



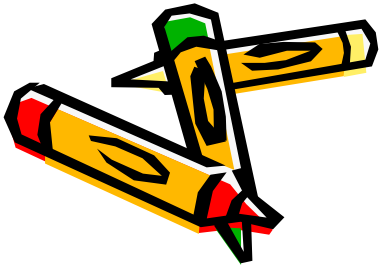
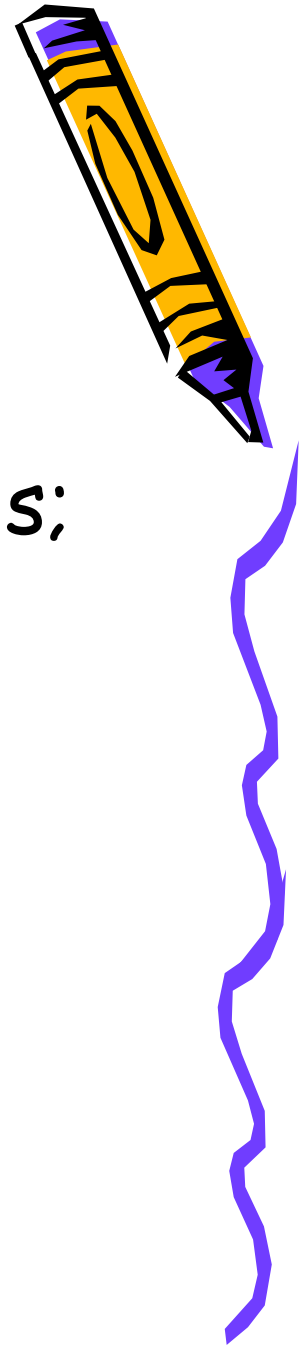
# *Considerations for a framework in professional development*

Ms Gaba Moleko  
*13<sup>th</sup> PSTF Conference*  
28 September 2009



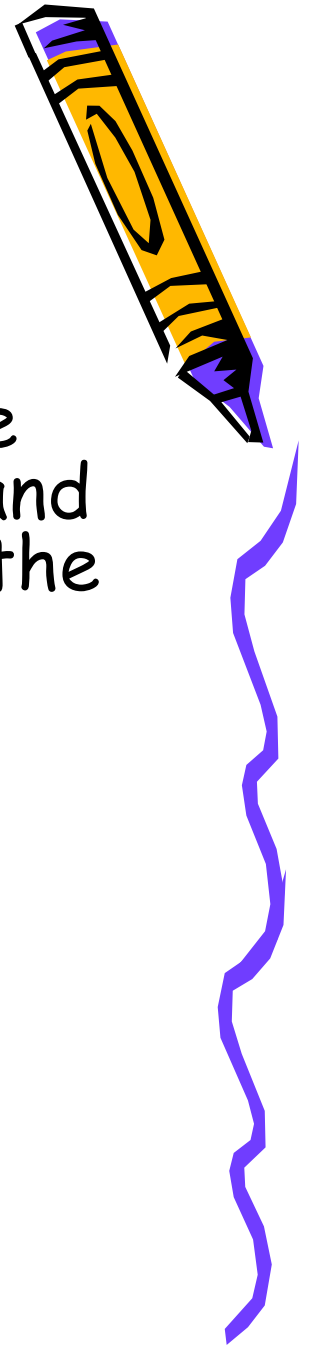
# Outline of the presentation

- Definition of Professional Development;
- Why Professional development fails;
- A framework for PD?
- What to consider;
- Elements of a framework for PD;
- Conclusion.



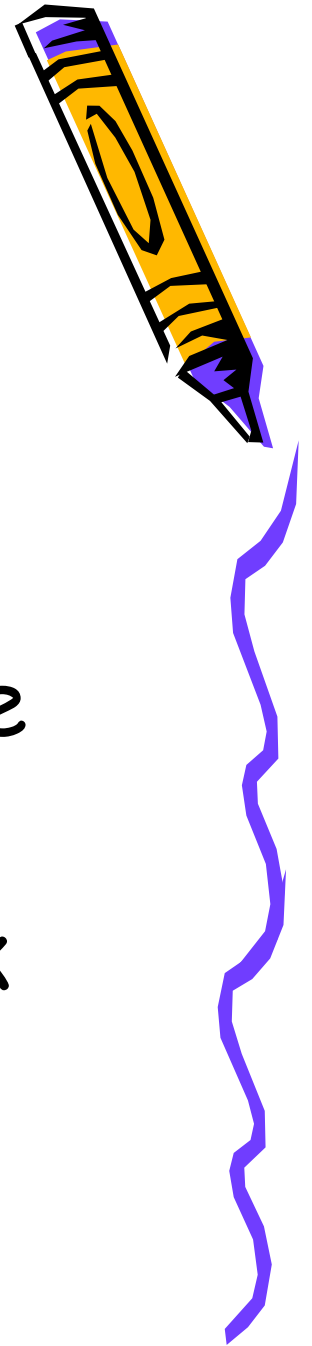
# What is professional development?

