



# Planning your professional development

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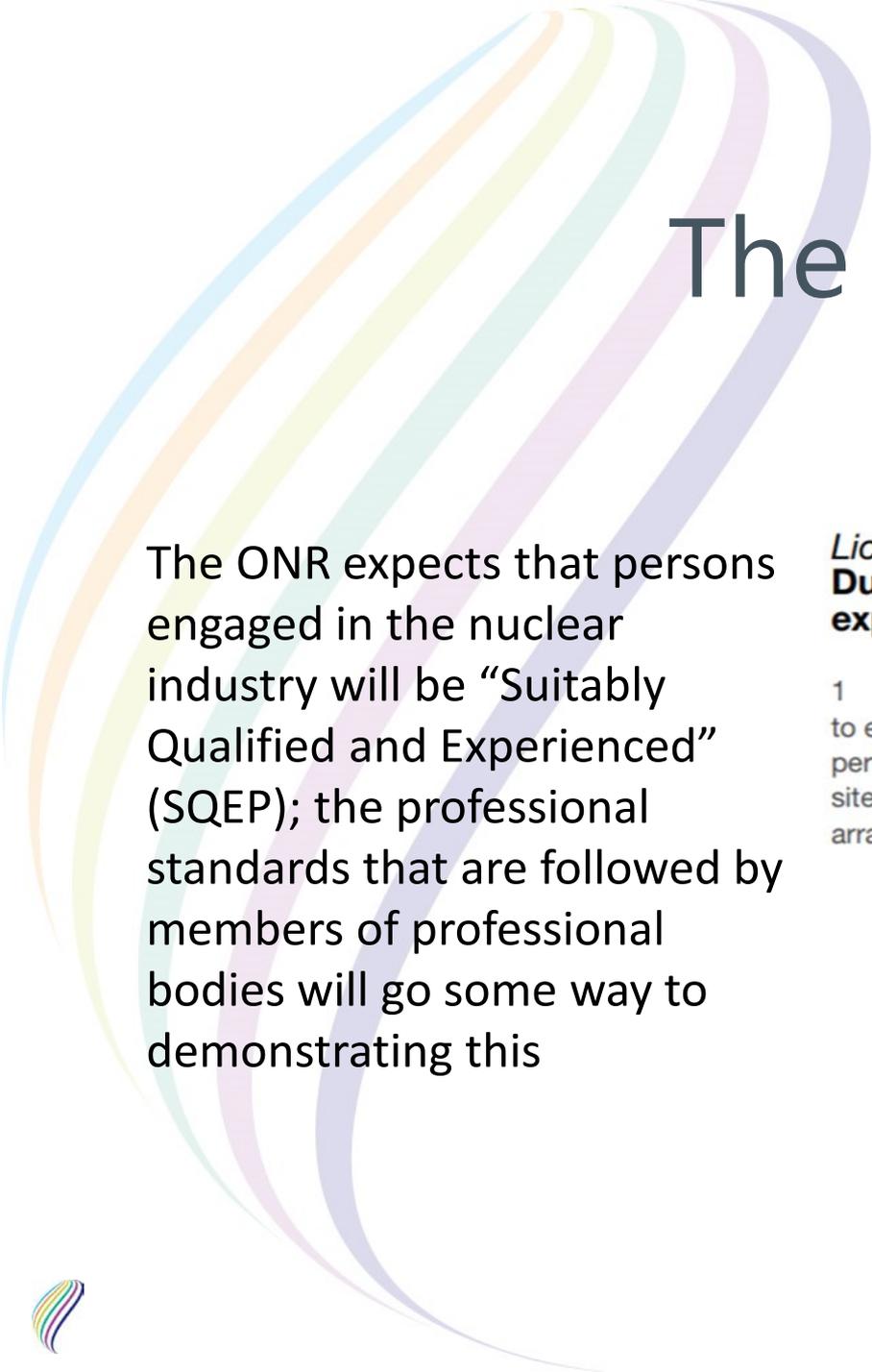
ISBL

# Reflection

- Take a moment to reflect on how your workplace has changed in the last twenty years
- Think about how changing qualifications, workplace expectations, professional standards and the drive to demonstrate the appropriate levels of behaviour have helped to drive that change

Learning is a treasure that will follow its owner everywhere...  
Chinese Proverb





# Case Study

## The Nuclear Industry

The ONR expects that persons engaged in the nuclear industry will be “Suitably Qualified and Experienced” (SQEP); the professional standards that are followed by members of professional bodies will go some way to demonstrating this

### *Licence Condition 12:*

#### **Duly authorised and other suitably qualified and experienced persons**

1 The licensee shall make and implement adequate arrangements to ensure that only suitably qualified and experienced persons perform any duties which may affect the safety of operations on the site or any other duties assigned by or under these conditions or any arrangements required under these conditions.



