

1 Introduction

This development plan was prepared as part of the Agile Professionals project, one of the projects implemented as a follow-up to the Strategic Staff Development (SPO) project.

Successively the vision of learning and development, the focal points for development and an impetus for the design and organisation of employee development are discussed.

2 Vision of learning and development

The most important source of success are Fontys ICT's employees. In the **Employee Development Plan** for education support staff (Support) and teaching staff (OP) at Fontys ICT, we aim to make optimal use of the employees' talents within the teams. Sustainable talent utilisation (job satisfaction) and team development go hand in hand at Fontys ICT. We see the diversity of talents within a team as an added value in a knowledge institution where education, applied research and innovation are linked in cooperation with the ICT work field. It is essential that employees continue to **develop** themselves, both professionally and personally. Development is therefore a continuous process that is high on the agenda. A broad definition of professionalisation is used within Fontys ICT:

'Professionalisation consists of all activities undertaken by an employee to deepen and expand their knowledge, understanding, skills and professional attitude directly related to the practice of the profession'.

Employee development at Fontys ICT

Fontys ICT employees are responsible for their own development. On the basis of servant leadership, the manager will coach the employee in this in a development-oriented manner, making use of the Fontys development cycle. To enable employees to respond to social developments and issues, lifelong development and self-regulated learning will be encouraged. As a learning organisation, employees are agile talent-oriented professionals who learn meaningfully from and with each other within and between teams, and in which an inquisitive attitude and giving and receiving feedback are part of the culture. Experiential learning and development activities can be both formal and informal in nature. Fontys ICT strives for a match between the employee's development goals and the organisation's ambition.

3 Development themes

In order for Fontys ICT to continue to make a positive impact on the external environment and move with social developments, the following priorities regarding the professionalisation of employees are important for the 2024-2029 lead time:

A. Teacher development:

- Fontys Docent Development (formerly FKO):
 - Basic-level Teaching Qualification (BKO) remains compulsory and will be extended from Fontys to BDB (BKE will then form part of it and become compulsory for all starting lecturers).
 - BKE will become mandatory for sitting lecturers in the coming years; for this, it is important to develop a meaningful offer and completion.
 - Mid-level Teaching Qualification (MKO) and Mid-level Teaching Qualification (MKO Research) (Fontys ICT or Fontys) remain compulsory, within three years of obtaining the Basic-level Teaching Qualification (BKO).
 - SKO and SKE are optional and mandatory for some roles.
- In line with developments in the curriculum (studentbased learning CB+DB; broadening lecturers' employability in all teaching methods), development in coaching students in the learning process and on learning outcomes is important. Consideration could be given to (customised - in-house) provision of the Fontys training course Lecturers as coaches. This is coordinated with the project Redevelopment first semester, which will also focus on the education of lecturers.
- AI capabilities influence teaching methods and didactics (see next point).

B. Artificial Intelligence:

- Awareness and basic skills for all employees.
- AI implementation in education: content and as an influence on working methods: training for lecturers. This requires involvement of the AI taskforce.

C. Key concerns and opportunities:

- Investigative professional: for OP, Mid-level Teaching Qualification (MKO) research will be updated and, if necessary, additional or new development offerings will be made.
- Project-based/project leadership skills: the training course Project-based Creation is offered in-house. This training matches the needs of our research groups and also the vision on projects and project management within Fontys. The biggest development seems possible for OP. The offer developed for this can of course be opened up to Support.
- Broad employability: proficiency in English and (at least passive) Dutch and cultural awareness is important for broadening the employability of our employees.

D. Agile teams:

Following on from the Team Establishment project, teams are guided in working and learning together as a team. [The TalentTeamMethodology](#) forms the starting point. In this, strengths and appropriate Fontys roles form the starting point for achieving goals and dividing the work together. The managers (now PM) have an important role in guiding the teams and are in turn supported in this. The elements of reflection and asking for feedback (elements of the Learning and Cooperating Professional) can have a logical place in this.