- Professional development refers to the systematic maintenance, improvement and broadening of knowledge and skill, and the development of personal qualities necessary for the execution of professional and technical duties throughout your working life.



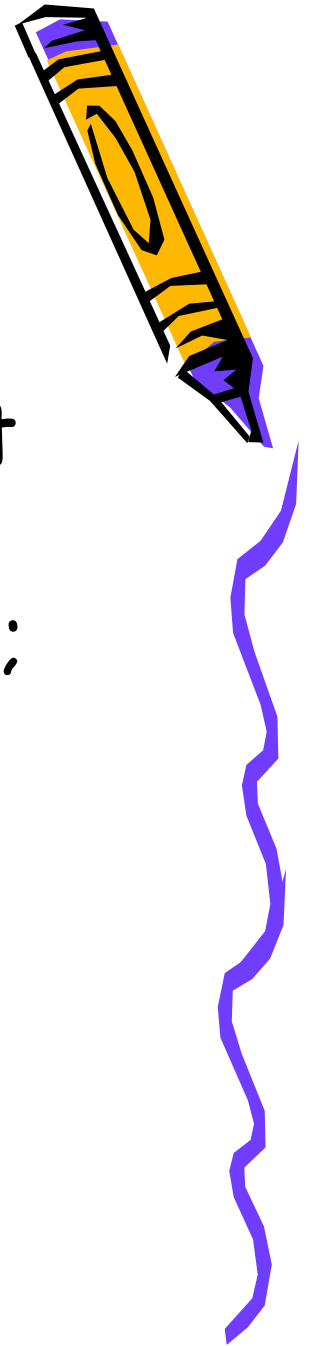
# Professional development is about:

- Developing a more thoughtful attitude;
- Expanding your knowledge base and intellect;
- Developing your ability to work collegially



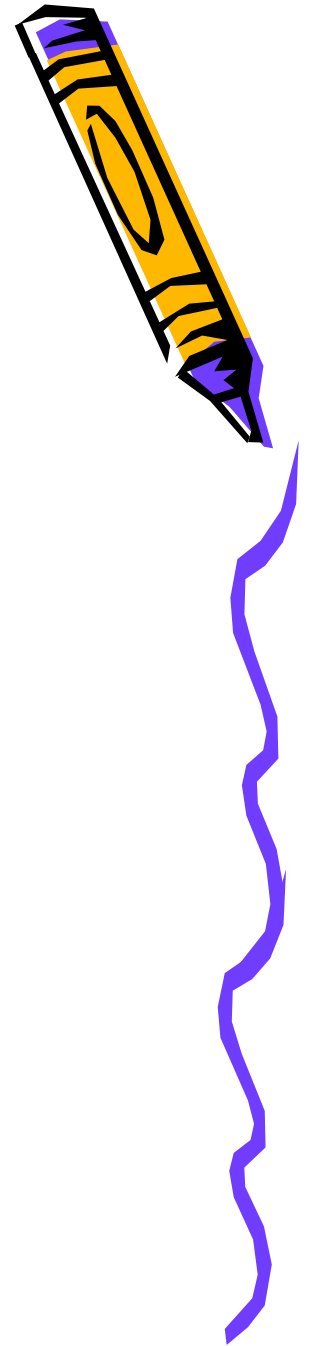
# Why does professional development fail?

- It is often conceptualised as short once-off events;
- Training is often decontextualised;
- Professional development often disrupts the functioning of a unit/department;
- Motivation is often wrong