## Case Study

# What happens if you don't do your job properly?

The collapse of the Quebec City Bridge –  
1907

The weight of the bridge span was miscalculated by almost 8 million pounds, or 3.6 million kilos.

The work was allowed to continue.

Girders had moved, were bent, misaligned and deemed not be a serious problem

29 August, the bridge structure plunged 150 feet taking with it the lives of 75 workers



# Introducing ISBL

- Our role
  - To raise the profile of school business professionals
  - Promote the value and impact of the profession
  - Bring about peer parity with other occupations
  - Provide access to training and development opportunities
  - Encourage networking and participation in the development of the sector





# ISBL Professional Development Vision

We will support member development by encouraging the progression, maintenance and enhancement of skills, competence and the application of professional judgement throughout their career

We will support and encourage employers as they strive to provide a learning environment for school business leaders



# Defining the Profession

- ISBL's energy will be focused on professionalisation and the continuous improvement of practice
- A profession arises when any trade or occupation transforms itself through "the development of formal qualifications based upon education, apprenticeship, and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights..
- Source: <https://en.wikipedia.org/wiki/Profession>



# Defining the Profession

- Professions enjoy a high social status, regard and esteem conferred upon them by society
- This arises primarily from the higher social function of their work, which is regarded as having a special and valuable nature
- All professions involve technical, specialized and highly skilled work. Training for this work involves obtaining degrees and professional qualifications. Updating skills through continuing education is required through training



# The Importance of Professional Development

- All school business professionals express a desire to ensure that they are current and up to date
- Professional development activities support your career plans and may give you a competitive advantage as you strive to stay at the top of your profession
- 80% of professional development activities are undertaken in the workplace
- Recording these in a systematic way will help to maintain competence and capability



# Planning your Professional Development

- School Business Professionals sometimes find themselves in the sector by chance rather than by design
- Some enter the sector with professional qualifications and professionally registered
- Some join the school in administrative positions and progress to roles with significant authority and responsibility
- Track your progress and note your success
- Use job adverts, job descriptions and professional standards as a benchmark to identify your development needs



# Professional pathways

The development needs of the school business professional will vary.

The pathway to CEO or other Executive roles aren't well defined.

This may be based on the route taken to join the profession along with prior knowledge, skills and qualifications.

ISBL advises that a formal professional development planning tool is used to facilitate career development discussions

## Mature system career pathways



# Identifying areas for career development & progression

The Professional Development Cycle is an industry standard tool. It will help school business professionals and the SLT to discuss business and career objectives and plan for their implementation



# The Systematic Approach to Training

ISBL recommends the use of the systematic approach to training.

Common tool deployed across industry, supporting the delivery of appropriate training and evaluating the impact

Remember that 80% of knowledge developed is obtained in the workplace

Demonstrating the impact of training; making a difference to the sector

Identifying the training need

Demonstrate that the programmes & apprenticeships meet market & member expectations  
Validating the content prior to launch

Evaluation

Plan and design the training

SAT will drive the management and maintenance of training programmes

Implementation

A consistent process will ensure peer-reviewed quality, content and delivery

# The benefits of planning your Professional Development

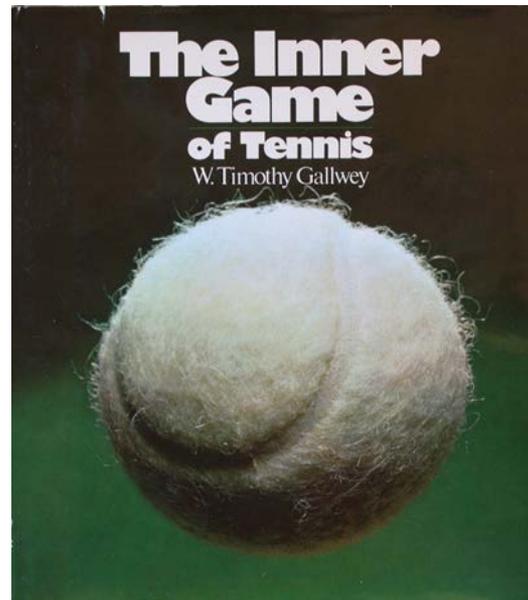
- Planning and completing your professional development will provide a number of benefits. These include:
- Peer parity with other professionals in the workplace
- Keeping up to date with technology, legislation and workplace requirements
- Enhancing your future employability
- Demonstration of your commitment to the school business leadership profession – becoming a role model for others
- Providing personal satisfaction that your career has structure and value



