

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

手稿摘錄：持續性的專業發展：原則及最佳實踐方法

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IFLA - 持續性的專業發展和就職場所的學習

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>>:

簡介

圖書資訊機構對大眾服務的品質是奠基於工作人員的素質。社會持續性的需求及科技的改變，專業知識的成長，必須仰賴資訊工作者持續擴充他們知識及技能。根據 IFLA/UNESCO 公共圖書館的 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.

圖書館員是一個介於使用者跟資源的中介。為確保良好服務，專業及持續的教育不可或缺。

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.

因為好的服務奠定在有完整訓練且不斷學習的人員上，持續進修教育的品質成為關鍵。這份文章訂定，能確保教育圖書館員持續性的專業發展的原則。內容開發是由 IFLA 專職進修和職場學習 (CPDWL)，和其成員以及研究方案的建議所組成。

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.

基本原則

進修教育和專職訓練的責任由職員們、他們服務的單位、專業協會機關和圖書館資訊科學的教育計畫承擔。人事單位和專業倫理說明都應該要了解他們有義務讓圖書館或資訊服務的人員有職進修的機會。

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

最佳的實踐要求有：

1. 定期的學習需要評估。
2. 寬廣的學習範圍，包含正式和非正式；包括學習方式的選擇，有符合個人需求的策劃，模組化的課程設計應包含入門與進階主題。
3. 成人進修教育中，包含工作單位的支持、職員訓練和進修教育單位主管的領導。
4. 廣泛及精確傳遞關於進修教育和資源的訊息。
5. 進修活動設計包括學習目標和需要一致；根據教育設計的原則和學習理論進行；選擇有主題知識和教學能力的授課者；參與培訓和意見回覆的交換。
6. 持續紀錄個人的學習參與，聘用和升遷決定時告知進修機會。
7. 就職單位至少撥機關預算百分之 0.1 到 百分之 1 的經費為教育成本，如 *公立圖書館服務：IFLA/UNESCO 指南為發展所陳述* <http://www.ifla.org/VII/s8/proj/publ97.pdf>。
8. 工作時數十分之一運用在專題討論會、會議、在職培訓和其他教育活動和非正式學習的項目。
9. 在職進修和教職員訓練課程和計畫的評估。
10. 進行持續性的專業發展狀態分析和進修教育和職員訓練計畫效力結果的研究。

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/WL; 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.

以下是每一項原則在原報告中的摘要：

1. 最佳實踐方法需要定期、涉及員工個人和管理階層，有關組織目標宗旨相關的學習表現評估。如果領域是達到它對社會服務的潛力，專業發展必須讓個人和專業範圍內成長和改善。所以，個體、機關和專業協會全部承擔對學會需要的週期性評估的責任。
2. 最佳的實踐需要那些負責提供進修教育課程或在職培訓和成長人員，須創造並且/或者讓可大範圍利用的活動符合存在的學習需要。格式和簡易程度必須變化來配合各式各樣的學習樣式和初學者與有經驗者的需要。文化和語言區別和時間地方限制必須考慮。學會資源 - - 例如專業收藏，輔導和指導 - - 在工作場所應有提供，並且對個人專業發展議程的教導計劃和實施，個人應該有管道得到。

3. 最佳的實踐需要行政單位的承諾；明文規定解說持續性的專業發展和就職場所的學習，給予職員和組織的期望；入室訓練部有管理階層的支持，和實施職員訓練計畫和訓練的專業。
4. 最佳的實踐需要提供以下指南：進修教育消息交換媒介、電子討論名單和其他關於教育內容、會議和可以使用各種方式容易廣泛傳播的信息源。學習者和適當的資源應該能通過意見交換管道和諮詢方式作連接。必須準確地描述教育活動所必備的前提知識；資訊和通訊管道；若有可能，期望的結果、費用等。
5. 最佳的實踐需要正式進修教育教學由主題專業人士也是好的授課員參與。持續性的專業發展系統應該提供訓練這授課員的機會。雇主應該努力創造後援環境，鼓勵職員應用所學。
6. 最佳的實踐確定正式進修教育人員的參與被核實並且被記錄(例如，使用 IACET 的進修教育單位)。應該鼓勵個人製作他們正式和非正式的教育追求。當做出人員決定時，雇主應該將員工開發技能和知識的努力一併考量。
7. 最佳的實踐需要機關分配合理比例的人員預算於職員訓練上，怎麼決定「合理」是根據需要和環境的評估。在成為固定支出的項目之前，人員預算的百分之二似乎是一個合理職員訓練的開支。
8. 最佳的實踐需要，職員參加和他們工作有關的會議和研討會時，雇主給薪資幾付，並且考慮利用工作時間去學習。工作時間的百分之十也許需要被分配作為最低限制。
9. 最佳的實踐需要進修教育供給者，不僅收集學習者對進修教育過程的結論，而且舉辦定期性後續評估，確定進修教育在專業上的實踐效果。評估的結果應該用於改進未來進修教育的內容，以及作為需求評估的分析。在機關和組織之內持續性的專業發展，也要求定期性評估他們的執行和效率。
10. 最佳的實踐需要，在最佳施行的職員訓練有規則基準點研究，與有品質的參與機關所做評估對照。這樣研究應該推進有效的持續性的專業發展的理解有助益，並且也合理使用教育資源。這樣的學習研究，必須有各機構間的合作和支持，並且結果必須廣闊地分享。

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