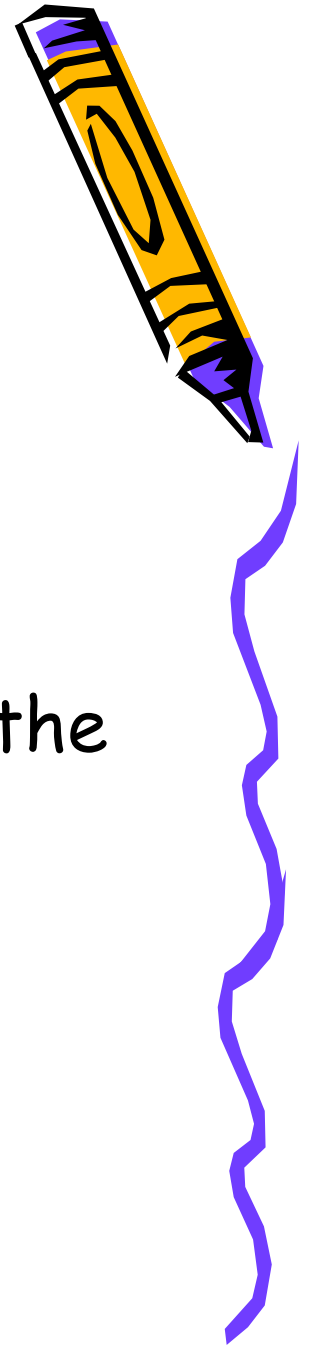
# Direct & Indirect opportunities

- Training programmes;
- Development interviews;
- Coaching;
- Mentoring
- Secondments;
- Shadowing;
- Succession management, etc



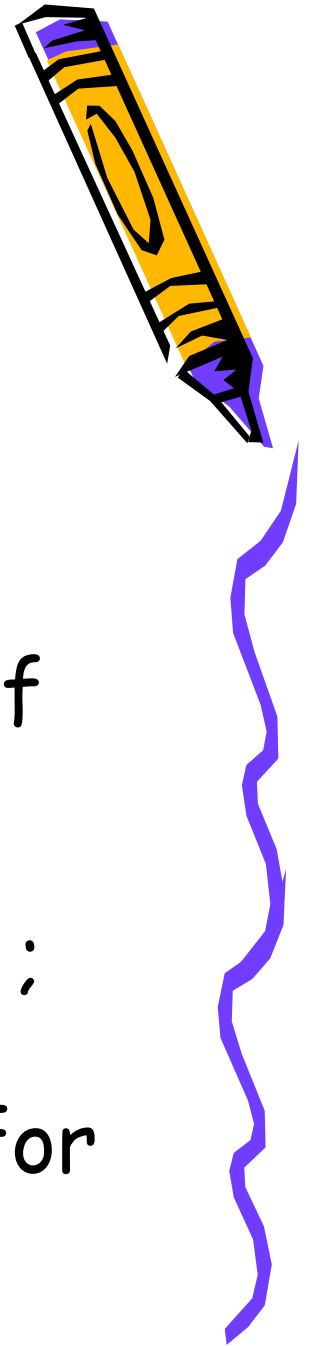
# WHY DO WE NEED A FRAMEWORK?

- To support planning, development and delivery of quality professional development across the public service sector.
- With quality professional development the public service will help government employees to advance the overall performance of their departments and their specific units.



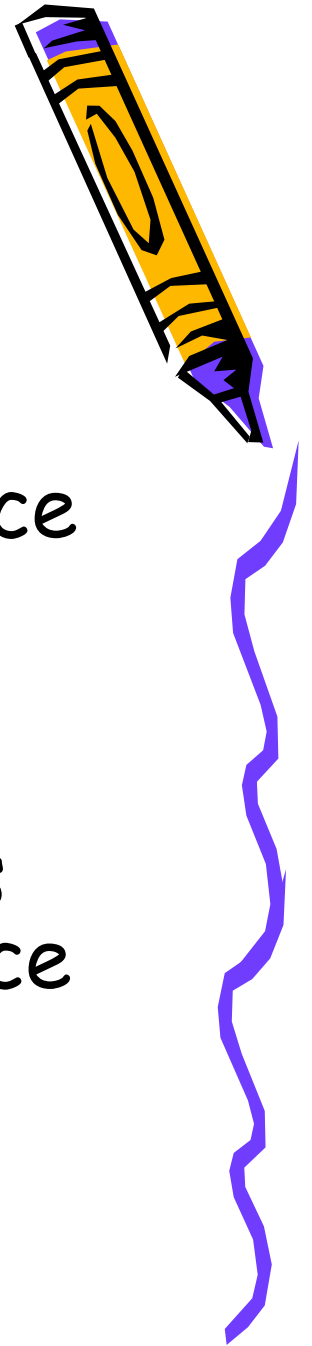
# The purpose of the framework:

- Guide planning, design and implementation of professional development in the public service;
- Provide guidance in the selection of service providers;
- Measure the value and quality of professional development services ;
- Provide information for service providers when tailoring services for specific needs.



