

Challenges for continuing professional learning: Singapore's trainers

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Purpose of the paper

Describe the challenges for the Continuing Education and Training (CET) sector

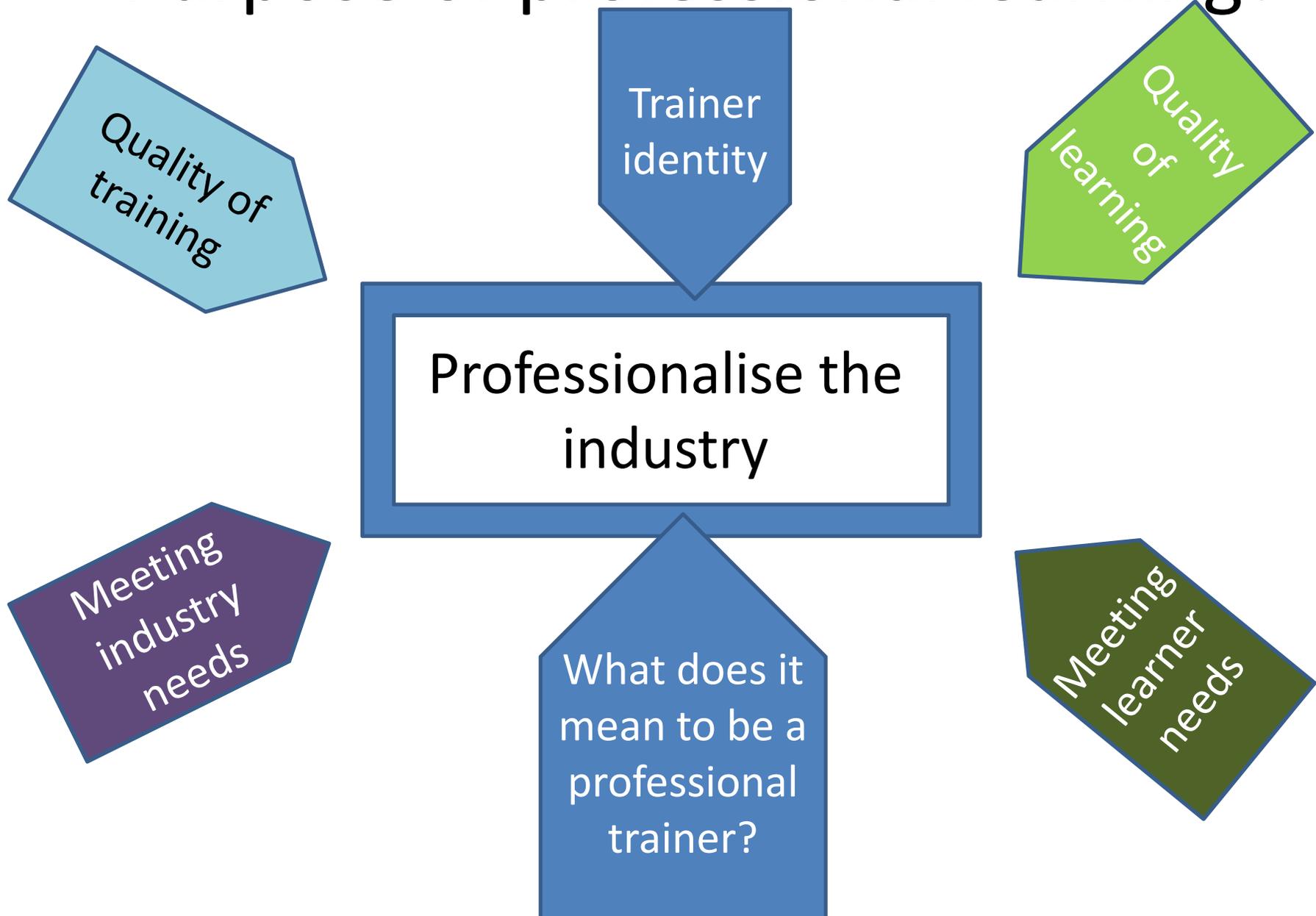
To explore implications and possibilities