# Defining Coaching

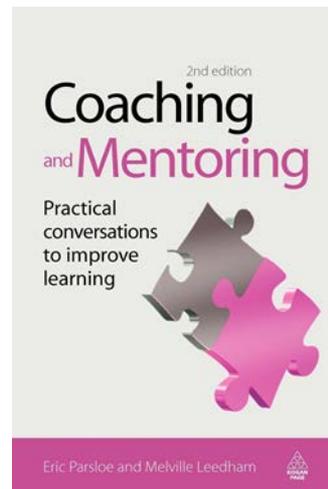
“Coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them.”

**Timothy Gallwey, Author of The Inner Game series of books.**



# Defining Mentoring

"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be." **Eric Parsloe, The Oxford School of Coaching & Mentoring**



# The differences between mentoring and coaching

Mentoring	Coaching
Long term career development	Short term, time bound, contracted relationship Assignment specific
Removed from line manager – employee relationship	Line Manager may provide coaching support
Provides direction	Provides instruction
Relationship related	Task driven
Personal satisfaction	Results driven
Relies on rapport and trust	Relies on rapport and trust

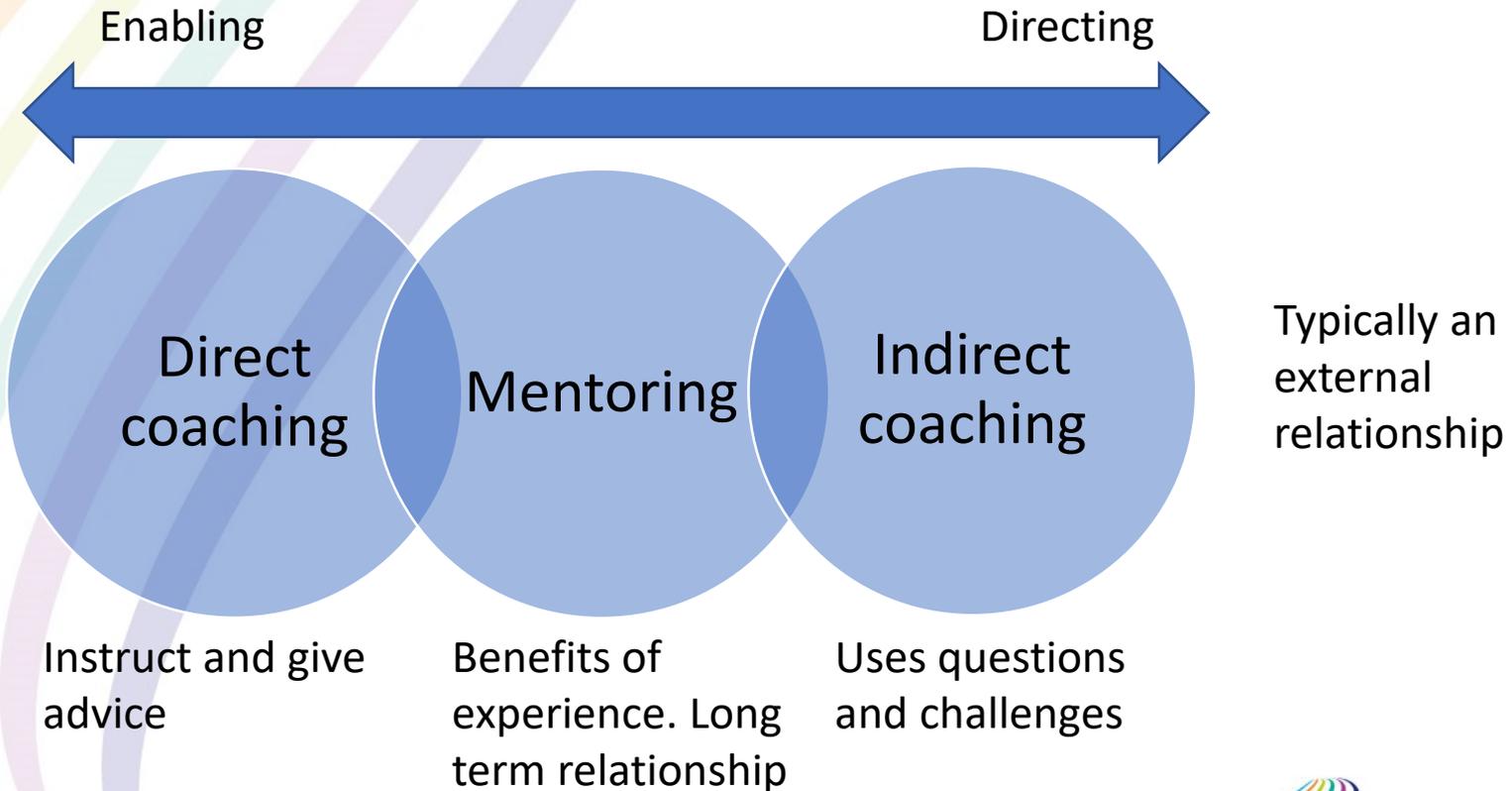


# Why become a mentor?

- You have a belief in the profession
- You have a commitment to the developing role of the school business professional
- You are driven to maintain standards
- You are willing to shape the profession and encourage the next generation
- You are committed to professional development
- You understand that this will be a rewarding, mutually beneficial relationship for both parties
- You recognise that mentoring underpins your development, your skills and your confidence
- You appreciate that mentoring provides personal satisfaction



# The coaching and mentoring landscape



# The benefits of developing a mentor network

- It's flexible - mentoring can happen in so many ways and under lots of different circumstances
- It relates to work and the job
- It is individual – each relationship will be unique to those two individuals involved
- It is people centred
- It provides a feedback system - feedback is central to mentoring and is a great tool to enhance and embed learning
- It is broad in focus – it should meet the needs of the mentee and mentor
- It is not exclusive – but actually complements other methods of learning



# The organisational benefits of developing a mentor network

- Increased levels of motivation from those involved
- Employees who have a clear direction and clear objectives