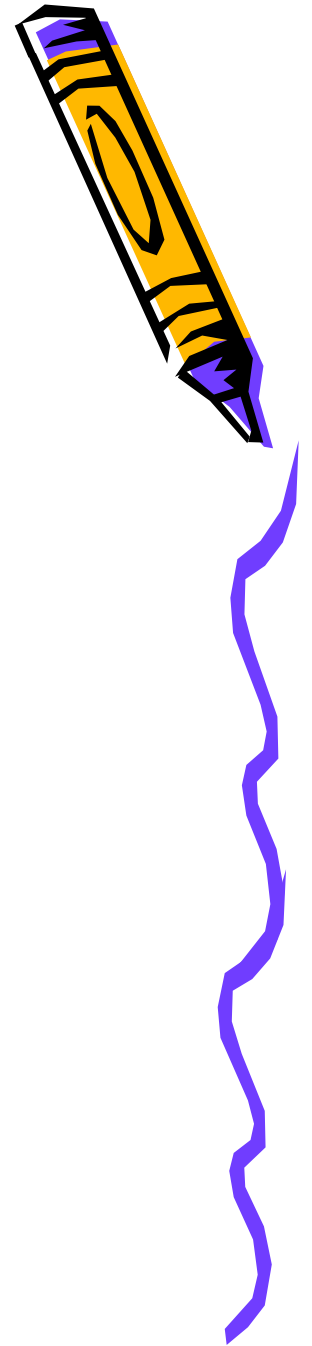
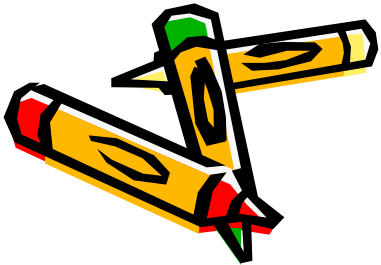
# The framework has to consider the following points:

- Adult learners learn better when learning occurs within the workplace in an experiential manner;
- Learning tends to occur over an extended time-frame;
- The diverse nature of work spaces that exists within the public service requires different approaches to professional development



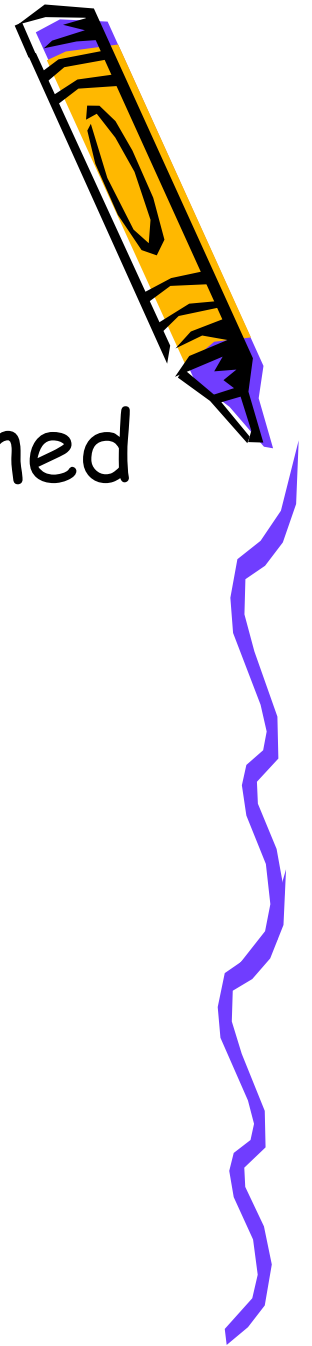
# Elements of a professional development framework

- Alignment
- Evidence
- Flexibility
- Contextual relevance
- Active learning processes
- Communication
- Evaluation of outcomes.



# Alignment

Professional development is aligned with government and departmental strategic plans; policies; legislation and other regulatory requirements.



