

Excerpt from March 2006 Draft: Continuing Professional Development: Principles and Best Practices

## 手稿摘录：持续性的专业发展：原则及最佳实践方法

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IFLA - 持续性的专业发展和就职场所的学习

### Introduction

The quality of service provided to the public by library and information science institutions depends on the expertise of their staff. Constant flux in the needs of societies, changing technologies, and growth in professional knowledge demand that information workers must expand their understanding and update their skills on an ongoing basis. As stated in the IFLA/UNESCO Public Library Manifesto 1994  
<<http://www.ifla.org/VII/s8/unesco/eng.htm>>:

### 简介

图书资讯机构对大众服务的品质是奠基在工作人员的素质。社会持续性的需求及科技的改变，专业知识的成长，必须仰赖资讯工作者持续扩充他们知识及技能。根据 IFLA/UNESCO 公共图书馆的 1994 年公告<http://www.ifla.org/VII/s8/unesco/eng.htm>：

The librarian is an active intermediary between users and resources. Professional and continuing education of the librarian is indispensable to ensure adequate services.

图书馆员是一个介于使用者跟资源的中介。为确保良好服务，专业及持续的教育不可或缺。

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Because adequate service depends on staff who are well prepared and continuously learning, the quality of ongoing educational opportunities is of vital concern. This document sets forth principles that should assure high quality continuing professional development for library staff. It has been developed on behalf of IFLA's Continuing Professional Development and Workplace Learning Section (CPDWL), with input from its members and small project funding from IFLA.

因为好的服务奠定在有完整训练且不断学习的人员上，持续进修教育的品质成为关键。这份文章订定，能确保教育图书馆员持续性的专业发展的原则。内容开发是由 IFLA 专职进修和职场学习 (CPDWL)，和其成员以及研究方案的建议所组成。

### The basic principles

The responsibility for continuing education and professional development is shared by individuals, their employing institutions, professional associations, and library/information science education programs. Human resources and professional ethics statements should recognize the obligation to ensure that library/information service staff have access to and take advantage of continuous learning opportunities.

### 基本原则

进修教育和专职训练的责任由职员们、他们服务的单位、专业协会机关和图书馆资讯科学的教育计画承担。人事单位和专业伦理说明都应该要了解他们有义务让图书馆或资讯服务的人员有职进修的机会。

Best practice requires that there be:

1. Regular learning needs assessment
2. Broad range of learning opportunities, both formal and informal; formal offerings in a choice of formats, designed to meet identified needs, in modules structured to cover topics from introductory through advanced.
3. Organizational commitment and leadership from staff development and continuing education administrators with expertise in adult continuing education
4. Widely disseminated information about continuing education and resources, accurately described
5. CE activities design that includes learning objectives aligned with identified needs; follows principles of instructional design and learning theory; selects course instructors on the basis of both subject knowledge and teaching ability; attends to transfer of training and feedback
6. Consistent documentation of individuals' participation in learning and recognition of continuing learning in hiring and promotion decisions
7. A minimum of 0.5 to 1.0 % of institutional budget earmarked for staff development, as stated in *The public library service: IFLA/UNESCO guidelines for development*  
<http://www.ifla.org/VII/s8/proj/publ97.pdf>
8. About 10 % of work hours provided for attendance at workshops, conferences, in-service training, and other educational activities, and for informal learning projects
9. Evaluation of continuing education and staff development offerings and programs
10. Research that assesses the state of CPD and examines the efficacy and outcomes of continuing education and staff development programs

最佳的实践要求有：

1. 定期的学习需要评估。
2. 宽广的学习范围，包含正式和非正式；包括学习方式的选择，有符合个人需求的策划，模组化的课程设计应包含入门与进阶主题。
3. 成人进修教育中，包含工作单位的支持、职员训练和进修教育单位主管的领导。
4. 广泛及精确传递关于进修教育和资源的讯息。
5. 进修活动设计包括学习目标和需要一致；根据教育设计的原则和学习理论进行；选择有主题知识和教学能力的授课者；参与培训和意见回覆的交换。
6. 持续纪录个人的学习参与，聘用和升迁决定时告知进修机会。
7. 就职单位至少拨机关预算百分之0.1到  
百分之1的经费为教育成本，如公立图书馆服务：  
IFLA/UNESCO指南为发展所陈述<http://www.ifla.org/VII/s8/proj/publ97.pdf>。
8. 工作时数十分之一运用在专题讨论会、会议、在职培训和其他教育活动和非正式学习的项目。
9. 在职进修和教职员训练课程和计划的评估。
10. 进行持续性的专业发展状态分析和进修教育和职员训练计划效力结果的研究。

Below are the summary statements following the literature review and discussions in the full paper of each of the principles

1. Best practice... calls for regular, performance-related learning needs assessment that involves individual employees and management, in concert with organizational goals and objectives. Professional development also has to be enabled for both personal and profession-wide growth and improvement, if the field is to achieve its potential for service to society. Therefore, individuals, institutions, and professional associations all bear responsibility for periodic assessment of learning needs.
2. Best practice requires that those responsible for providing CE programs or in-service training and development create and/or make available a wide range of activities and products designed to meet

