Professional Development Planning @Fleming College

*Introduction*

In the spirit of encouraging and enhancing staff capabilities and fostering growth in professional practice, Fleming College supports the continuous development of its employees and encourages full participation in professional development activities. The PD planning process is one by which the contribution, strengths, future training/support and personal development of each member of the college is identified and discussed with his/her supervisor in an informal setting and documented on a formal basis. Individual PD plans will collaboratively be determined and agreed to by the supervisor and staff member. Approval of the supervisor will include verification of activity, scheduling, and availability of funds if financial assistance is required.   
  
These plans will also form the basis for articulating School/Department development needs and professional development opportunities across the college.

*Assumptions*

Our approach to professional development is guided by several underlying assumptions. We believe that:

1. Professional development is a shared responsibility between the organization and its staff members.
2. Staff members are interested in, and motivated by, professional learning, growth and improvement in their skills and knowledge.
3. Fleming has a responsibility to create growth opportunities that enhance individual strengths and assist the organization in continuously improving the education and learning experience for students.
4. Each staff member is ultimately responsible and accountable for his/her development and success.

*Individual Development Plan (3-year Plan)*

Staff members are responsible for developing and maintaining a professional development plan. The professional development plan will outline the staff members’ short and long term goals in accordance with the strategic directions and mandate of the college.

The Individual Development Plan is a tool to help the achievement of learning and development goals. It is a systematic approach that translates goals into concrete action steps, and helps individuals to chart a course to achieve these goals.

Goals could incorporate personal, professional and/or career goals. Timelines could incorporate short-term goals (accomplished in 1-2 years) or long-term goals (accomplished in 3-5 years).

Guidelines and professional development templates have been developed to assist individuals with both content and format of their plan.

Individual staff members are responsible for developing a draft plan that is discussed with their supervisor and then finalized.This plan is the primary document that guides the professional development approval process.

The 3-year plan not only guides the continuous development of the staff member, but also provides information for the College to develop workshops and training opportunities for employees across the organization.

The supervisor and staff member shall determine timelines and appropriate release necessary to pursue the developmental strategies agreed upon. There will be an annual review of the staff member’s goals and objectives, and professional development progress and upcoming plans.

\* Note: Academic employees are entitled to ten (10) working days per year for professional development in accordance with Articles 11.01 (H) and 11.04 (B) of the Academic Collective Agreement.   
  
Support Staff employees are entitled to 3 working days per year for professional development in accordance with Article 9.5 of the Support Staff Collective Agreement.   
  
Administrative employees are entitled to 5 working days per year for professional development.

*Preparation*

Part One - Begin by assessing your own skill levels.

In preparation for writing an Individual PD plan, you need to understand “where you are” and “where you want to be” before you can plan how to get there. Consider your attributes and strengths as well as challenges and goals for improvement. As well, it is important to understand the strategic direction for your department, team and the overall college.

This typically means identifying 1-3 areas, based on your priorities and the priorities of the program, division/department, and/or organization. The plan should be action-oriented, outlining the steps needed to realize your short- and long-term goals.

**Part Two - Complete the Reflection Worksheet**

Take some time to think about your learning priorities. After completing the reflection worksheet, you need to decide which areas are most important for you to develop and plan out a realistic framework for reaching those goals.

How do I decide on which goals to include?

Build on what you know about yourself, incorporate development goals that make sense, given your career and professional goals. You may find these sources helpful in selecting development goals:

• Your self-assessment of development needs and strength areas

• Information about the evolving skill needs of your program, department/division, and/or the college as a whole

• Feedback you have received over time from supervisors, employees, peers, and customers (internal and external), performance reviews, etc.

• Your interests, personality style, values, life goals

Part Three - Prepare a more detailed Individual Development Plan

Your plan should show the goals you expect to achieve, the methods you will use, the resources you will need, and an estimated time frame.

Set a goal that is concrete enough to guide behaviour change and growth. For example, rather than a vague statement such as "I want to improve my communication skills", say "I want to have the skills to clearly organize information and present it to groups" or "I want to refine my writing skills to more clearly and effectively communicate information."

Identify Strategies that spell out what you plan to do to reach your goal. Identify as many strategies as are needed to reach your goal. You may choose to brainstorm all possible strategies, then sort through and specify which strategies make the most sense. Again, be *concrete*. Identify resources There are many and varied ways to learn, from formal classes to self-directed activities to on-the-job experiences. Determine the learning formats that are most effective for you.

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**THE REFLECTION WORKSHEET**

|  |
| --- |
| Name: |
| Date: |
| THE REFLECTION WORKSHEET | |
| 1. Which competencies are your strengths? Give some examples to support this. *(People tell me I’m good at…?)* | |
|  | |
| 2. Which competencies do you need to improve first? Include specific examples to support your need. (Things you wish you knew how to do right now!) | |
|  | |
| 3. Which competencies would you like to develop or improve? How will improvement in these areas benefit you, your colleagues or students? (In the longer term, what is of interest to you?) | |

# Individualized PD Plan (3-Year)

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| PROFESSIONAL DEVELOPMENT PLAN  **NAME:**  **DATE:** | | | | |
| AREA OF DEVELOPMENT:  personal, leadership, current job, future job, technology, educator, content expertise, etc. | GOAL:  skill, knowledge, attitude | LEARNING ACTIVITY OR RESOURCES: | EXPECTED TIMEFRAME: | EVALUATION: |
| 1. | . | . | . | . |
| 2. | . | . | . | . |
| 3. | . | . | . | . |
| 4. | . | . | . | . |
| 5. | . | . | . | . |

**INDIVIDUAL DEVELOPMENT PLAN**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( ) Administration ( ) Faculty ( ) Support

**1.** **Briefly outline your short term and long term professional development (P.D.) goals**:

**Short term (up to 1 year):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Long term (up to 5 years):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2. Proposed P.D. Activity (include name of activity, if activity is on your time or college time, estimated costs including, travel etc.)**

**Activity Timing Estimated Cost**

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**3. Relationship of P.D. to program/service/college strategic plan:**

(List any product/improvement/gains of the above P.D.)

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**4. Describe how you will report on P.D. and demonstrate evidence of learning?**

(E.g. written report, provide seminars at Our Turn to Learn, story for Campus Update,

provide brief overview at staff meeting, or apply in classroom or other learning situation)

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**Supervisor’s Comments**:

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Employee’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Approval: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| MY LEARNING PLAN | | | | |
| Learning Outcome | Learning Method | Resources Needed | Time Frame | Evidence of Learning |
| What is your learning goal? | What will you do to achieve this goal? | What will you need to assist you? | When will you begin? How much time will you invest per week? When do you expect to have completed this learning? | How will you demonstrate that you have met this outcome? |
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