily work flow
e.g. Participating in projects, taking on challenging assignments, trying new teaching methods

20% SOCIAL

Learning occurs through interacting with others
e.g. Coaching, peer observation, feedback, networking, learning through collaboration

10% FORMAL

Through structured development activities
e.g. Internal / external training courses, workshops, online courses, study, conferences

Learn more about the [70/20/10 model of development planning](#)

Embedded and Agreed

The [Performance Partnering](#) process – particularly ADEP planning – with its strong emphasis on partnering for development and regular check-ins is the primary means for identifying individual development needs, setting goals and checking progress.

The development planning process is always a balance between meeting the needs of the individual, the team and the organisation as a whole. This balance should be discussed and agreed in your ADEP planning conversation, taking into account the following inputs:

- » Alignment with team and organisational objectives and priorities (via the Performance Cascade and Team Diamonds)
- » Competencies as relevant to role and identified by self-evaluation process:
 - > [Leadership Competencies](#)
 - > [Teaching Competencies](#)
 - > [Research Competencies](#)
 - > Role / Discipline Specific as applicable
- » Any personal development goals and short and long term career development aspirations
- » Feedback from people or teams you have partnered with
- » Professional Development leave allocation



Develop

Professional Development Leave

Unitec invests significantly in the ongoing development of staff through the provision of generous professional development leave entitlements.

It is important when setting your development plan, that you consider how you will utilise your professional development leave. This will need to be agreed and signed off by both you and your Manager as part of your ADEP plan.

Also note, that as an institute of teaching and learning, our commitment to academic quality and student success must take precedence. This means that in general, the development of teaching and learning capability should be prioritised where there are multiple development needs.

Learn more: [Professional Development Guidelines for all Unitec Staff](#)

More Information

Further Resources:

[Professional Development Guidelines for all Unitec Staff](#)

Professional Development @ Unitec – Go to:

> > [The Nest](#) > > [Working @ Unitec](#) > > [Professional Development](#)

Performance Partnering – Development Planning – Go to:

> > [Performance Partnering Portal](#)

Other Support:

- > > **Your Manager** – first port of call for all queries
- > > **Te Puna Ako** - for Teaching Competencies and related queries
- > > **Tūapapa Rangahau** - for Research Competencies and related queries
- > > **Learn and Develop** - for Leadership Competencies and related queries

Postal Address

Private Bag 92025
Victoria Street West
Auckland 1142, New Zealand

Mount Albert campus

139 Carrington Road,
Mount Albert, Auckland 1025

Waitākere campus

5-7 Ratanui Street
Henderson, Auckland 0612

Facebook facebook.com/UnitecNZ

Instagram instagram.com/UnitecNZ

Twitter twitter.com/UnitecNZ

YouTube youtube.com/UnitecNZ

0800 10 95 10

unitec.ac.nz