# PD should be linked to:

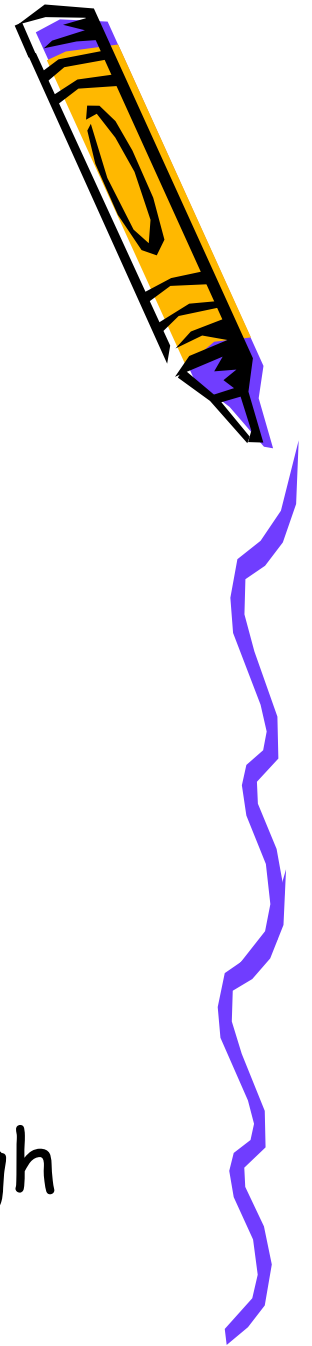
- Government priorities;
- Departmental priorities and time lines;
- Strategic plans at macro, meso and micro levels;
- Legislative and regulatory frameworks (LRA, PFMA, EEA, PMS, etc);
- Available resources;
- Time frame for meeting the participants' needs.

National Qualifications Framework;



# National Qualifications Framework

- Implementation toolkit to align training programmes to the NQF;
  - Provides practical tools to assist users in the planning, progress, implementation and evaluation of learning and skills development;
  - Recognition of prior learning;
  - Quality assurance;
- Link with other institutions through credit allocation

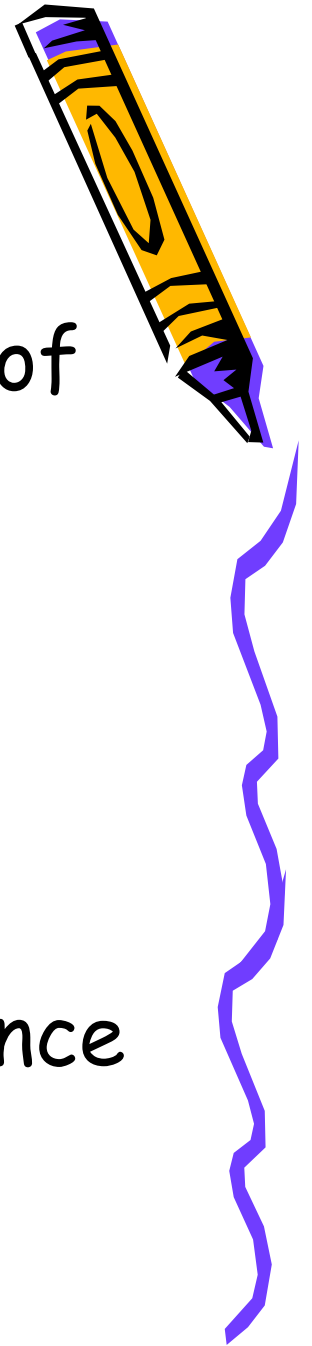


# Evidence base

Professional development must be based on current research; needs of the participants; issues and challenges.

PD should have evidence of:

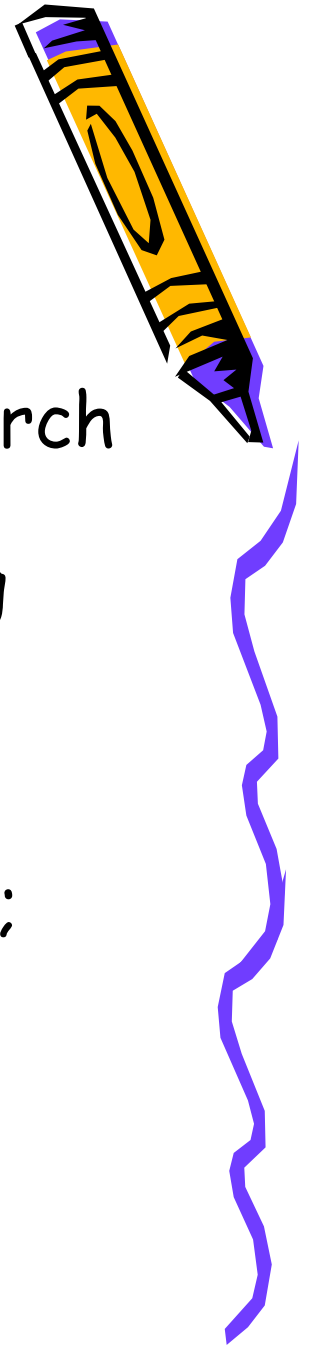
- research from relevant fields;
- current best practice;
- Participant data for future reference



# Flexible learning environments

Learning environments that reflect research into adult learning.

