DRAFT DISCUSSION PAPER

Professional Learning and Development Model

Support Systems Processes Stages

 Professional Induction

Professional Recognition

& Accreditation(formal and

Informal learning)

 Year 1

Membership & Registration

 Year 2

I-Develop & e-learning

 Year 3 Professional Learning

 & Development Review and

 Re-orientation

Regional Learning Networks

 Ongoing PL&D cycles

Peer Support

 CR &E. B&M. PB&L.

CR&E – Critical Reflection and Enquiry

B&M – Buddying and Mentoring

PB&L-Portfolio Building and Learning

Rationale

As stated in in Growing The Learning Culture (2015) professional learning is:

* The process of active learning though individual or shared reflective practice;
* Participation in formal or informal learning opportunities and activities including planned reading, shadowing, secondments and e-learning;

And professional development is referred to as:

* The change that occurs as a result of professional learning: the enhance skills , knowledge and understanding of practitioners, the sharing of these and their application to practice.

The above Professional Learning and Development model is based on notions advocated by Bruner (1960) who argues building learning on previous knowledge and experience in a spiral or cyclical process thereby re-visiting knowledge and skills to strengthen, deepening and extend a knowledge and skills base. Frames of reference for this are the SCQF Level Descriptors (SCQF 2012) and the CLDSC Professional Standards. Using the PL&D Review process (CLDSC 2018) as a navigational/orientation process the practitioner sets professional goals using the support and resources available in their particular context. This model assumes that the practitioner has ‘learned how to learn’ through previous programmes of learning and experience and is able to set learning goal and develop learning strategies to achieve them. The approach to learning that underpins the PL&D Review process is self directing learning (Knowles 1973) and the model of the reflective practitioner (Schon 1983) a prevalent model used in CLD qualifying training.

The purpose of Professional Induction and Re-orientation is for the CLD practitioner to be aware of the requirements of membership of the CLDSC and its professional standards, ethos and competences as articulated in the Competent Practice Framework (CLDSC 2018). Professional induction should be seen as an ongoing process rather than a one -off event and is different from the interests of workplace induction which should be the responsibility of the employer. The CLDSC should provide a support system that enables and facilitates its members to progress with career long professional learning and development . This support should gravitate around the notion of the reflective autonomous practitioner and provide guidance and support for the professional learning needs at the pre-qualifying, qualifying and post-qualifying stages of a practitioner’s career.

The CLDSC support systems should enable and encourage the practitioner to progress their professional learning and development by participation in formal and informal learning opportunities through community-based experiential and collaborative enquiry-based practice.

In exploring this model and its development there are a number of considerations that need to be addressed as outlined below.

Stages

Professional Induction, Re-orientation and the Professional Learning and Development Review

Building on the recently developed and implemented PL&D Review process we would need to front-load this with the introduction of the above model and its rationale and develop an induction ‘programme’ for members outlining the role of the CLDSC and what membership means in terms of professional responsibility in meeting professional standards and competence on an ongoing basis and the importance of professional progression and development as a career long endeavour.

Processes

Critical Reflection and Enquiry

Buddying and Mentoring

Portfolio Building and Learning

These processes are the threads that permeate the above model and are central to the model of the reflective enquiring practitioner and would need to be further developed by way of explanation and illustration from the existing material developed for the Professional Learning and Development Review process. The notion of professional scholarship is worth further exploration in terms of how reflection and enquiry can be progressed into professional dialogue, sharing of good practice and publications. Also the current pilot work on Buddying and Mentoring by Dominique Carlisle-Kitz and Sue Briggs would be formative in this respect.

With respect to Portfolio Building and Learning this is built around notions of evidence-based practice and learning through experience by the production of critical reflection and learning statements. How i-develop could be used as an e-learning platform for electronic portfolios and e-learning material would need to be explored and developed.

Support Systems

Professional Recognition and Accreditation

Membership and Registration

I-Develop and e-learning

Regional Learning Networks

Peer Support

Discussion needs to take place with the Approvals Committee about how the Standards Mark can be further developed to recognise both formal and informal learning and training programmes and activities that have relevance to CLD practitioners professional progression at post-qualifying level and how this learning relates to the CLD professional standards and competences and SCQF Level Descriptors. This is consistent with Bruner’s (1960) ideas of revisiting knowledge and skills at a higher conceptual level as advocated in the above model of Professional Learning and Development.

The use of such a matrix between the CLD professional standards and SCQF Level Descriptors would help practitioners looking for professional recognition gauge their level of development against standards and specific levels of learning and help with professional development progression and direction with respect to ongoing learning and interest in academic accreditation. Work with training providers in portfolio building and learning based on this matrix might also help practitioners interested in accessing pathways of learning that can lead to relevant micro-credentials and fully accredited programmes.

With respect to Membership and Registration discussion should take place with the Registration Committee regarding how the Individual Professional Recognition (IPR) process could integrate the above Professional Learning and Development model and help practitioners with professional induction and understanding of professional standards and competences and what level of learning they are entering at as a member based on previous experience and qualification.

Regarding the transition of members wishing to move from Associate to Registered Member with respect to the two year post-qualifying registration requirement the above Professional Learning and Development model would assist moving members through professional induction and into professional learning and develop review at the end of their first three years of membership and satisfying the requirement to move from Associate to Registered Member.

Consideration could be given to the development of Fellow as a category of membership for those members that satisfy a minimum membership period and also through the Professional Learning and Development Review process have demonstrated a requisite level of professional enquiry and scholarship at an advanced level. This development would need to be looked at as to whether such a category of membership would be desirable or valued by members or whether this should be part of the professional requirements of a Registered Member?

In looking at a review of i-develop and its functionality and form the CPD and e-portfolio areas of the platform would needs to be structured around the above Professional Learning and Development model above and learning guidance material and templates developed around the three core stands of Critical Reflection and Enquiry, Buddying and Mentoring and Portfolio Building and Learning.

The relationship and role of the Regional Learning Networks needs to be discussed in relationship to this PL&D model and how they might support the professional development of CLDSC members. A key role could be in providing peer support through buddying and mentoring and as they do at present carry out training needs analysis and running of training events relating to these needs. Another key role could be, though peer support, helping members with the development of their e-portfolios as part of the Professional Learning and Development Review process and also support and carry out professional enquiries and write up and report and publish their findings, amongst other places, through a dedicated library space in i-develop.

References

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