

CONTINUING PROFESSIONAL DEVELOPMENT AMONG INDIGENOUS TEACHER EDUCATORS IN THE INSTITUTE OF TEACHER EDUCATION RAJANG CAMPUS, SARAWAK LAND OF THE HORNBILL

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Abstract

This paper presents a Continuing Professional Development strategic plan of FUN-TASK-TICK communication course for Indigenous teacher educators in the Institute of Teacher Education Rajang Campus, Sarawak. The inspiration of the course is our response in support of the National Agenda Highly Immersive Program (HIP) as specified in the Malaysian Education Blueprint (2013-2025) focusing on strengthening the use of English Language for all. It emphasises the fundamental need to acquire the English Language to remain relevant in the global market. Recognising these initiatives and acknowledging the vision and mission of the campus as the leading organization for teacher education excellence, therefore this communication course is profoundly pertinent to address these challenges. Encapsulating these aspirations, this paper highlights the roadmap of the course encompassing the beliefs, participants' learning styles, the training Model and theoretical underpinning the development of the course. Reflective Accelerated Learning Cycle is advocated to navigate the execution of the course. As a Continuous Professional Development pursuit, Continuous Quality Improvement plan 4Rs: Reflect, Revisit, Realign, and Reconstruct is proposed to accelerate their professional attitudes and dispositions.

Key Words: Continuing Professional Development, Indigenous, Highly Immersive Programme

INTRODUCTION

This paper attempts to provide an insightful account of the beliefs and philosophical stance of the Borneo Trainers to capture the essence of the FUN-TASK-TICK Communication course. What makes us tick was the motivation that drives us to choreograph and frame the activities to warrant seamless transition of the tasks throughout the course in a fun way. The inspiration was based on the retrospective hindsight, perceptive insights gained from reflection of previous courses and farsightedness foresights, as the team's vision of FUN-TASK-TICK communication course. The trainers humbly attempts to provide a quality educational experience for the participants through a repertoire of course practices that includes indoor and outdoor tasks through culturally embedded learning experience. This course plan describes a 3 Days course of 10 session's participatory tasks which focus on communication in English. Being a highly relevant skill and fundamental to job related tasks at the workplace, the course is suitable for the Indigenous teacher educators to develop their competencies to learn and apply the skills in maximizing the positive impact on the organisation.

The Borneo Trainers have plotted a road map as a mental representation that frames the parameters of the content for this course as specified in Figure 1.