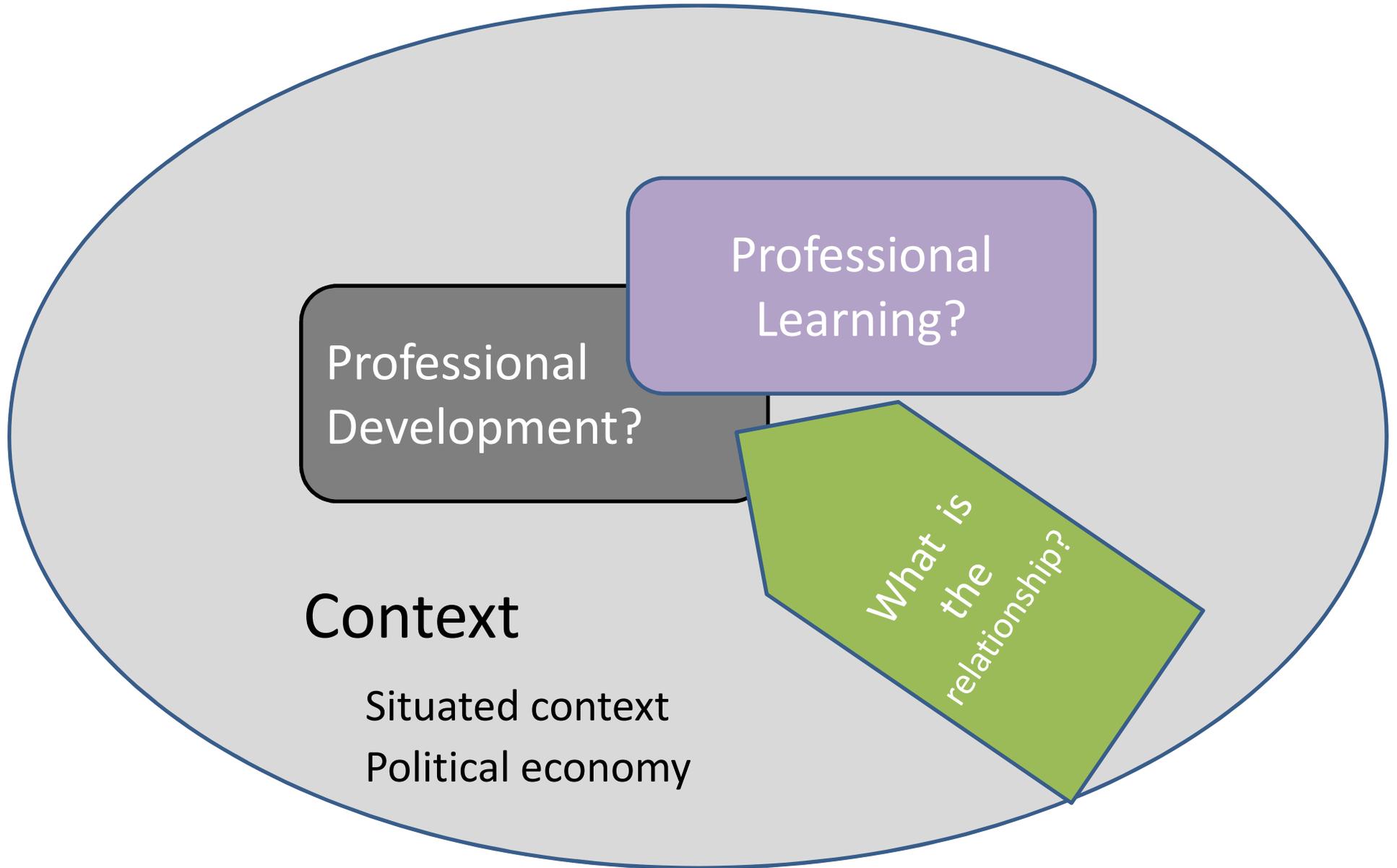
Some questions for discussion

What Continuing Professional Learning (CPL) experiences have you had that you considered useful?