- Improved communication at all levels and across levels
- Sharing of knowledge and experiences and best practice
- Tangible and measurable gains as WBL is the development tool
- Supports a culture of innovation and continued improvement



# The relationship Manager, Mentor & Mentee

Line  
Manager

**Line Manager and  
mentor engaged in  
reviews**

**Clear objectives  
set by the Line  
Manager**

Mentor

Trainee

**Confidential and trusting**

# How does Professional Development work?

- Professional development relies upon the school business professional taking ownership of their career and identifying in a structured and realistic way the steps that will need to be taken to keep up to date
- It's important for ISBL members to consider that professional development is something that can, and invariably does happen in a variety of ways. Professional development isn't always a linear activity, in fact almost 80% of your development will be completed in the workplace by undertaking activities that might include special projects, secondments or activities that are new and novel



# Planning your Professional Development

- Professional Development doesn't have to be costly. The School business professional must be able to identify:
  - Where am I now?
  - Where do I want to be?
  - How am I going to get there?



# When is a mentor deployed

- To support the recruitment and development of graduates, apprentices, new starters with little or no experience
- To support the induction of new starters
- To support the development plans of individuals from across the organisation
- To support the structured professional development programmes



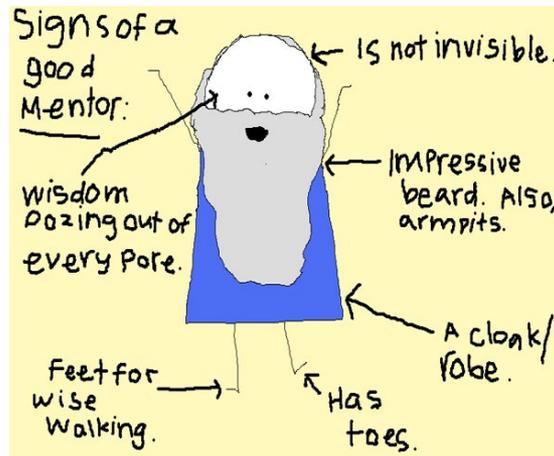
# The Characteristics of a Mentor

- Mentoring is separate from and different to teaching, coaching or training
- The focus is to support the development from inexperience to autonomy and independent professionalism
- Mentoring helps people to develop and build confidence
- Mentoring is a voluntary relationship where the mentor focuses on the development of the trainee