- Face-to-face/ on-line/ blended learning environments;
- Reasonable judgements about diverse nature of participants;
- Overcome challenges of time and space;
- Enhance personalised learning;
- Collaborative learning communities;
- Supportive learning environments.



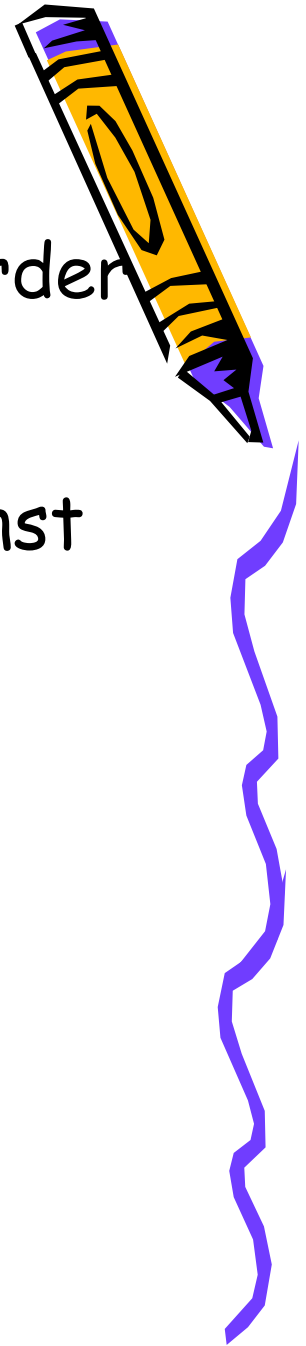
# LEARNING APPROACHES



- Trainer-centred
  - trainer is the source of information; selling, telling and demonstrating.
  - evaluation focuses on mastery of the content
- Trainee-centered
  - trainee takes responsibility for own learning;
  - learning objectives describe what trainees should know and be able to demonstrate after the training experience
  - The trainer formulates the training objectives and the facilitates the training process.



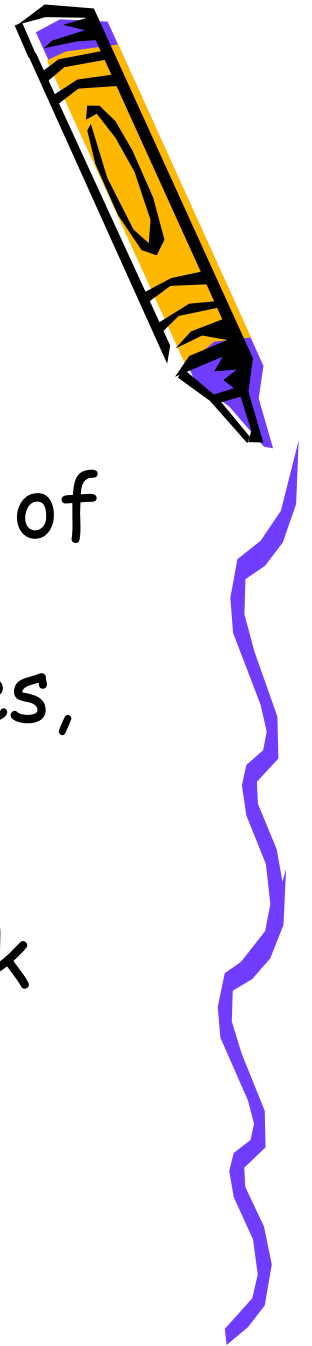
- Next-to-Nelly
  - trainees observe a demonstration in order to apply what has been learnt
- Criteria referenced instruction
  - trainee performance is assessed against a predetermined set of standards
- Competency-based training.
  - the development of competencies (knowledge, skills and attitudes) to describe outcomes
- Outcomes-based approach



# Contextual relevance

Professional development content is relevant to the needs and context of the participants

- Content to suit existing capabilities, level of expertise and workplace setting of participants;
- Research-based strategies or work practices;
- Deepen content knowledge;
- Inclusive and respectful content.



# Active learning processes

Facilitators to use a variety of active learning strategies to engage participants and address learning goals.

- Develop goals for learning;
- Vary modes to different learning styles;
- Consider participants with disabilities;
- Use strategies to encourage critical reflection;
- Minimal presentation and maximum individual reflection, group discussion, hands-on activity; and whole-group discussions.