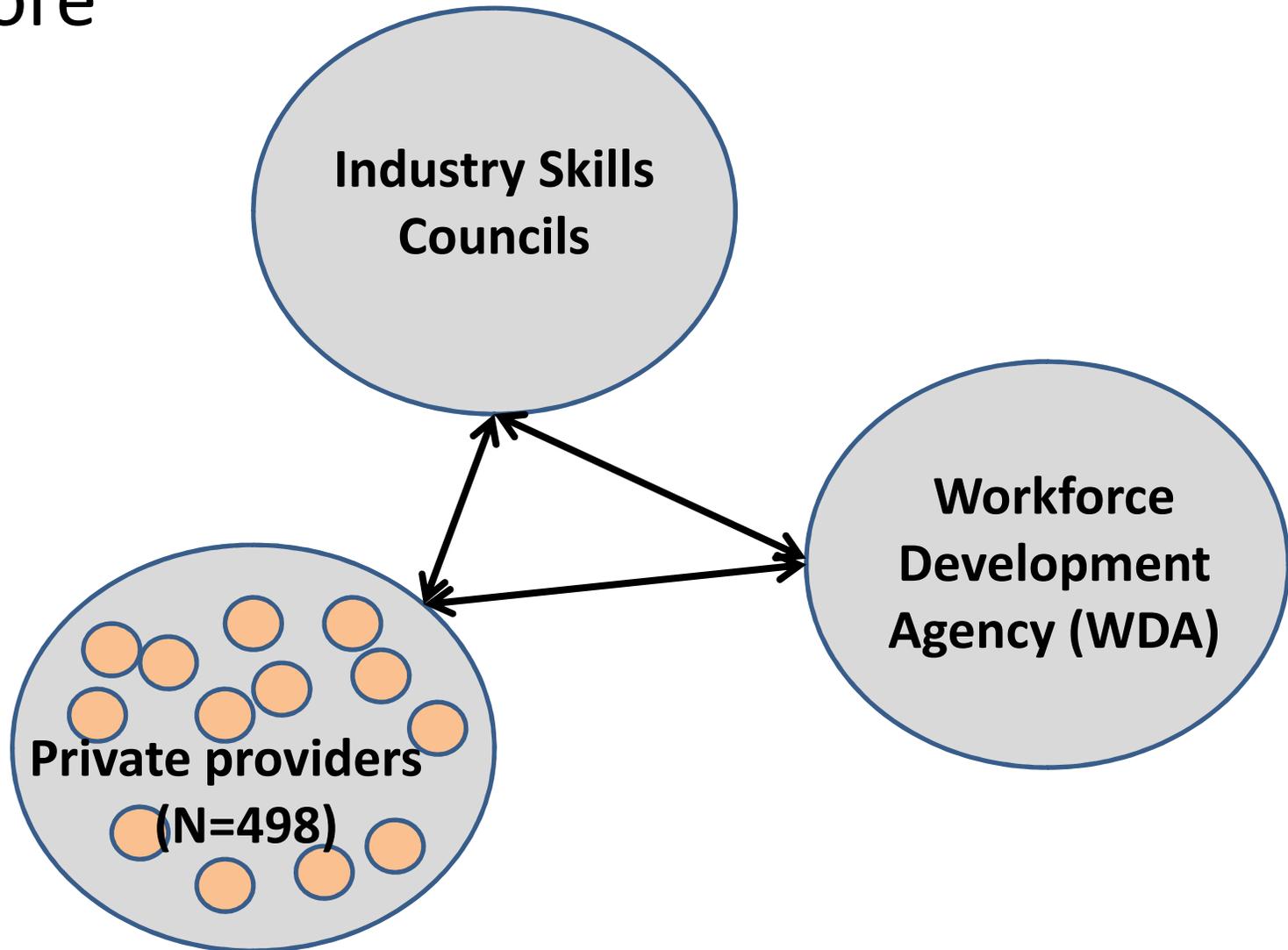
Given that one size does not fit all, what models of CPL might be helpful?

