

Registration and continuing professional development

be followed if complaints are received against Registered Members. The Articles require that panels of prospective Investigators and Disciplinary Committee Members be approved by Council, from which Members can be drawn as required. Disciplinary Committee Members need to be experienced senior practitioners, preferably currently employed in the profession. Prospective Committee Chairpersons with a legal background have also been identified. Investigators need to be experienced practitioners, and also have good diplomacy, people skills and writing skills. Prospective members of the above panels have been approached to seek their agreement to be available and participate in the process.

A sound disciplinary process is a cornerstone to the integrity of the Registration process. The Registration Board has already had cause to commence an investigation, following receipt of a complaint against a member consultant.

I would like to record my sincere thanks to the Members of the Consultant Recognition Committee/Registration Board, who have devoted a considerable amount of time to implementing the Registration Scheme, on top of administering the run out of the former Consultant Recognition process.

John Galbraith

Maori version of Institute's name

Council, at its September 24 meeting in Auckland, in response to a proposal by Tim Thorpe at the July meeting, received the Maori version of the New Zealand Institute of Forestry, "Te Putahi Ngaherehere o Aotearoa". "Putahi", a recently established Maori word for "Institute" and published in "Te Matatiki - Contemporary Maori Words", derives from the concept of coming together as one. "Ngaherehere" means "forestry", as applied for example in Ministry of Forestry.

Te Taura Whiri i te Reo Maori, the Maori Language Commission, has endorsed "Te Putahi Ngaherehere o Aotearoa" as the appropriate Maori rendition of "New Zealand Institute of Forestry".

The Council has endorsed the process of adopting a Maori version of the Institute's name in appreciation of the maturing of New Zealand's cultural identity and in recognition of the increasing role of Maori in forestry and the forestry profession.

One component of the Institute's new Registration Scheme is that Members make a commitment to ongoing learning. This article expands on what NZIF requires of applicants.

On October 1 the New Zealand Institute of Forestry Registration scheme came into effect. Its purpose is to enable the professional knowledge and skills, high standards of professional conduct and commitment to ongoing learning demonstrated by suitable practitioners, to be recognised within the industry.

The focus of the scheme is professionalism in forestry practice. One component, identified by Council as a cornerstone of professionalism, is a demonstrated commitment to ongoing learning or what the Institute has termed Continuing Professional Development (CPD). Members are expected to undertake a minimum of 20 hours CPD per year. Applicants for registration are required to provide an outline of the CPD they have undertaken over the previous three years.

NZIF has defined Continuing Professional Development (CPD) as "the systematic and structured learning that professionals undertake throughout their careers to ensure that they continually maintain and enhance their knowledge and skills and improve the quality of service they offer". This is a very broad definition, allowing members to focus on learning that is relevant to their particular work situation and career stage.

All members of the Institute are encouraged to keep a record of their learning activities, and to this end a CPD Record Card has been printed. On this card members can record the name and organiser of the event, the learning time involved and other basic details. The card also includes another critically important component. This is a column in which members record what they gained from the event in terms of knowledge and skill and how they might apply this in their work. Kathrine Fraser, who has been working with the Institute in the develop-

Council is considering the process by which it will adopt the Maori version of New Zealand Institute of Forestry and welcomes comments from members on this matter.

Peter Allan

ment of the Registration scheme, believes this to be a significant innovation. "Research on adult learning has shown that the bridge from learning to application on the job is a critical ingredient in gaining benefits from CPD. CPD is not about learning for learning's sake, just to clock up hours. It is about improving individual and organisational performance," she says. "We have all attended training programmes where we cover lots of material, but then return to the hassles of the job with no chance to consciously transfer new learning. Learning without subsequent change is a waste of resources, both financial and human. Spending some time reflecting on new learning and its application enables professionals to identify changes they can make in their own work to better meet the demands of their clients and work situation."

Greatest Benefit

To gain the greatest benefit from CPD, it is important that learning is relevant to professional practice and the individual's personal and organisational goals. Answering the following questions can assist with identifying key development priorities:

- What would make this year successful for you professionally (both personally and organisationally)?
- What job do you envisage yourself doing in five years' time (consider both technical and management aspects)?
- What new clients/markets are emerging for your services?
- How will technology, legislation and other external factors influence the job you currently do?

Answers to these questions assist in identifying the gap between current practice and desired future practice. Having identified the knowledge, skills or attitudes needing development, the next step is to seek out opportunities for this learning. This could take the form of formal courses (e.g. an extramural tertiary paper), seminars (e.g. the use of a computer application) or conferences. There are also other forms of structured learning that NZIF recognises. For example, independent research which members might be required to undertake as part of their work. This involves objectives being identified, various sources explored and conclusions

and recommendations being reached and written up. On-the-job coaching also qualifies as legitimate CPD, providing that learning objectives have been identified and the coaching process is documented along with outcomes. Formulating objectives and evaluating how well they are achieved is the difference between an informal chat and structured learning.