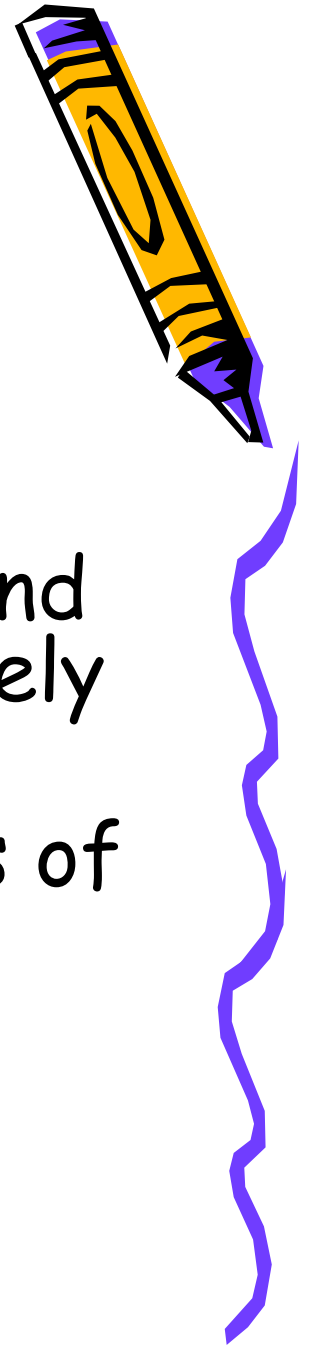


- Include strategies for collaboration, understanding and inquiry;
- Enable participants to network and build relationships;
- Build self-knowledge and capabilities;
- Provide access to support materials;



# Communication

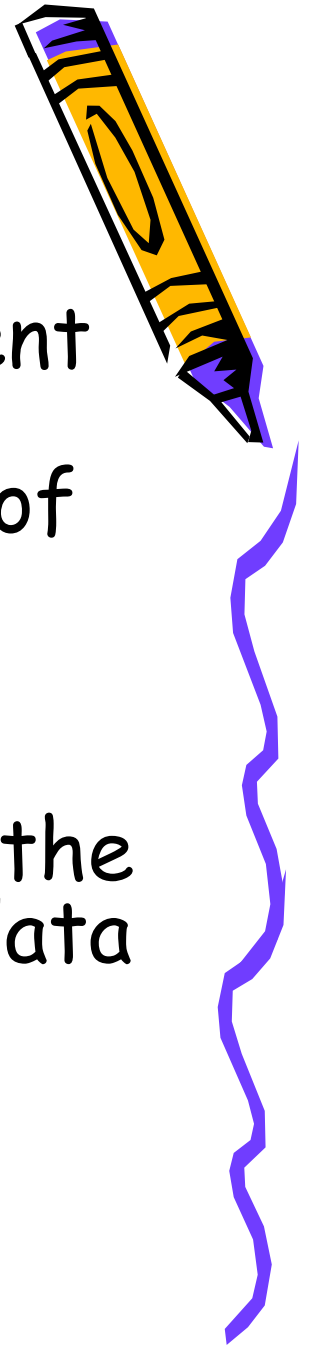
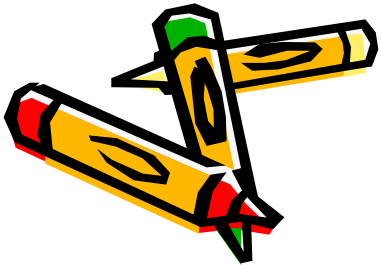
- Marketing of professional development programmes by communicating the opportunities and benefits in clear, inclusive and timely manner to maximise access.
- Explain the relevance and benefits of the programme to the individual;
- Advertise well in advance;



