

WHILE WORKING WE LEARN

An inventory of professional learning processes

Subject matter expertise

1. Having subject knowledge is appreciated in my work environment.

Highly appreciated 1 2 3 4 5 not appreciated

2. My work environment motivates me to extend my subject knowledge (to learn).

Motivates me highly 1 2 3 4 5 does not motivate me

3. My work allows me to acquire subject knowledge.

It strongly does so 1 2 3 4 5 it does not at all

4. The work unit is open to subject knowledge from others beyond the team.

Very open 1 2 3 4 5 not open at all

5. The work unit makes use of my subject knowledge.

It surely does 1 2 3 4 5 it does not at all

6. I consider my work situation a learning situation

I surely do 1 2 3 4 5 no I do not at all

7. The organisation enables me to share my subject knowledge with others within the organisation.

It certainly does 1 2 3 4 5 it does not at all

Problem solving competence

8. My work challenges me to find my own solutions to problems I am facing

Yes it does 1 2 3 4 5 no it does not

9. My work allows me room for choosing ways to handle my subtasks.

Plenty of room 1 2 3 4 5 no room at all

10. My work offers me opportunities to talk with colleagues about how to approach our tasks.

Many opportunities 1 2 3 4 5 no opportunities at all

11. Colleagues involve me in solving problems in areas of my expertise.

They often do 1 2 3 4 5 they never do

12. The capability of my work unit to fulfil its tasks increases

Increases highly 1 2 3 4 5 does not increase at all

Reflective competence

13. Within the work unit we value reflection on the way we work.

Value highly 1 2 3 4 5 do not value at all

14. In our work unit time is reserved for us to allow us to take some distance from every days work and to reflect upon our working methods and procedures.

Time is reserved 1 2 3 4 5 no time is reserved for that

15. For myself I plan moments of reflection in my work.

Yes, I very often do 1 2 3 4 5 I never do

16. I communicate with colleagues of other units about my work.

I very often do 1 2 3 4 5 no, I never do

17. I communicate with students and/or parents about the quality of my work.

Yes, I often do 1 2 3 4 5 no, I never do

18. My work allows me room for reflection to enhance the quality of my work.

It certainly does 1 2 3 4 5 it does not at all

19. Collective reflection often leads to the development of new approaches of our work.

It certainly does 1 2 3 4 5 it does not at all

Co-operative/communicative competence

20. I often co-operate with colleagues and/or other partners.

Yes, I often do 1 2 3 4 5 no, I never do

21. We usually discuss the co-operation process in order to improve it

Yes, we often do 1 2 3 4 5 no, we never do

22. The quality of our co-operation is evaluated within the work unit

very often evaluated 1 2 3 4 5 never evaluated

23. In doing my work I've improved my skills in communication and co-operation.

Improved highly 1 2 3 4 5 not improved at all

24. The skills in communication and co-operation of the work unit are developing.

They certainly do 1 2 3 4 5 they do not develop at all

Self regulation of emotions, motivation and affects

25. In my work we talk about our preferences of tasks.

Yes, we often do 1 2 3 4 5 no, we never do

26. Within the work unit we take into account someone's' preferences for different types of tasks.

Yes, we often do 1 2 3 4 5 no, we never do

27. Within the work unit we talk about ways to keep or to enhance pleasure in work.

Yes, we often do 1 2 3 4 5 no, we never do

28. I personally do have ideas about how to influence motivation for and pleasure in my work.

Yes very often do 1 2 3 4 5 no, I never do

29. I have improved my skills in coping with my own and other's emotions, preferences and antipathies.

Improved highly 1 2 3 4 5 not improved at all

The professional work learning environment

An inventory of relevant elements in the work environment

Recruitment

In recruiting new staff members there are explicit requirements on:

30. Their subject knowledge.	Yes	1	2	3	4	5	No	not applicable
31. Their skills in communications and co-operation.	Yes	1	2	3	4	5	No	not applicable
32. Their readiness for learning and development.	Yes	1	2	3	4	5	No	not applicable

Introduction

By means of an introduction procedure new staff members get to know:

33. The vision of the work unit.	Yes	1	2	3	4	5	No	not applicable
34. The key priorities of the work unit.	Yes	1	2	3	4	5	No	not applicable
35. The opinions of the work unit about quality.	Yes	1	2	3	4	5	No	not applicable
36. The way in which the unit approaches students and parents.	Yes	1	2	3	4	5	No	not applicable

Appraisal interviews

In appraisal interviews:

37. Feedback is given to me on how I am performing.	Yes	1	2	3	4	5	No	not applicable
38. Needs for future development are formulated.	Yes	1	2	3	4	5	No	not applicable
39. My career development is an important issue.	Yes	1	2	3	4	5	No	not applicable
40. We talk about what it is that motivates me in my work.	Yes	1	2	3	4	5	No	not applicable
41. I get a clear picture of my career perspective	Yes	1	2	3	4	5	No	not applicable

Mobility policy

Explicit (mobility) policies to help staff switch positions or tasks are aimed at:

42. Enhancing the expertise of staff members.	Yes	1	2	3	4	5	No	not applicable
43. Making effective use of the expertise of staff members for organisation purposes.	Yes	1	2	3	4	5	No	not applicable
44. Stimulating the career awareness of staff members.	Yes	1	2	3	4	5	No	not applicable

Training and development:

45. The work unit offers opportunities to enhance our expertise.	Yes	1	2	3	4	5	No	not applicable
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The work unit pays attention to follow-up of training:

46. During meetings staff members have to tell to the others what they have learned during a training	Yes	1	2	3	4	5	No	not applicable
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47. During their work staff members are stimulated to apply what they have learned.	Yes	1	2	3	4	5	No	not applicable
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48. Staff members bring learning issues to their work and there they are supported in the process of their own learning.	Yes	1	2	3	4	5	No	not applicable
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Professional development in the unit

Professional development in the unit:

49. Is team oriented.	Yes	1	2	3	4	5	No	not applicable
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50. Has a clear relationship with policies of the work unit.	Yes	1	2	3	4	5	No	not applicable
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Professional learning:

51. Professional learning is designed as self initiated experiential learning activities rather than as training sessions	Yes	1	2	3	4	5	No	not applicable
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Experiential learning is aimed at:

52. Acquiring and sharing knowledge.	Yes	1	2	3	4	5	No	not applicable
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53. The development of new approaches.	Yes	1	2	3	4	5	No	not applicable
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54. Collective problem solving.	Yes	1	2	3	4	5	No	not applicable
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55. Reflection on one's own performance.	Yes	1	2	3	4	5	No	not applicable
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56. Evaluation of and learning from already implemented approaches.	Yes	1	2	3	4	5	No	not applicable
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57. Promoting co-operation within the team.	Yes	1	2	3	4	5	No	not applicable
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Learning form external sources:

58. I read professional literature. Yes 1 2 3 4 5 No not applicable

The work unit stimulates and organises:

59. Visits to peer organisations. Yes 1 2 3 4 5 No not applicable

60. The exchange of expertise with one or more relevant organisations. Yes 1 2 3 4 5 No not applicable

61. dialogues about work problems with staff from one or more relevant organisations. Yes 1 2 3 4 5 No not applicable

62. I do have contact with peer professionals outside my own organisation. Yes 1 2 3 4 5 No not applicable

63. In the work unit we have trainees involved in our work Yes 1 2 3 4 5 No not applicable

64. Our work unit actively participates in external research (*other than this very research project you are now filling out this form for*). Yes 1 2 3 4 5 No not applicable

Team work

During our team meetings:

65. Themes from professional literature are raised and discussed. Yes 1 2 3 4 5 No not applicable

66. There is time to bring up and discuss work problems. Yes 1 2 3 4 5 No not applicable

67. We are stimulated to search for our own solutions of problems we are facing. Yes 1 2 3 4 5 No not applicable

68. We have the opportunity to give feedback to each others work. Yes 1 2 3 4 5 No not applicable

69. Criticism is perceived as constructive. Yes 1 2 3 4 5 No not applicable

70. Explicit attention is paid to co-operation and communication in the team. Yes 1 2 3 4 5 No not applicable

71. We allow ourselves time to make and/or discuss mistakes. Yes 1 2 3 4 5 No not applicable

72. Learning from ones own and each others' experiences is stimulated. Yes 1 2 3 4 5 No not applicable

Peer support

Peer support is aimed at:

73. Exchange of knowledge.	Yes	1	2	3	4	5	No	not applicable
74. Solving work problems.	Yes	1	2	3	4	5	No	not applicable
75. Reflection on own functioning in work.	Yes	1	2	3	4	5	No	not applicable

Coaching

Coaching is aimed at:

76. Transfer of knowledge.	Yes	1	2	3	4	5	No	not applicable
77. Solving work problems.	Yes	1	2	3	4	5	No	not applicable
78. Reflection on own functioning in work.	Yes	1	2	3	4	5	No	not applicable

Transparency of policy making processes

79. I know the policy of the work unit.	Yes	1	2	3	4	5	No	not applicable
80. I contribute to the development of the policy of the work unit.	Yes	1	2	3	4	5	No	not applicable
81. I have insight in what's going on within the work unit.	Yes	1	2	3	4	5	No	not applicable
82. I have insight in what's going on within the organisation.	Yes	1	2	3	4	5	No	not applicable
83. I have insight in developments within the field of work.	Yes	1	2	3	4	5	No	not applicable
84. I have insight in developments within the society that affect our field of work.	Yes	1	2	3	4	5	No	not applicable

Quality and organisation

85. Quality is monitored systematically within the work unit.	Yes	1	2	3	4	5	No	not applicable
86. I get feedback to adjust the quality of my performance.	Yes	1	2	3	4	5	No	not applicable
87. Within the work unit tasks, responsibilities and mandates are clear.	Yes	1	2	3	4	5	No	not applicable
88. Organisationally, all is going well within the work unit.	Yes	1	2	3	4	5	No	not applicable
89. Within the work unit there is a pleasant and collegiate atmosphere.	Yes	1	2	3	4	5	No	not applicable