

Part V

Implementing and Supporting Professional Learning

This part comprises contributions reporting on processes of and practices for the ongoing development of professional competence (i.e. professional development), with a particular emphasis on how this kind of learning arises through practice-based strategies. Anton Havnes and Jens-Christian Smeby commence this part with their contribution – *Professional development and the professions* (Chap. 34), in which they state that ongoing professional development is a part of being a professional. They note that the completion of initial professional preparation is in the beginning of a process of ongoing learning across working life. Indeed, they note the way that this process commences as graduates learn to engage in independent professional practice which includes learning about local requirements and contexts, and the kinds of skills they need to develop to be effective in the work setting (i.e. professional competence). They highlight the tension between the importance of theoretical knowledge being enacted in practice circumstances and the needs for the teachers, nurses and engineers they focused upon to appropriate and accommodate the aspects of professional practice required to be professionally competent. Taking a very similar orientation, P. Robert-Jan Simons and Manon C. P. Ruijters' case is exemplified in the title – *The real professional is a learning professional* (Chap. 35). They argue that the earlier concept of 'learned professions' has currency in contemporary times because whilst elements of what constitutes professions transform and are subject to critique, ensuring requirement of occupations labeled in this way is for ongoing learning to support professionals practice. Indeed, they identify sets of characteristics held to be associated with professionals each of which has a strong association with learning. All of this leads them to conclude that 'learning professionals' is a title which best captures the contemporary requirements and proposes ways of learning that can support learning professionals.

Adopting a different approach to the previous contribution, Filip Dochy, David Gijbels, Elisabeth Raes and Eva Kyndt consider the importance of – *Team learning in education and professional organisations* (Chap. 36). Their chapter sets out something of the traditions and developments of learning within teams and with others as a form of collaborative learning which extends to engagement in

intentional educational experiences such as problem-based project-based learning. This foundation is then extended an elaboration of a series of models of collaborative learning in teams and identifies different kinds of time arrangements and focuses for learning collaboratively in this way. In doing so, they offer the readers some models, if not a typology, of collaborative learning approaches. Following this theme of learning through teams and oriented towards considerations of the way in which communities of practice and knowledge networks can assist professional learning, Victoria Marsick, Andrew K. Shiotani and Martha A. Gephart's chapter is aptly titled – *Teams, communities of practice, and knowledge networks as locations for learning professional practice* (Chap. 37). They offer a critique of considerations of both individual and collaborative learning and draw upon how groups of people come to learn together and enhance practice outcomes that are the focus of common concerns. They focus upon the well-known concept of communities of practice and extend their discussion of collaborative learning to a consideration of the process of knowledge sharing and learning arising through networks as contemporary formulations of shared and collaborative practice. In doing so, they offer important considerations for the enactment of collaborative learning occurring in practice settings and also for the development of professional practice.

Taking the perspective from human resource development, Rob F. Poell and Ferd J. van der Krogt advance and discuss the nature of learning network theory as a means for understanding and organising learning in and through work settings. Their chapter – *The role of Human Resource Development in organizational change: Professional development strategies of employees, managers and HRD practitioners* (Chap. 38) – uses case studies from the healthcare sector to offer empirical evidence of the way in which workplace innovations and worker learning can proceed as informed by the learner network theory. Key contributions here include both independent and interdependent learning processes being enacted through these approaches at the heart of both, however, is the kinds of networks which support and sustain that learning for managers, HRD practitioners and other employees. In their chapter, entitled – *Mentoring as a strategy for facilitating learning: Protégé and mentor perspectives* (Chap. 39) – Lillian Turner de Tormes Eby, B. Lindsay Brown and Kerrin George explore the potential of mentoring as a device for supporting ongoing development in the workplace. They draw upon a review of studies that have as a common concern understanding mentoring from the perspective of the individual who is learning, as well as the mentor. A key contribution within this chapter is a framework derived from this review that sets out how, why and what conditions mentoring supports learning. Moreover, this framework also points to areas that require further understanding to inform the effective enactment of mentoring practices, including the relationships which underpin much of effective mentoring practices.

The strong links between what constitutes professionalism and ongoing professional development are at the heart of James Avis and Kevin Orr's chapter – *The new professionalism: An exploration of vocational education and training teachers* (Chap. 40). They argue that the weakening of professional practice and professionalism

has been accompanied by accountability and educational practices which position individuals as new professionals and yet offers a poorer account of professionals work, and what constitutes their development and what is held to be legitimate forms of development and practice. They call for a re-engagement with a richer conception of professionalism premised upon emancipatory dialogic models of practice and professional engagement and development. However, overall they hold that the current governance, organisational and institutional context in which professional such as teachers are construed and enact their practice ultimately restricts of the focus for and the potential of ongoing development of the kind which would deserve the label professional development. In their chapter, Tarja Tikkanen and Stephen Billett consider and related concepts of- *Older professionals, learning and practice* (Chap. 41). In all, they argue that there is a particular need to consider older professionals' (i.e. those over 50 years) learning, because of their increased presence in global workforces. However, whereas older workers generally are seen as being disadvantaged and marginalised by age and societal sentiment, many professionals' working and learning is not affected by such sentiments or the ageing process. Indeed, much of the societal, governmental and workplace concerns about older workers are sustaining the engagement and extending their employability. In this way, efforts to support that learning need to encompass both the provision of experiences and also engaging with older professionals in ways which sustain a rich working life and one they will wish to exercise and extend rather than leave the professional workforce prematurely or prior to their desire to retire.

A key governmental and workplace priority is for workers to be innovative and able to innovate in and through that work. Consequently, understanding the kinds of organisational and personal factors supporting this priority is central to securing individual, workplace and national economic outcomes. This emphasis is the central focus of Per-Erik Elleström and Per Nilsen's chapter – *Promoting practice-based innovation through learning at work* (Chap. 42). They propose that both practice-based knowledge and research-based knowledge and their integration are central to securing innovations and innovative practices as well as creative learning in and for work. They propose that the concept of creative learning can be means by which these goals are to be achieved. Essentially, they see a role for individual reflection as a mechanism for facilitating creative learning and practice based innovations. They seek to offer a practice in which reflection is a key factor for securing creative learning and innovative practices and as such, should be supported and applied within workplace settings. They hold that such outcomes may well be premised upon the formalisation of reflective processes and their associations with innovative practices at work. Finally, and aligned with the focus on innovations, Allison Littlejohn and Anoush Margaryan's chapter entitled – *Technology-enhanced professional learning* (Chap. 43), focuses on the way that technology has transformed both peoples working and learning. They propose that a means of supporting ongoing learning is through technology enhanced processes underpinned by a strong independent relationship between technology and work practice. They offer a framework that engages three interdependent dimensions of work practices,

learning processes and digital technologies. They use this framework to analyze how professional learning can be advanced in contemporary workplaces and in addressing contemporary issues and practices.

In the above, curriculum, pedagogies and organisational strategies comprising a range of curriculum and pedagogies practices have been shown as offering ways in which to secure professional capacities and identities. These include considerations of the goals and purposes for professional education and further development, and the way in which practices such as mentoring, the use of teams and the actions of professionals themselves are central to securing initial and ongoing professional competence.