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| Document Name and Version | 8.6 Core Staff Development Dialogues |
| Policy Number | 8.6 |
| Policies that Interact with Policy 8.6 | Policy 8.1 Quality Assurance of Teaching Staff |
| Approval Body | Academic Council and Board |
| Date of Approval | February 2020 |
| Date Policy Comes into Force | 25 th January 2021 |
| Date of Review | 2025 |
| Revisions | |

1. Preamble.

- 1.1. Performance reviews shall be offered to core teaching staff at IICP College by way of a Staff Development Dialogue as outlined in this policy.
- 1.2. Staff Development Dialogue is a systematic process aimed at providing core teachers and teaching support staff with the opportunity to reflect on and assess their teaching practice, and to discuss constructive feedback, job performance and career development opportunities.
- 1.3. In addition, Staff Development Dialogues provide an opportunity for core teaching staff to provide feedback on programme quality and suggestions for programme improvements.
- 1.4. Staff Development Dialogues aim to develop the performance of individuals and teams, and thereby improve organizational performance. Staff Development Dialogues within teams and between individuals focus on understanding and managing individual performance within a framework of planned goals, standards and competence requirements.

2. Scope.

- 2.1. Staff Development Dialogues are offered to Core Staff on a regular basis (usually once every 2 years). These dialogues provide opportunities for Core Teachers and Teaching Support staff at IICP College to reflect on, self-assess and receive feedback about individual, team and organisational performance. Core Teaching and Teaching Support staff (called "Core Staff") are those who have substantive and regular involvement in teaching and assessment.

3. Purpose.

- 3.1. The purposes of Staff Development Dialogues are:
 - To provide clear, helpful and transparent feedback;
 - To identify and reinforce the overall strengths of the staff member;
 - To build a solutions-based, accountable culture;

- To provide opportunities for positive and constructive dialogue between line managers and staff;
- To identify strengths and address weaker areas in an empowering, constructive manner;
- To provide a forum for Core Staff to provide feedback on the quality of programmes, resources and facilities in the College;
- To foster higher levels of collaboration and teamwork.

3.2 This policy addresses the following legislative and regulatory requirements.

- QQI Core Quality Assurance Guidelines:
 - Section 1: Governance and management of Quality,
 - Section 4: Staff Recruitment, Management and Development
- QQI Sector-Specific Quality Assurance Guidelines for Independent/ Private Providers: “Appendix 1, Table 1: Areas to be addressed in quality assurance documentation”.
- ESG Section 1.5 Standard:” Institutions should assure themselves of the competence of their teachers”.

4. Roles and Responsibilities.

- 4.1. The Board of Directors is responsible for formally approving this policy and for overseeing its implementation.
- 4.2. The Senior Management Team is responsible for its implementation and review.
- 4.3. All core trainers are responsible for the effective implementation of this policy.

5. Policy.

- 5.1. Staff Development Dialogues involves the provision of a dedicated, focused space for conversation between a line manager and their staff for the purpose of:
 - 5.1.1. Identifying clear goals;
 - 5.1.2. Providing support in finding a pathway to achieve those goals which draws on an individual’s unique strengths and capabilities;
 - 5.1.3. Identifying areas where achieving objectives requires focused quality improvement processes;

5.1.4. Identifying instances of innovative, exceptional practice in teaching and learning that contributes to quality improvement processes in the College.

5.2. Staff Development Dialogues provide a relational space for teachers and teaching support staff to:

5.2.1. Develop high quality teaching practices that are sustainable over time and organizational changes;

5.2.2. Discuss teaching and learning resources and facilities;

5.2.3. Contribute to the enhancement of teaching and learning in IICP College.

5.3. IICP College ensures that Staff Development Dialogues are offered to staff, implemented, and conducted systematically, fairly and equitably.

5.4. Staff Development Dialogues are built around the following principles:

- Teacher and teaching strengths are key drivers of quality education.
- Performance-focused dialogues with a line manager assist in bringing forth teaching strengths, as well as identifying and reducing performance risks.
- Teaching strengths are fostered by clear goals and identifying pathways to achieving these goals that draws on individual strengths and capabilities.
- Performance risks are most effectively addressed when staff are enabled and encouraged to put in place strengths-based strategies and productive habits.

6. Procedure.

6.1. The Staff Development Dialogue will be conducted by the person identified as the Reporting Line in the contract of employment of the Core Staff member and/or by an appropriately trained senior members of staff, called the "Reviewer". The Reviewer will be a person who is in a position to adequately engage in dialogue about the staff member's work.

6.2. Generally, Staff Development Dialogues are held every two years. However, dialogue about performance may occur formally or informally outside of the Staff Development Dialogue process set out in this policy.