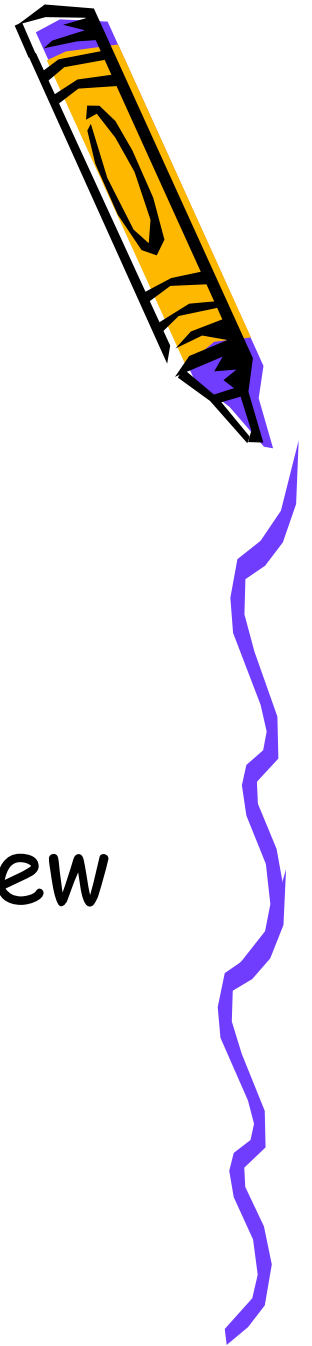
# Evaluation of outcomes


Evaluate the professional development programme on the basis of the participants' experience, a review of the process, organisation of the programme and application of the learning in the workplace.

Participants' learning is reviewed at the end of the program by collecting data from them about the following, amongst others:



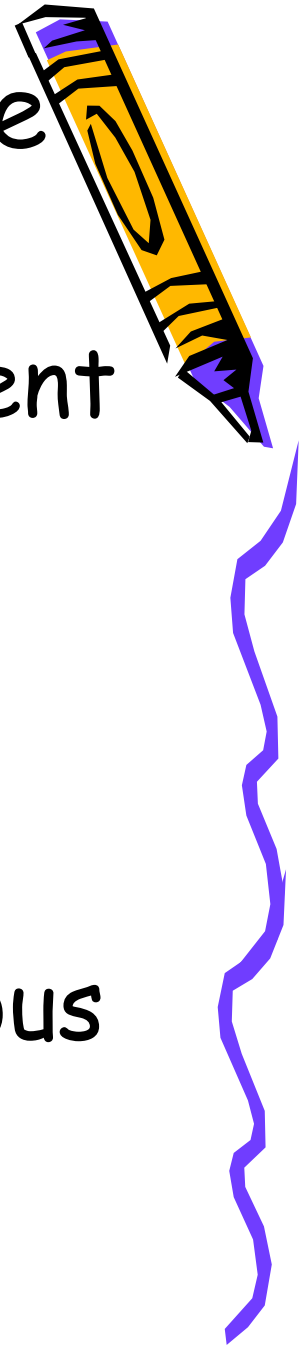
- Impact on capabilities;
- Appropriate learning processes used by the facilitator;
- Facilitator performance;
- Communication methods used;
- Potential and actual impact of new learning on work environment.



 Importance of reflection

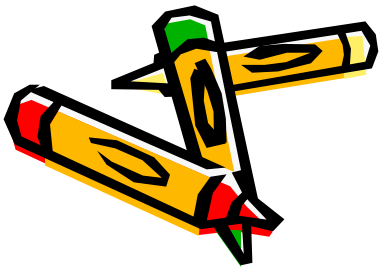
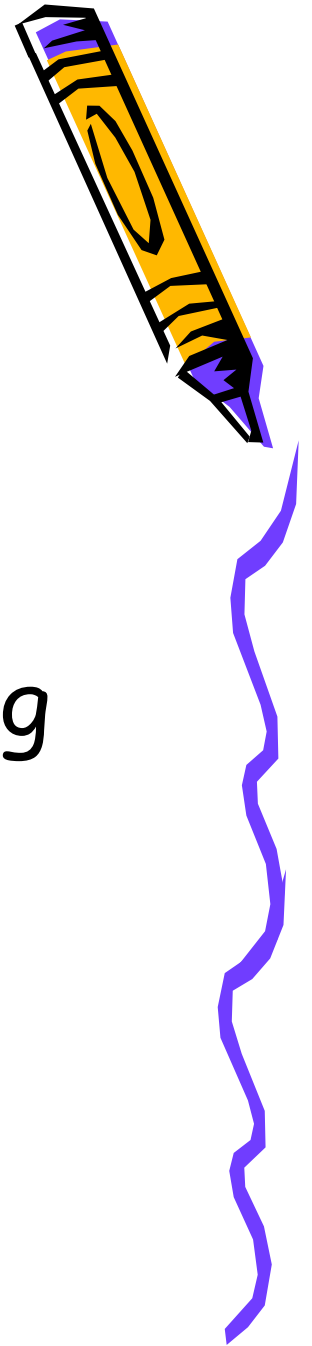
Facilitators also reflect on the experience:

- Information to guide improvement and demonstrate impact;
- Participants' reaction to the professional development experience;
- Feedback that informs continuous improvement.



# In conclusion

- There is no quick-fix to professional development;
- Good professionals are life-long learners.



THANK YOU