Writing articles for journals and other publications is also recognised for CPD, providing this involves new learning or assimilation of ideas by the author.

CPD credits are assessed as the number of hours of active learning time, irrespective of the type of activity involved. This is the most easily understood and user-friendly measurement, even if, from a theoretical standpoint, it can be difficult to defend.

Registration is open to all Full Members and Fellows of the Institute. Application forms, including details of the criteria for registration, are being sent to all eligible members for their consideration. Applicants submit examples of their

written work and attend a professional interview with a panel of Registration Board members. Initial responses from members to the 'Expression of interest' questionnaire sent out earlier in the year suggest that many members welcome the opportunity of having their professional status reviewed by peers and recognised in the wider industry. The Registration Board is gearing up for a busy period processing applications over the next six months.

Environmental Working Group update

NZ Forest Accord and Principles

The NZIF is preparing a letter to the *New Zealand Forest Accord and Principles for Commercial Plantation Forest Management* partners expressing concern about a number of issues relating to both documents and offering to meet and discuss ways of resolving these. The letter has been prepared following comment expressed in this journal and at the NZIF AGM in Invercargill, as well as recent additional consultation by the Environmental Working Group with Maori forestry interests. Major concerns are with shortcomings in the wording in the documents, lack of consultation with some stakeholders in their development, in particular Maori, and issues of sovereignty, and landowners' rights. Events since the signing of the *Accord*, including the Resource Management Act 1991, mean that the *Accord* has, in part, been superseded.

The *Accord and Principles* are important documents with respect to environmental issues confronting New Zealand forestry, but there is now a need for a common set of operating principles acceptable to a broader range of stakeholders.

Environmental Seminar

The Environmental Working Group is progressing plans to run two one-day environmental seminars in Christchurch and Rotorua on February 25 and 27, 1997 respectively. The aim of the seminars is to raise awareness and practical understanding of forestry's impact on and interaction with the environment and means of ensuring environmental best practice. The Institute is planning the seminars in association with the New Zealand Farm Forestry Association and Commonwealth Forestry Association.

NZIF Position Statement on Biodiversity

Karen Shaw has prepared a draft position statement on biodiversity which will be distributed to members for comment in due course.

Environment and Conservation Organisation (ECO) Conference

I attended the ECO AGM and Conference at Otaki in August, the theme of which was Environment and the Election. Attempts are being made by some ECO

members to stir up issues over natural forest logging, including a proposed petition banning all natural forest logging, but otherwise forestry as an environmental issue is largely on the back burner. Some useful discussions were had with ECO representatives over the *Accord and Principles*.

I strongly believe that the Institute should maintain its presence at these forums.

Tim Thorpe
Convenor

Maori perspectives in forestry

Council at its July 2 meeting in Rotorua acknowledged a need to address appropriate processes to ensure recognition of Maori perspectives in forestry decision-making.

The September 6 meeting of the NZIF Environmental Working Group, with invited guests John Ruru and John Herbert, considered a specific example of problems caused by failure to take on board Maori perspectives. The particular issue was whether the Institute should or should not continue to take an interest in the New Zealand Forest Accord and Principles for Commercial Plantation Forest Management in New Zealand.

Consideration of Maori perspectives revealed that aspects of the Accord and the Principles worked against the interests of Maori. Some of the issues were:

- i. tino rangatiratanga, the right of Maori to maintain full authority over use of their resources, was being compromised;
- ii two or three cycles of land clearance on the East Coast has resulted in successive generations of seral vegetation in the form of manuka and kanuka and degradation of land productivity; reversal of this trend has been urgently needed;
- iii the scrubland is not "natural forest",

- iv enforcement of the NZ Forest Accord on a proposed joint partner with Ngati Porou cost Ngati Porou postponement of afforestation and restoration of productivity; this can be measured in an extra \$300 per hectare cost of removing regrowth to be carried over the length of a 30 year rotation;
- v emphasis on preservation of indigenous forest diminishes encouragement of sustained forest management for sustained yield of native timbers;
- vi the Accord has been corporate driven and penalises individual land owners.

It has been agreed that two courses of action need to be pursued:

1. At the local level Sections are encouraged to dialogue with tangata whenua on Maori issues which need to be taken into account in local forestry development; and
2. Dialogue is to be initiated with appropriate Maori organisations at the national level to enhance the Institute's understanding of Maori perspectives.

Peter Allan