

Staff Professional Development Policy

Date of Approval by Governing Board: 1st Oct '15

Date of review: Oct '19

1 Purpose

1.1 Leaders Institute (LI) recognises the strategic importance of maintaining a high quality human resource and facilitates professional development support in association with the Staff Recruitment and Review Policy.

1.2 This policy forms part of the overall strategic staff development plan and is additional to statutory training in EEO, WHS and information systems and equipment upgrades.

1.3 This policy ensures that staff will develop the necessary skills, knowledge, attitudes and behaviours for the Institute to meet its requirements.

2. Principles

2.1 LI recognises the needs to provide LI staff with appropriate support, time and encouragement to undertake professional development and inductions.

2.2 LI recognises that LI staff need to be provided with opportunities to develop knowledge, skills and capabilities that will ensure the achievement of strategic goals, contribute to the achievement of individual aspirations and achieve the required legislative and professional requirements.

2.3 The HR Manager and the relevant delegated supervisors identify development needs primarily through planning, development and review.

2.4 LI expects that staff will be proactive and take responsibility for their own professional development and strive to achieve their full potential.

3. Definitions

Professional development – It is defined as a way of ensuring that the staff of LI can perform well in their current roles and are ready to undertake new roles, when required. It is also a way of meeting organisational objectives and dealing with organisational change while also increasing staff capabilities such as skills, knowledge, attitudes and behaviours. This process ensures that job demands of the Institute can be met and personal career aspirations satisfied.

4. Role and Responsibilities

4.1 The Institute recognises that responsibility for performance and development lies with an individual employee and their supervisor.

4.2 Staff members are encouraged to take responsibility for their own work-related learning and career development. They are also encouraged to assist others in their development.

4.3 Program Directors and delegated supervisors are responsible for identifying, enabling and approving professional development activities based on the priority of their work unit.

4.4 LI is responsible for providing opportunities, resources and tools so that staff can become competent in their roles and achieve their career aspirations.

5. Scope

5.1 This policy applies to all staff of LI.

5.2 The policy should be read in conjunction with the following documents:

- *Staff Professional Development Procedures*
- *Planning, Development and Review Policy*
- *Planning, Development and Review Procedures*
- *Staff Recruitment, Review and Promotion Policy*
- *Staff Recruitment, Review and Promotion Procedures*
- *Staff Grievance Policy*
- *Staff Grievance Procedures*
- *Free Intellectual Inquiry Policy*

Staff Professional Development Procedure

1 Context

1.1 Leaders Institute (LI) understands the importance of ensuring that the staff have development opportunities to ensure that it can achieve its vision and mission objectives while also supporting the individual career progression and aspirations of the LI staff.

1.2 LI understands that it is important to develop and build on the knowledge and capabilities of its staff to provide a supportive and excellent working environment.

1.3 LI understands that it must have a process that is fair, respectful of diversity, inclusive and promote equitable access to all staff.

2. Procedures

2.1 Identifying Development Needs

2.1.1 A staff member's learning and development needs are primarily identified through the performance cycle and are captured in the staff member's Performance, Development and Review Plan

2.1.2 Learning and development needs can relate to technical or behavioural capabilities required for the staff member's current role or future career ambitions.

2.1.3 The senior management team will analyse all staff members' development objectives and activities in their Performance, Development and Review Plan to inform design and delivery of professional development activities across the Institute that support the Institute's strategic and business planning priorities.

2.2 Approving Professional Development Criteria

The professional development activity must:

- (a). be relevant to the staff member's current role or to the functions they may reasonably be expected to perform
- (b). match and support the staff member's capability
- (c). addresses identified needs or support organisational initiatives.
- (d). be a suitable investment, considering
 - available funds
 - other staff needs
 - other cost-effective ways to meet the developmental need (on the job learning and internal development activities should be considered before exploring external developmental activities)
- (e). be transferable to the workplace.

2.3 Financial Support

2.3.1 The Institute may provide financial support to staff members undertaking professional development. This is a discretionary investment on the part of the Institute and is not an entitlement.

2.3.2 A request must be made in writing to the Dean for any financial support.

- 2.3.3 If the Dean deems it fit for a financial support, the application is then forwarded to the CEO for approval along with the reasoning of merit provided by the Dean.
- 2.3.4 Part-time staff may only be reimbursed on a pro-rata basis as determined by their fraction of employment (e.g. part-time staff member employed as a 0.5 full-time equivalent will be reimbursed 50% of the applicable reimbursement rate).

2.4 Time Release and Professional Development Leave

Time release should be considered in conjunction with the requirements of the work unit. Before approving a staff member's time release or professional development leave, managers should consider all other approved leave.

2.5 Career development

- 2.5.1 The Institute encourages all staff to take responsibility for their own career development. The Institute's primary focus is on assisting staff members to build competence in their current role and aims to provide staff with the opportunities to achieve their career aspirations.
- 2.5.2 The supervisor plays a key role in the staff member's career development by
- setting performance and behavioural expectations (what and how)
 - identifying development needs
 - providing regular feedback on the staff member's performance and development
 - encouraging in the support and development of scholarly activity

3. Exclusions

The policy is not retrospective. Staff members pursuing professional development activity at their own expense are not eligible for retrospective support. Some activities may be restricted to certain classifications of staff.

4. Professional Development Options

Professional development opportunities may include:

- On-the-job learning
 - Project work, job rotation or shadowing
 - Coaching and mentoring
 - Secondment i.e., temporary transfer of a LI staff member to another position or another organisation, higher duties and short term acting arrangements
 - Staff exchange
 - Self-study, e.g. books, online learning, DVDs
 - Feedback
- Formal training
 - Seminars and conferences
 - Open program, leadership programs and in-house training
 - Short courses
- Formal educational study

- PhD, Master, Post-graduate degree, Bachelor
- Diploma, Certificate
- Certificate IV in Training and Assessment
- Graduate Certificate in Tertiary Teaching and Learning
- Master of Tertiary Education Management
- Practical forms of training and learning
 - Industry placement or release
 - Work integrated learning
 - Study tours
 - Professional memberships or memberships of committees
 - Fellowships or scholarships
- Compulsory training
 - Induction
 - Equal Opportunities and Occupational Health and Safety training
 - Privacy training
 - First aid training for OHS representatives
- Undertaking research
 - Research at another university or research organisation
 - Research in the field
 - Preparing research results for presentation and publication