- identified learning needs. Formats and levels of sophistication must be varied enough to suit various learning styles and beginner to advanced needs. Cultural and linguistic differences and time-place constraints must be taken into account. Learning resources--such as professional collections, mentoring, and coaching--should be available in the workplace, and individuals should have access to guidance for planning and implementing personal professional development agendas.
3. Best practice requires administrative commitment; formal policies that spell out what is expected of both staff and the organization in regard to CPD/DL; staff development coordinators who have the support of the administration and the expertise to plan and implement programs.
  4. Best practice requires that there be guides to learning portals, CE clearinghouses, electronic discussion lists, and other sources of information about courses, educational products, conferences, and other learning opportunities that can be easily and widely disseminated, using a variety of channels. Learners and appropriate resources should be able to connect through an international network of clearinghouse and advisory functions. Educational activities must be accurately described in terms of pre-requisite knowledge required; access to information and communication technology, if applicable; expected outcomes; costs; etc.
  5. Best practice requires that formal CE offerings be presented by experts in the topic who are also good instructors. Systems of CPD should provide train-the-trainer opportunities. Employers should strive to create a supportive environment in which staff are encouraged to apply what they have learned.
  6. Best practice assures consumers of formal CE that their participation will be verified and recorded (using the IACET's Continuing Education Units, for example). Individuals should be encouraged to create portfolios to document their pursuit of learning, both formal and informal. Employers should take employees' efforts to develop skills and knowledge into account when making personnel decisions.
  7. Best practice requires that an adequate percentage of an institution's personnel budget be allocated to staff development. How "adequate" is defined will vary depending on the extent of needs and circumstances in a given situation. Two percent of the personnel budget seems a reasonable goal in cases where staff development expenditure has not been consistently itemized.
  8. Best practice requires that employers give staff paid time off to attend conferences and workshops relevant to their jobs, and also allow for part of their work time to be spent on learning. Ten percent of working hours may need to be allocated as a minimum.
  9. Best practice requires that CE providers gather feedback from their learners not only at the conclusion of CE events, but also conduct at least periodic follow-up evaluations to determine what effect the CE has had on practice. The results of evaluation should be used to improve future CE offerings and should also be factored into needs assessments. CPD programs within institutions and organizations also require periodic evaluation of their administration and effectiveness.
  10. Best practice requires that there be regular benchmarking studies of best practices in staff development, matched with quality assessment of the participating institutions. Such studies should advance understanding of and implementation of effective CPD and would justify resources expended on it. The conduct of such studies must have cooperation and support from a cross-section of international institutions, and the results have to be broadly shared.

以下是每一项原则在原报告中的摘要：

1. 最佳实践方法需要定期、涉及员工个人和管理阶层，有关组织目标宗旨相关的学习表现评估。如果领域是达到它对社会服务的潜力，专业发展必须让个人和专业范围内成长和改善。  
所以，个体、机关和专业协会全部承担对学会需要的周期性评估的责任。
2. 最佳的实践需要那些负责提供进修教育课程或在职培训和成长人员，须创造并且/或者让可大范围利用的活动符合存在的学习需要。格式和简易程度必须变化来配合各式各样的学习样式和初学者与有经验者的需要。文化和语言区别和时间地方限制必须考虑。  
学会资源 - - 例如专业收藏，辅导和指导 - - 在工作场所应有提供，并且对个人专业发展议程的教导计划和实施，个人应该有管道得到。

3. 最佳的实践需要行政单位的承诺；明文规定解说持续性的专业发展和就职场所的学习，给予职员和组织的期望；入室训练部有管理阶层的支持，和实施职员训练计划和训练的专业。
4. 最佳的实践需要提供以下指南：进修教育消息交换媒介、电子讨论名单和其他关于教育内容、会议和可以使用各种方式容易广泛传播的信息源。学习者和适当的资源应该能通过意见交换管道和咨询方式作连接。必须准确地描述教育活动所必备的前提知识；资讯和通讯管道；若有可能，期望的结果、费用等。
5. 最佳的实践需要正式进修教育教学由主题专业人士也是好的授课员参与。持续性的专业发展系统应该提供训练这授课员的机会。雇主应该努力创造后援环境，鼓励职员应用所学。
6. 最佳的实践确定正式进修教育人员的参与被核实并且被记录(例如，使用IACET的进修教育单位)。应该鼓励个人制作他们正式和非正式的教育追求。当做出人员决定时，雇主应该将员工开发技能和知识的努力一并考量。
7. 最佳的实践需要机关分配合理比例的人员预算于职员训练上，怎么决定「合理」是根据需要和环境的评估。在成为固定支出的项目之前，人员预算的百分之二似乎是一个合理职员训练的开支。
8. 最佳的实践需要，职员参加和他们工作有关的会议和研讨会时，雇主给薪资几付，并且考虑利用工作时间去学习。工作时间的百分之十也许需要被分配作为最低限制。
9. 最佳的实践需要进修教育供给者，不仅收集学习者对进修教育过程的结论，而且举办定期性后续评估，确定进修教育在专业上的实践效果。评估的结果应该用于改进未来进修教育的内容，以及作为需求评估的分析。在机关和组织之内持续性的专业发展，也要求定期性评估他们的执行和效率。
10. 最佳的实践需要，在最佳施行的职员训练有规则基准点研究，与有品质的参与机关所做评估对照。这样研究应该推进有效的持续性的专业发展的理解有助益，并且也合理使用教育资源。这样的学习研究，必须有各机构间的合作和支持，并且结果必须广阔地分享。

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