# The qualities of a mentor

- Realistic ability to self assess – identify your own strengths, weaknesses and development needs
- Organisational awareness – politics and sensitivities in the workplace
- Credible and accessible
- Communication skills – active listener, sounding board – not sounding bored
- Innovative
- Empathy and understanding
- Commitment to the development of the profession



# Initial Professional Development

- Initial Professional Development (IPD) typically takes place at the start of a school business professional's role and helps the practitioner to build a specific skill or expertise that will underpin their competence in line with professional standards
- Initial Professional Development typically consists of a formal structured training programme such as an apprenticeship or graduate programme
- Apprenticeships offer aspiring and practicing school business leadership professionals with the opportunity to combine practical training and study
- ISBL has led the development of a number of new apprentice programmes that have been specially contextualised for the education sector. These programmes will offer a route to ISBL Membership and provide an exciting opportunity for professional and personal development



# Continued Professional Development

- Continuing Professional Development (CPD) is a process of building, maintaining and enhancing your knowledge
- CPD helps you plan your development, review what you have learnt and evaluate the effectiveness of your activity
- Your commitment to CPD is important as the activities you choose will help to underpin your validity and competence as a School Business Leader
- CPD is typically undertaken in a variety of ways – work based learning, short courses, formal study programmes, secondments, placements or mentoring & coaching can all be considered as relevant activity
- CPD is not always formal and linear, it relates to learning a new skill or undertaking a new task



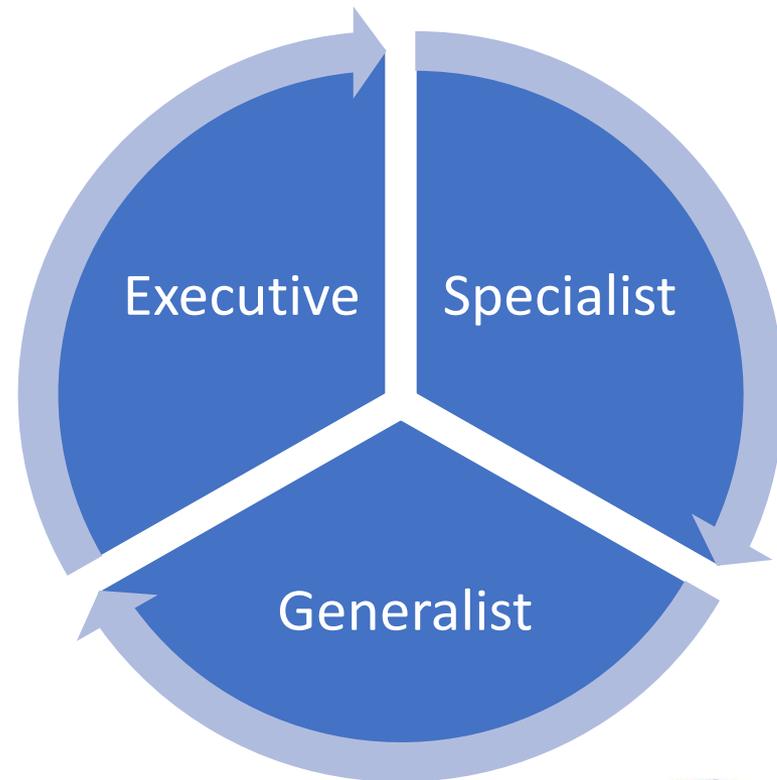
# Identifying areas for career development & progression

The school business professional is typically drawn from one of three types

There is a place in the profession for each of the types of leader highlighted

Your career may see you moving from one to another as opportunities present themselves

Planning your Professional Development is imperative



# Training Needs Analysis

- Deploy Training Needs Analysis documentation
- Highlight the difference that the training will make
- Identify the business need (e.g. legislation, safety, recognised skills gap etc.)
- Demonstrate the value to the organisation
- What is the risk if the training is not approved?
- Think about timing
- Project or budget requirements
- Don't wait until end of year review
- Make training & development a meeting agenda item



# Training Needs Analysis

- Training should be seen as an investment, not a cost
- L&D should be seen as activities that will enhance the competence of the organisation
- Don't leave discussions relating to your development until the end of the year and brush over it quickly with your line manager
- It should be a recurring agenda item
- Don't always accept the standard outturn from a training course – what do you actually need? It will be worth paying for
- What happens after the training? What is the follow up activity – is there a work based project?