6.3. Stages of the Process:

6.3.1. Preparation for Staff Development Dialogue.

6.3.1.1. The Reviewer contacts the staff member to:

- Confirm the timetable;
- Agree who their Reviewer is;
- Give the staff member an opportunity to clarify the Staff Development Dialogue process, including documentation to be included in the discussion. Documentation shall include end of module surveys carried out with learners and may include previous Staff Development Dialogue Outcome forms, as well as records of relevant meetings.

6.3.1.2. The staff member conducts the self-assessment, guided by the Staff Development Dialogue Outcome [SDDO] form, in advance of the meeting, and forwards the completed self-assessment documentation to the Reviewer at least one week prior to the scheduled meeting.

6.3.1.3. The Reviewer considers the self-assessment documentation carefully in advance of the dialogue.

6.3.2. The Staff Development Dialogue Meeting.

6.3.2.1. The staff member and Reviewer negotiate an agenda to be covered within the allocated timescale.

6.3.2.2. Dialogue takes place in a spirit of collegiality and critical engagement. The dialogue sets expectations for performance during the coming year, provides feedback on performance and development opportunities and establishes future objectives.

6.3.2.3. A period of time is allocated at its conclusion for Reviewer and staff member to reflect on the outcomes, guided by the Staff Development Dialogue Outcome [SDDO] form.

6.3.2.4. Both staff member and Reviewer together complete the SDDO form. Where consensus cannot be achieved on any point, different perspectives may be recorded on the form.

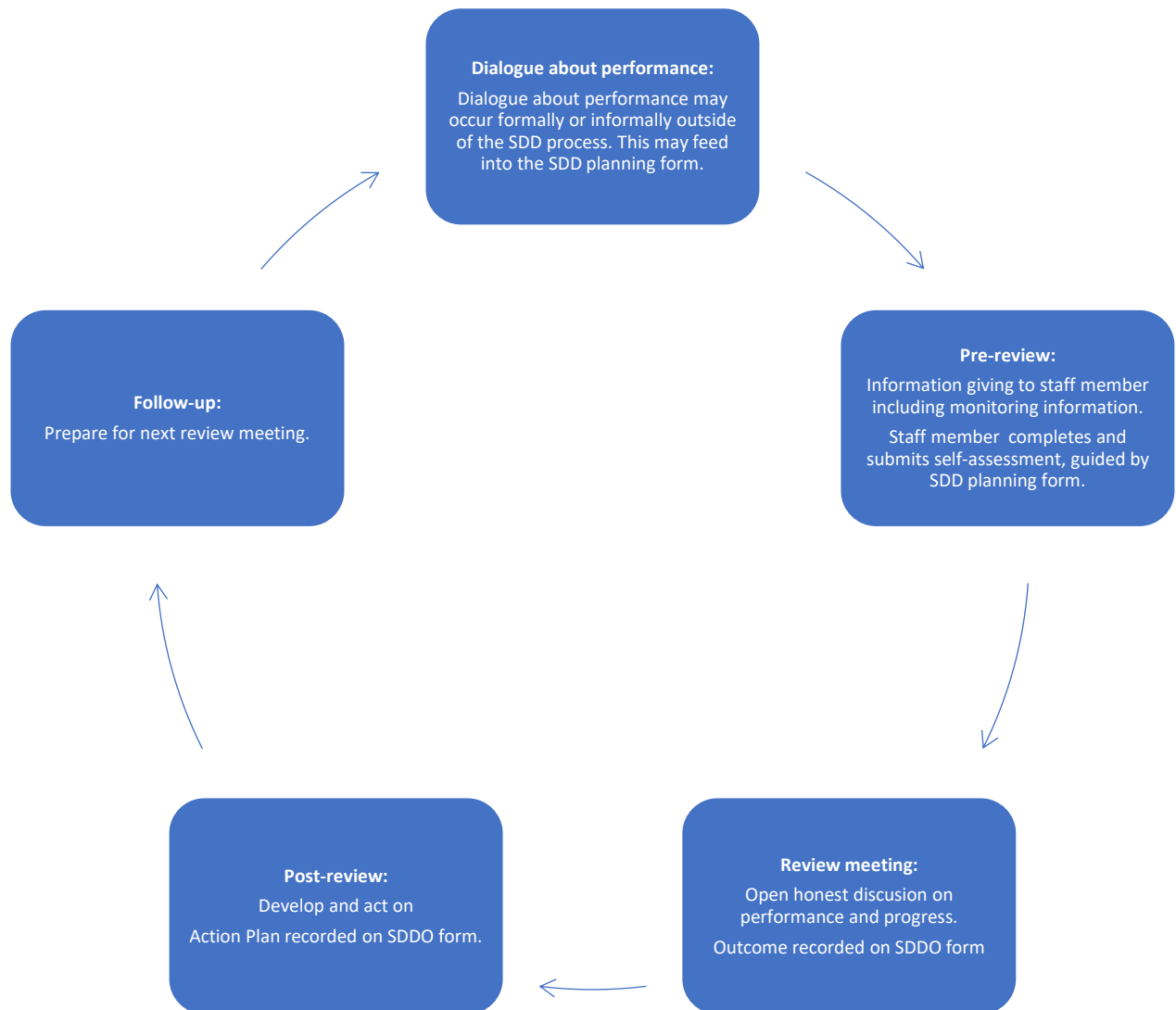
6.3.2.5. The SDDO form is subsequently signed off by the Reviewer and the staff member.