Purpose of professional learning?

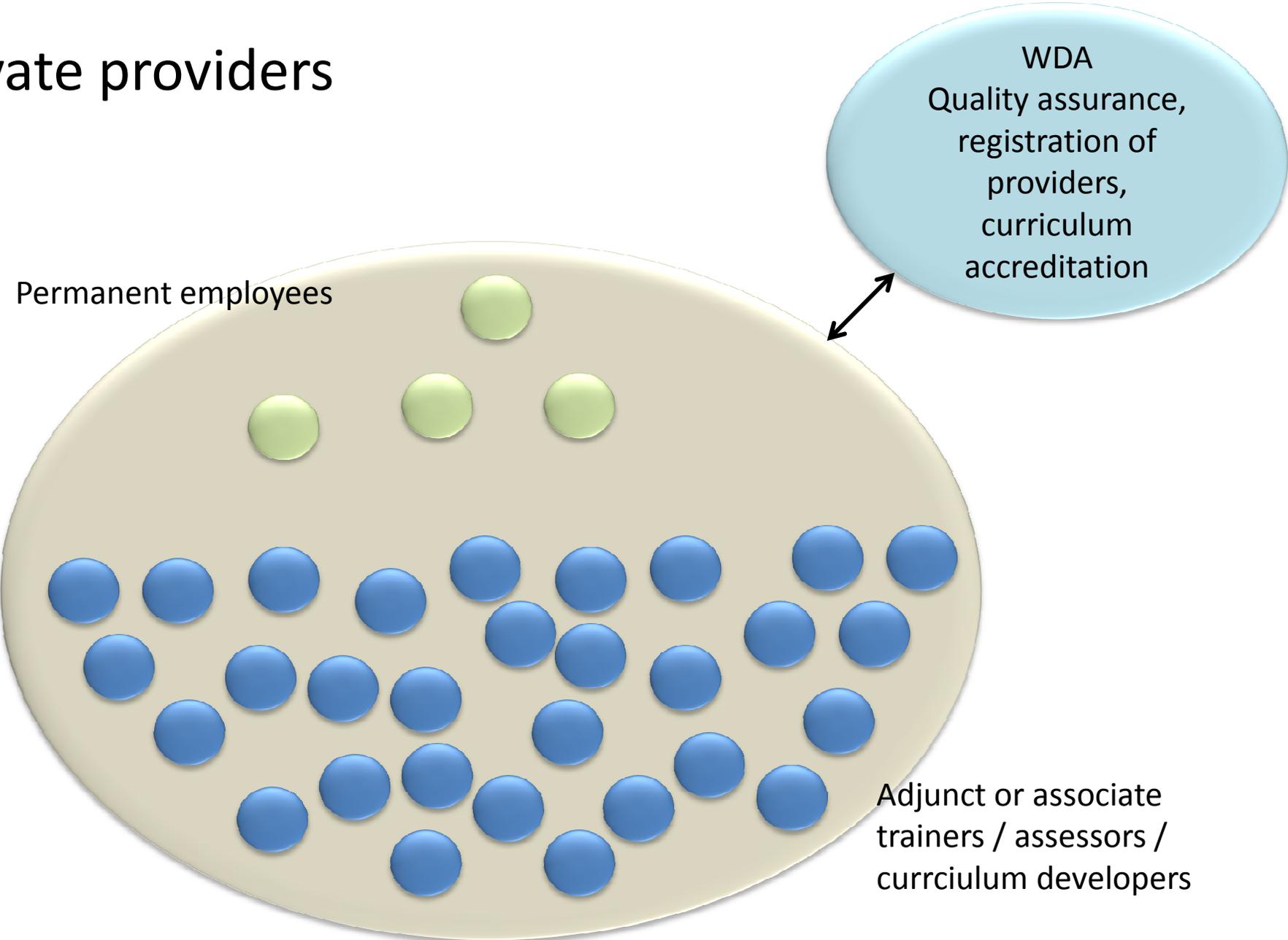


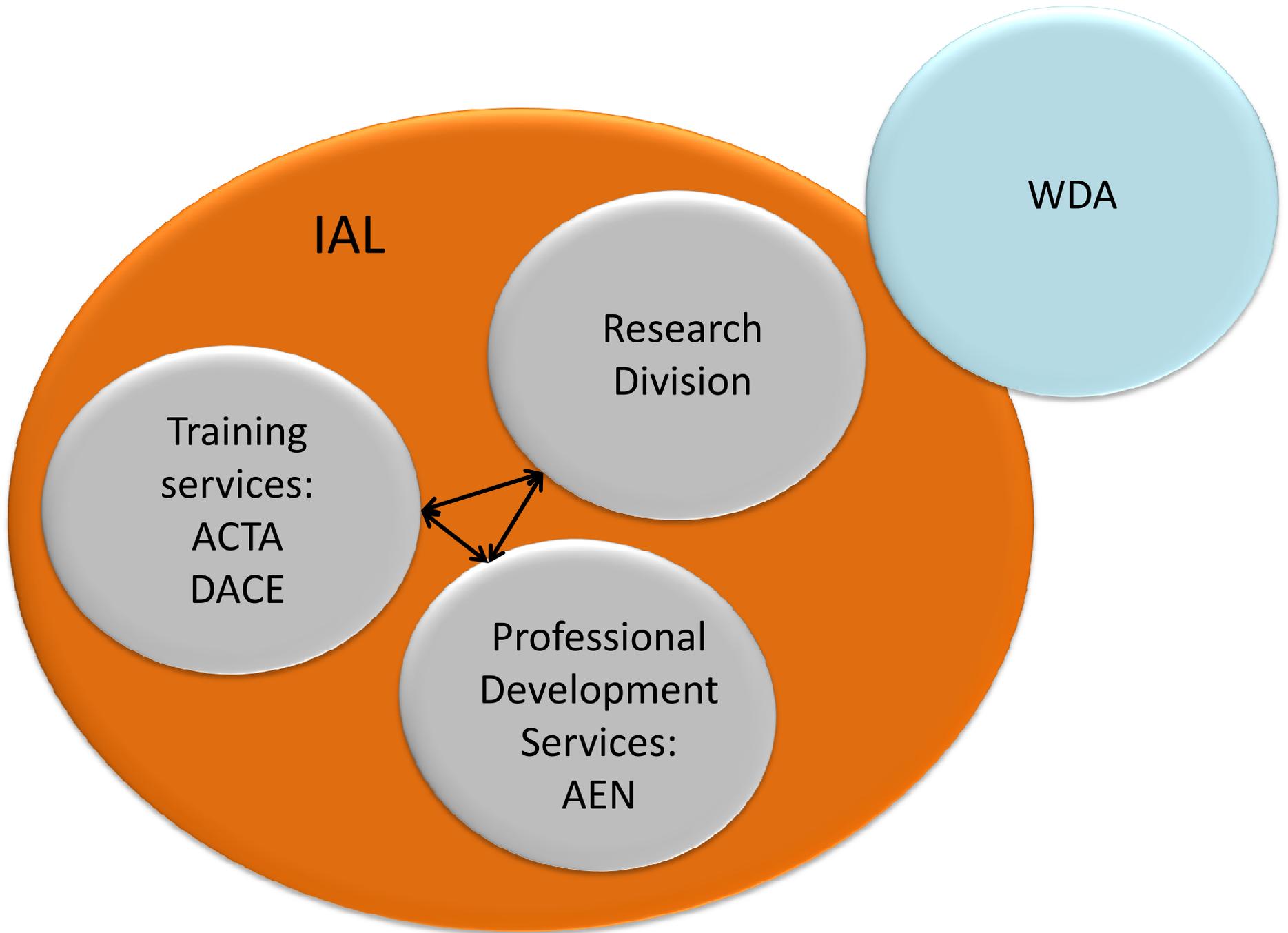


Continuing Education Training (CET) in Singapore



Private providers





IAL

Research
Division

Training
services:
ACTA
DACE

Professional
Development
Services:
AEN

WDA

Questionnaire (Online) for all WSQ Trainers pedagogical beliefs enactment?
(n=592)

