Professional Development Guidelines for all Unitec Staff

- **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.

- The primary purpose of Professional Development at Unitec is to help you achieve your individual objectives and development goals to support and enable the achievement of team objectives and Unitec's broader strategic objectives.

- The responsibility for Professional Development at Unitec is shared between you the individual, your manager and Unitec.

- As you and your Manager discuss and agree your ADEP plan, the Develop (D) section of your plan should include a summary of development needs and should outline the activity you will undertake to address your identified needs. Remember, the focus of this section is on your own personal professional development and should align with the principles of Professional Development at Unitec, being:

  - **Competency-based and aligned, taking into account:**
    - Any Unitec-wide development priorities
    - Competencies as relevant to role, including:
      - Leadership competencies for all staff (at Unitec, we consider every staff member to be a leader)
      - Any specific requirements relating to teacher or research capability development
      - Any other role- or discipline-specific competencies
    - Alignment with team and organisational objectives (via the team diamond and action plan/s)

  - **Growth grounded in reflective practice and self-evaluation**
    - You should draw on insights gained from self-evaluation against competencies and any feedback received to guide continuous learning

  - **Applied learning (70:20:10)**
    - You should strike an appropriate balance of **professional development activity aligned to the 70:20:10 principle** where:
      - 70% = experiential or on-the-job learning
      - 20% = learning from others (coaches/mentors) at the timing and for the purposes; social learning
      - 10% = structured learning (formal training/education)

- o **Embedded and agreed**
    - Your development plan (the D of your ADEP) should be agreed and signed off as part of the Performance Partnering process.
    - This should also document your professional development leave entitlement and **how you intend to utilise this leave**

- On occasion, your manager or the broader organisation may identify the need for professional development to **specifically address new capability requirements or gaps in capability –** at either a team or individual level. Where this is the case, **participation in this professional development activity may be compulsory.**

- The development planning process is always a balance between meeting the needs of the individual, the manager and the organisation as a whole. However, as an institute of teaching and learning, our commitment to 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.

- Professional Development leave cannot be used during the summer holiday closedown – it is important that staff use annual leave for this closedown time in order to refresh and recharge. Professional Development leave should be planned across the other weeks of the year.

- Professional Development activity that meets the following criteria **must be logged in PeopleSoft as Professional Development leave.** This means that you must apply for this leave through PeopleSoft Self Service and your manager will need to approve it – just as you do for annual or sick leave.

    - Attendance at external training courses (of any duration)
    - Study leave to pursue a formal qualification
    - Research activity beyond that allowed by your research time allocation
    - Any development activity which takes the individual away from their day-to-day work for *greater* than 1/2 day (3.75 hrs) in duration e.g.
        – Internal training/courses *greater* than 1/2 day (3.75 hrs) duration
        – Teacher Capability Development activities *greater* than 1/2 day (3.75 hrs) duration
        – Social learning (20%) development activities that take the individual away from their day-to-day work for *greater* than 1/2 day (3.75 hrs) duration

Please see the table below for further guidance. If you are still unsure, talk to your manager or your Human Resources Business Partner.

Note: Any exceptions to these guidelines require referral to the Executive team for approval.

Guidelines for Logging Professional Development Leave

The following is not an exhaustive list – rather it is intended to provide some guidance on what activity should be logged as PD leave in PeopleSoft.
Important: All PD activities – regardless of whether they are required to be logged as PD leave – **must** be agreed and signed off with your manager.

*Note: All Professional Development activity that takes the individual away from their day-to-day work for greater than 1/2 day (3.75 hrs) in duration, **must be logged in PeopleSoft as Professional Development leave**

*Should be logged as PD Leave**	*Not required to be logged as PD Leave*
• Attendance at external training courses	• Attendance at New Staff Orientation / completion of induction activities (incl. New Teacher Induction; L&T101; H&S; International Compliance etc)
• Attendance at external conferences (unless speaking or representing Unitec)	• Internal symposia (eg. L&T symposium; research symposium; Huihuinga)
• Internal training courses/workshops *greater* than 1/2 day (3.75 hrs) duration e.g. ALLY training, Kaupapa Māori Research	• Internal training courses/workshops *less* than 1/2 day (3.75 hrs) duration e.g. Te Rito courses, Research workshops

• Teacher Capability Development *greater* than 1/2 day (3.75 hrs) duration
  – Workshops/formal learning if required
  – Compiling evidence for digital-credentials
	• Teacher Capability Development *less* than 1/2 day (3.75 hrs) duration
	  – Workshops/formal learning if required
	  – Compiling evidence for digital-credentials

• Study leave to pursue a formal qualification including time taken to complete assignments, attend exams etc.	• Upskilling for additional role responsibilities e.g. Health & Safety Rep; Fire Warden; First Aid; sustainability/eco-rep etc.
• Research activity beyond that allowed by your research time allocation	• Research activity in accordance with your research time allocation

• Social learning (20%) development activities that take the individual away from their day-to-day work for *greater* than 1/2 day (3.75 hrs) duration e.g.
  – Coaching/mentoring sessions (whether coaching or being coached)
  – Shadowing or observing others
	• Social learning (20%) development activities that take the individual away from their day-to-day work for *less* than 1/2 day (3.75 hrs) duration e.g.
	  – Coaching/mentoring sessions (whether coaching or being coached)
	  – Shadowing or observing others

• Self-directed study (e.g. Lynda.com/online learning)	• All-staff events (e.g. strategy days / staff awards etc) • Attendance at graduation / supporting student events (e.g. Polyfest, Gradfest, Whānau Day, Waitangi@Waititi etc) • Networking – community/industry engagement (inside or outside work hours) • On-the-Job Learning (70%) development activity that is related to current role and performed in work hours