# Training Implementation

- Pilot training programmes are an important consideration for any programme – internally constructed or purchased from a training provider
- Pilots allow you to test the delivery and structure of the programme, in a safe, risk free environment
- Pilot training should allow free flowing comment and debate with areas for enhancements or modifications recorded and debated.
- The Training Needs Analysis should also be modified in line with programme changes
- This will support a programme of continued improvement



# Trainer evaluation & competence

- Training materials and programmes are only effective if the person delivering the training has a level of competence that is appropriate for the training programme being delivered
- Before purchasing a training course, ask the training provider about the background and qualifications of the trainer. If you are not happy with the person proposed, ask for an alternative host
- Some training providers will ask for feedback on the host of the course, feel free to provide it
- If the training is being constructed and delivered internally encourage the trainer to evaluate themselves and ask the delegates to do the same.
- The aim is to bring about continued improvement



# Training Evaluation

The Kirkpatrick Model is the worldwide standard for evaluating the effectiveness of training. It considers the value of any type of training, formal or informal, across four levels

**Level 1** Reaction evaluates how participants respond to the training

**Level 2** Learning measures if they actually learned the material.

**Level 3** Behaviour considers if they are using what they learned on the job

**Level 4** Results evaluates if the training positively impacted the organization

## THE KIRKPATRICK MODEL

### Level 1: Reaction

To what degree participants react favorably to the learning event

### Level 2: Learning

To what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event

### Level 3: Behavior

To what degree participants apply what they learned during training when they are back on the job

### Level 4: Results

To what degree targeted outcomes occur as a result of learning event(s) and subsequent reinforcement

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# Supporting your development Apprenticeships

- Apprenticeships offer aspiring and practicing school business professionals with the opportunity to combine practical training and study
- ISBL has led the development of a number of new apprentice programmes that have been specially contextualised for the education sector
- They offer a route to ISBL Membership and provide an exciting opportunity for professional and personal development.



# Supporting your development Apprenticeships

- Those undertaking apprenticeships in the sector are encouraged to become ISBL Members and enjoy the benefits that Membership will provide
- The Professional Development journey opens up an exciting, challenging and rewarding career
- **Level 3 Business Administrator** – available now
- **Level 4 School Business Professional** – currently in the final stages of development and review - due to be available May 2018
- **Level 6 Chartered Manager Degree Apprenticeship (CMDA)** – available now
- **Level 7 Senior Leadership** – Currently in the final stages of development and review; due to be available in 2018



# The key competences for effective school business management

- Whether driven by the expectation of the role, compliance, safety, legislation or market conditions, the requirement to demonstrate competence and professionalism is becoming increasingly important



# The key competences for effective school business management

- The Institute of School Business Leadership defines competence as:
- **The ability to apply knowledge skills and understanding in order to carry out a task: effectively, consistently and safely to a defined standard**
- ISBL Professional Standards establish a clear blueprint for effective school and academy business management and they celebrate existing best practice. The standards framework sets out the **six main disciplines** of school business leadership, along with six principal behaviours required to be effective in the school business leadership profession



# Supporting Professionalisation

## Supporting your development

- **ISBL Professional Standards**
  - A major priority for NASBM in 2015 was the development of a suite of professional standards for school business leaders, comparable to those already available for other staff in schools
  - In a changing workplace, these standards provide an effective benchmark for the development of the profession



# Supporting Professionalisation

## Supporting your development

ISBL's Professional Standards are intended to:

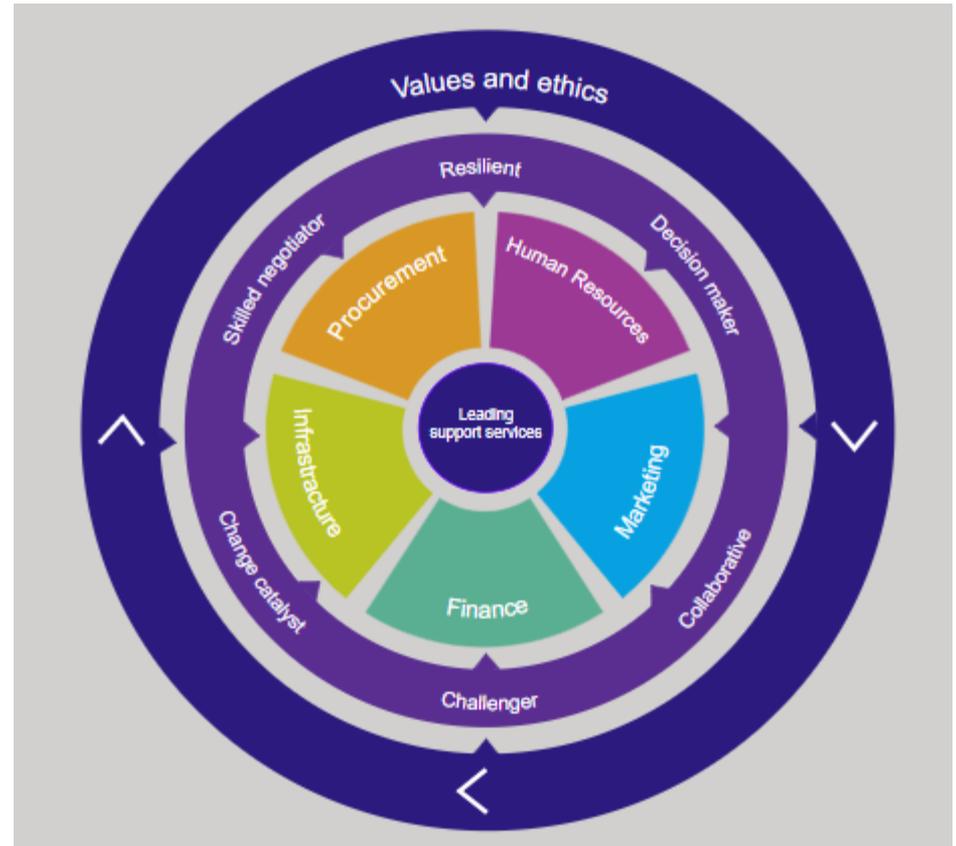
- Set out the core and specialist areas of competence required to be successful in a role as a School Business Leader
- Assist those currently working in, or aspiring to work in, the School Business Leadership profession to perform their role
- Set out the content of both initial and continuing professional development for those entering or developing their career
- Provide a framework for the development of qualifications and other professional recognition for School Business Leadership professionals



# ISBL Professional Standards

The standards framework sets out the six main disciplines of school business management, along with six principal behaviours required to be effective in the school business management profession

Each element of the wheel allows users to drill down into each section and self assess their own development against a defined standard



# ISBL Professional Standards

Tier 1	Tier 2	Tier 3	Tier 4
Practice at this level is likely to include, but not be limited to, making contributions to a process or a project with some direct responsibility for an area of work or an element of a team.	Practice at this level is likely to include, but not be limited to, supervision of a team, a process or a project with supervisory responsibilities for an individual or a team discharging a task or function.	Practice at this level is likely to include, but not be limited to, the management of a team, processes or projects with management accountability for an individual or a team discharging a task or function.	Practice at this level is likely to include, but not be limited to, high levels of accountability for strategic leadership and/or specialist knowledge (mastery) across defined areas of the school/trust, and a commitment to a self-improving sector through system leadership.
Knowledge at this level focuses on the immediate skills and understanding needed to perform defined tasks.	Knowledge at this level facilitates operational competency across a number of interrelated tasks and professional disciplines.	Knowledge at this level results in strong technical competency across a number of interrelated tasks and professional disciplines.	Knowledge at this level represents technical mastery of specific professional discipline(s) and the ability to pass on that mastery to others.
Basic understanding of the context/purpose of tasks undertaken.	Broad understanding of the context/purpose of tasks undertaken.	Firm understanding of the strengths of the school/trust.	Profound understanding of the wider context in which the school/trust operates.



# Supporting the development of the sector

- ISBL is committed to the development of the profession and the people within it
- There are a variety of learning and development opportunities available to you to access at locations across the country





Thank you