Provider 1:
Tourism
(n=10)
Focus of their
research: Learners'
experience

Provider 2:
Retail
(n=13)
Focus of their
research:
Application of
classroom learning
to the workplace

Project research questions:

1. What beliefs do WSQ trainers have about learning and teaching and how do these relate to their practice?
2. In what ways does practitioner research facilitate reflective practice?
3. What contextual factors mediate beliefs and practice?

Who are our trainers?

Highly qualified
Limited qualifications related to teaching and learning

How do we encourage engagement and participation?

To what extent do workbooks encourage deep learning?

What cognitive levels do we expect of our learners?



What assists learners apply what they learn in class?

Trainer intent for participating in professional learning activities

Currency

Keeping up to date with industry knowledge

Managing pedagogical processes

Are those who do not participate in group work actually learning?

How can I help the participant learn better?

How do I adapt the methods and structure of content to meet and manage learners' learning styles?

Developing theoretical knowledge and linking it with practice

I'm more interested in some theories to explain how things can be more effective and I think theories are important it's a good way to ground explanations I don't know where I can find all this

Access to Professional Learning

Full time trainers can access courses, seminars, conferences, meetings



I hardly have much opportunity to interact with my peers (adjunct trainer)

Any activities I will just participate ... 'cause otherwise we just conduct, okay, finished the assessment, pass that, and then a new class again, so we never have the time to sit down and think about this (adjunct trainer)

Challenges



It was always too long or getting caught up in certain slides and then other slides are just passed over, and then it was managing the learners. There was this frustration about how come after this delivery they didn't learn anything?

The challenge for me is how can I conduct, impart the knowledge such that they can learn and then at the same time I can finish on time ... what are the things that I can take out and what the things that I should emphasise, highlight and at the same time help them to learn?

- *What facilitates transfer of learning?*
- *How to distinguish passive learning from applied learning?*
- *How to develop good alignment between training and assessment?*
- *How to write curriculum so the learning is at the centre?*
- *Relationships between case studies and levels of cognition*

The language used by trainers

*What excites me is to be able to **impart** the knowledge to the people*

*I would see myself as a **facilitator**; not so much in terms of giving knowledge and information but it's more **sharing of experiences***

Trainers value ...

Telling of stories

Introducing learners to their
industry

Engaging learners

Discussion

Group work



Curriculum

I can add but I cannot delete. I can add a lot of information related to that particular topic, but I cannot say 'I don't want to talk about it

We better stick close to whatever; if not there'll be a lot of to-ing and fro-ing of validation or signing off of the documents

For WSQ, again politically correct, I would not change anything. [Laughs] No, I think -- yeah, I mean my experience, my encounter is that I think WDA is quite strict on whatever we - this is a perception - of whatever we do, so I think it is to stick as closely as possible to the curriculum

Challenges for professional learning

- Structure of the sector
- Interpretation of policy
- Provider expertise
- Opportunities to develop and share pedagogical knowledge



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Where to from here?

- A re-examination of systems and policy that inadvertently encourage teacher centred approaches;
- Providers to develop values and systems that encourage risk taking, the sharing of learning;
- Ongoing research for research informed practice and policy.
- Deepen understandings of theoretical frameworks;
- Meaningful, authentic, professional learning activities;
- The use of artefacts of and from learning settings (e.g. videos of sessions, samples of work, lesson plans) to trigger critical dialogue and reflection.

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