6.3.3. Post Review Meeting & Implementing the Action Plan.

- 6.3.3.1. The Reviewer compiles a summary of any training and development needs of the staff member, outlining how those training needs are best met, which is used for staff development.
- 6.3.3.2. The staff member has a responsibility to follow through on the commitments that s/he has made.
- 6.3.3.3. The SDDO form is placed on the staff member's file and may be referred to in future informal or formal dialogues.

7. Supporting Documentation.

7.1. Figure 1: Procedural Steps in Staff Development Dialogues



Staff Development Dialogue Outcome (SDDO) Form.

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STAFF DEVELOPMENT DIALOGUE OUTCOME (SDDO) FORM.

The purpose of this review form is to provide a written record for the staff member, their manager/ supervisor and IICP College on the staff member's role and the quality of their performance of their role.

This review will become a part of the staff member's personnel file.

This form should be read in conjunction with the Staff Development Dialogue Policy which is available in the QAM.

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| Staff Member | Job Title | Department/Office |
| Reviewer | Staff Development Dialogue Period | Date of Staff Development Dialogue |

Planning for the Staff Development Dialogue

Staff member's proposal for year ahead – given to Reviewer prior to dialogue meeting

Staff member: Please complete the form below and give to your Reviewer one week before the meeting.

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| Your Key Duties/Areas of Responsibility | |
| Please comment on your perception of your performance on the following areas | |
| PUNCTUALITY / TIMEKEEPING: Consider the extent to which you manage punctuality and time keeping. | |
| INTERPERSONAL RELATIONS: Consider the extent to which you are cooperative, considerate, and | |

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| respectful in dealing with managers, peers, faculty, learners and others. | |
| COMMUNICATION ABILITIES: Consider the extent to which your ideas are expressed appropriately, clearly and concisely, both orally and in writing. | |
| FLEXIBILITY: Consider your ability to perform under pressure and manage multiple tasks / assignments. | |
| ORGANISATIONAL ABILITY: Consider the extent to which you approach your tasks in an organised and effective manner. | |
| INITIATIVE: Consider the extent to which you utilise constructive work practice and create your own solutions to difficulties you encounter. | |
| EFFECTIVENESS / DEPENDABILITY: Consider the extent to which you complete tasks and assignments on time and according to instructions. | |
| QUALITY OF WORK: Consider the accuracy, thoroughness, effectiveness and innovativeness of your work. | |
| CORRECTION AND RETURN OF ASSIGNMENTS: Please consider how well you managed your assignment corrections and returns. | |
| REFLECTIONS ON MARKING OF ASSESSMENTS: We have provided you with a summary of (i) your marking practice and (ii) QQI grade report, which provides grades for similar programmes of study. Please consider how your marking practice compares with QQI grade report. | |

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| <p>REFLECTIONS ON SUPPORT FOR TEACHING AND LEARNING. Please consider the quality of IICP College programmes, facilities, and resources in terms of how they support your work.</p> | |
| <p>How do you see your career developing over the coming few years?</p> | |

Any other thoughts or comments (in particular having regard to the end of module surveys and other monitoring feedback):

**AGREED STAFF DEVELOPMENT DIALOGUE OUTCOMES (SDDO) FORM
APPLICABLE TO CORE TRAINERS**

Staff member: Complete this at the planning meeting or shortly after the planning meeting in agreement with your Reviewer

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| Staff Development Dialogue – Identification of Strengths and risks/challenges |
| Strengths: |
| Risks / Challenges: |
| Goals: |
| Tasks/strategies to achieve these goals: |
| Staff Development Dialogue – Future Planning |
| Development Objectives |
| Desired Outcomes (i.e. link objective to role) |
| Career Development |
| Desired future career direction |
| What would assist you to achieve your career goals |

Signed _____ Date _____
Reviewer

Signed _____ Date _____
Staff member

It is important to note that, subject to joint agreement, objectives may need to be updated during the year should circumstances change.

Section 3: Reviewing Performance

Please refer back to your previous year's SDDO form. Use this form to identify development objectives.

(First time – year following first Staff Development Dialogue)

Review of performance against agreed objectives

| Performance Objectives | Outcomes |
|-------------------------------|-----------------|
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| Development Objectives | Outcomes |
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Concluding comments – Reviewer:

Concluding comments – Staff member:

Signed _____ Date _____
Reviewer

Signed _____ Date _____
Staff member