E. Developing leadership roles:

In line with the Team Organisation project, the development, guidance and coaching of the (new) leadership roles will be shaped. This will be done in line with the Fontys leadership profile and if possible by making use of expertise and supply within Fontys. For team development of the XLT, the development and team formation with [Leadership Evolution](#) will be continued.

The above are the development themes that have priority for Fontys ICT as a whole in the coming years. Naturally, development in the field of expertise remains important for individual employees and we take the challenge of lifelong development as our starting point (see chapter 2).

4 Global timeline - prioritisation

Topics/theme	Spring 2024	2024-2025	2025-2026	2026-2027	2027-2028	Autumn 2028	Point of contact in terms of content
Fontys Teacher Development							OWK
BKE catch-up course							OWK and/or Toetscie
Lecturers as coaches							OWK/Maaike
AI							AI task force and AI Thinkforce
Project-based creation							HR/Anne-Marie
Broad language							HR/Anne-Marie
Agile Teams							Anne-Marie ism Fontys L&D (San) with project team Agile Teams
Leadership development							Frens (Anne-Marie)

= continuous development activity

= concentrated development activity

Based on the global timeline, a concrete translation has been made to realise professionalisation for the Fontys ICT employee. The employee will make agreements on this with the manager. Hereby the employee is self-managing and responsible for complying with the agreements regarding his own professionalisation. Besides the mandatory professionalisation, the remaining time for professionalisation (education) will also be consciously designed by the employee in consultation with the manager.

This concretisation is set out below for each topic/theme for which it is currently worked out.

- BKE catch-up course for lecturers: we will provide a customised training course for Fontys ICT lecturers. The training will be developed in autumn 2024 by Fontys ICT's educational specialists and Assessment Committee in consultation with Fontys HR & Organisation (HR&O).

- Lecturers as coaches: this theme is highly relevant within Fontys ICT's Vision on education. It is important that lecturers in academic year 2024/2025 and academic year 2025/2026 can develop didactically as coaches. A training course will be facilitated internally by Fontys ICT's educational specialists. The training will be demand-driven. However, a lecturer can be approached to participate in the training by an educational specialist or People Manager. In addition, the employee can also initiate these development needs himself.
- AI in education: in spring 2024, Fontys ICT will start an in-house AI Taskforce and AI Thinkforce. The AI Taskforce will focus on issues at the intersection of generative AI and education. What is the impact of AI on HBO education? What are the challenges, opportunities and dangers for HBO education? What does this require from employees and students? What new knowledge and skills will be involved? In the academic year 2024/2025, in-service training (appropriate interventions) for employees on AI in education will take place. The form of in-service training will be determined by the AI Taskforce, with the aim of increasing the maturity around generative AI in our organisation. It will also start to influence the concretisation of the Fontys ICT educational vision, both subject-related and didactic (teaching methods/working methods). In the field of generative AI, Fontys ICT also wants to be an initiator, inspirer and initiator for Fontys.

The new development themes to be launched are elaborated in a short description Training Programme.

5 Implementation - development activities

Within Fontys ICT, we want to make use of a learning landscape where learning activities are highlighted, which are in line with the aforementioned development themes and which fit in with the vision on development. This learning landscape gives our employees points of reference and signposts within and to the large range on offer via the Fontys HUB.

It appears that at the moment few Fontys ICT employees know how to find the Fontys offer:

- In academic year 2022-2023, a total of 24 Fontys ICT employees enrolled in a training course from the open Fontys offer.
- In this current academic year, 2023-2024, 23 employees have so far enrolled by the end of February 2024.

The frameworks for development (professionalisation), in terms of time and budget, are described in the Policy Wiki.

Final responsibility for employee development lies with the People Manager. A point of attention within Fontys ICT is the organisation and monitoring of development activities: this is not clearly positioned. For instructor development, a role lies with the educational specialists. In addition, HR at Fontys ICT has a logical role in organising and monitoring employee development.

Given the importance of employee development in the context of strategic choices, this is clarified.