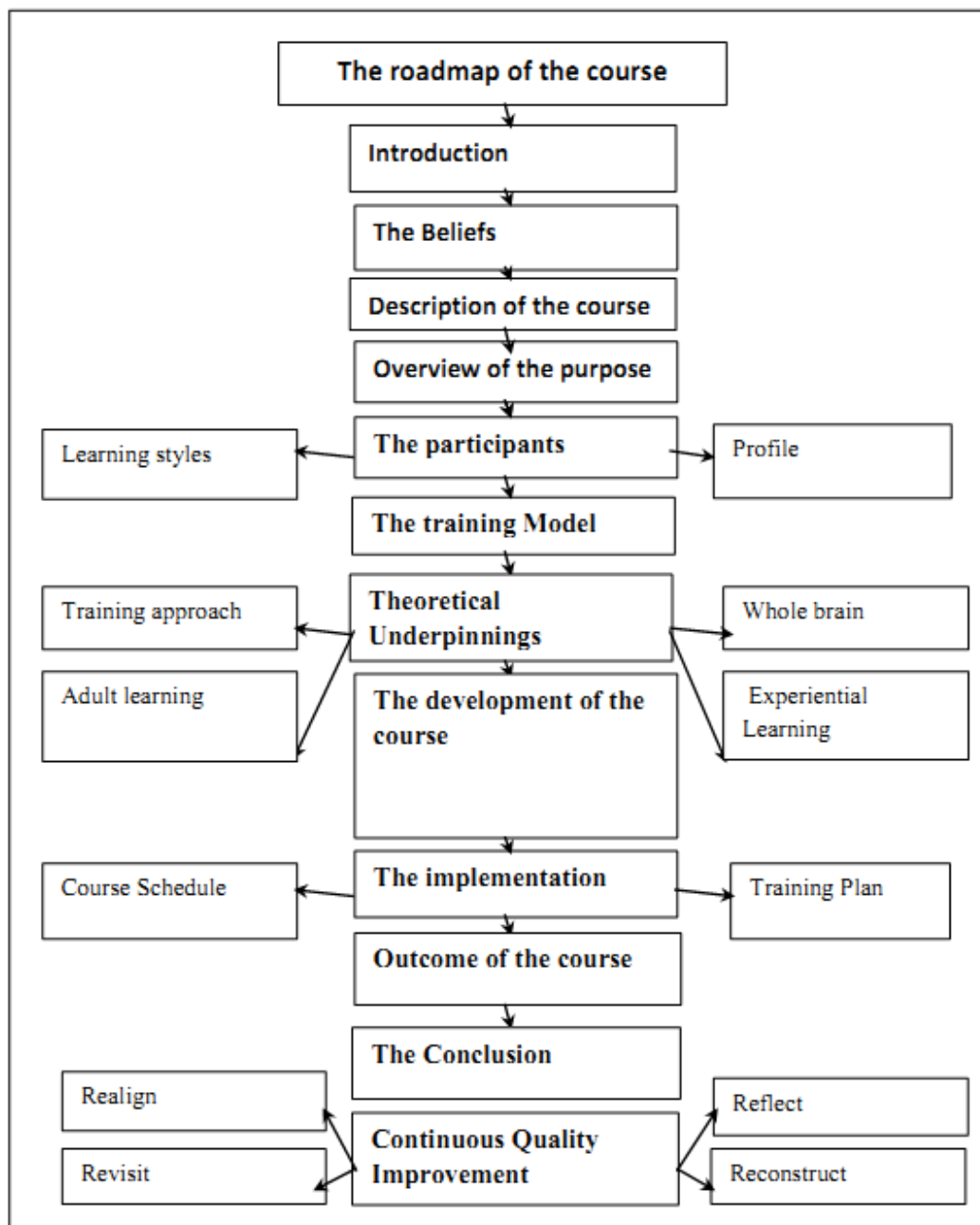


Figure 1: The organisation of the paper

The organisation of this paper starts with the introduction that sets the context of the paper. Mooted by the aspirations of the National Agenda HIP, vision and mission of the campus, this FUN-TASK-TICK communication course is infused, inspired and translucently transpired. This is followed by the beliefs that underpinned the framework and the content of the course. It is with these beliefs that the concept of the course develops. Next, the description of the course is outlined focusing on the concept of FUN-TASK-TICK and principles of the training. With a clear description of the course, a succinct overview of purpose is explained. This is supported with the outline of the

content specifying the tasks in session 1 to session 10. To illustrate the target group for the course, a profile of the participants is described focusing on the unique characteristics and needs analysis of their learning styles. To ensure the execution of the course, a specific training model of Staff Development is advocated and elaborated.

This paper progresses to discuss the underlying assumption of the course that describes the essential postulation and conjecture of the course. This is further linked to the theoretical underpinnings as keystones and bedrocks of the course. To illustrate the model for participants learning, the development of the course elaborates on the Accelerated Learning Cycle as the anchor to propel the acceleration of the participants learning. To signify the relevance of the course, the outcomes of the Course is specified as the anticipated results or achievements in the future. To engage and be connected in the learning, the implementation of the course is elaborated with highlights of the schedule for the course that navigates seamless transition of context-embedded FUN-TASK-TICK. What remains to be discussed is a forethought of Continuous Quality Improvement for the course that can be captured through the 4R's: Reflect, Revisit, Realign, and Reconstruct. Capturing the essence of the discussion, the conclusion will recapitulate with suggestions for future directions of what a FUN-TASK-TICK course with hold.

THE BELIEFS UNDERPINNING THE COURSE

Fundamental to the persistent optimism and hope for successful course is the belief that ‘to know the right is to do the right. (Clifford, 1973).. The following letters represent specific words that appropriately illustrate the meanings

	Letter		Meaning	
	F	→	Focused	
	U	→	Unity	
	N	→	New	
	-			
	T	→	Time-bound	
	A	→	Achievable	
	S	→	Specific	
	K	→	Knowledge	
	-			
	T	→	Tolerance	
	I	→	Insightful	
	C	→	Communicative	
	K	→	Kinaesthetic	

Figure 2: Beliefs

In view of this, the Borneo Trainers advocate that a belief is a mental representation of an attitude positively oriented towards likelihood of something being true. Essentially pertinent, this course is based on the beliefs that are the nucleus and pulse that anchored our routes of course. Hence, these beliefs can be best explained using mnemonics: FUN-TASK-TICK. It is with these beliefs as a powerful mechanism that sets purpose of guiding actions. It is hoped that this course is specifically designed worthy of these beliefs.

THE DESCRIPTION OF THE COURSE

This course unlocks doors and builds bridges to the world of communication at the workplace. With the aim of enhancing communicative competence with soft skills focused, the course offers exposure to use the English Language inside and outside the four walls of the training room. The concept of look in to look out brings the participants learning in the training room and beyond it, to the wilderness and natural environment of the campus.

What the course offers are skill-oriented tasks but nonetheless, it goes hand in hand with added values FCO: F = Far reaching breadth where it draws on knowledge and skills, C = Continuous challenge where participants will require greater depth of knowledge and skills and O = opportunities for application of skills and knowledge.

These FCO are specifically for participants' personal and professional development. The participants are invited to identify their identity as learning trajectory. The compass to navigate and define who they are, where they have been and where they are going. This communication course will significantly improve communicative competencies, skills and confidence.

1.1 The Conceptual Principles

The Borneo Trainers define the concept of FUN-TASK-TICK as one that is exhilaratingly exciting and fun oriented. What the concept can be denotes are as follows:

Fun: Learning is Fun

What brings fun in the course is the tasks that are interactive and requires elements of enjoyment and engagement. The participants will be immersed in the activities that are designed to challenge their creative and innovative thinking.

Task: Course Participants will be on task. (Task Based)

Being on tasks will require the participants to be hands-on, minds on.. These two elements are fundamental for the dynamics of the community of practice or the collaborative learning groups.

Tick: Course Participants Needs

The content is aligned to the modes of learning based on the participants preferred learning needs. Trainers attempt to address their immediate needs. Trainers design the course with the conviction of what makes them tick.

1.2 The Principles of Training

3.2.1 Point of departure of the participants

The trainers believe that the training must be built on participants' existing constructs, models, skills, knowledge and experience. The point of departure 'where the participants are at' is an attempt to foster good rapport and relationship.

3.2.2 Adequate ‘hands-on’ mind and body learning opportunities

The trainers expressed their concern on the participants’ existing constructs that tend to be built up through experience: learning by doing. Accelerated Learning with Whole Brain Based Theory requires trainers to provide adequate opportunities for experimentation of tasks and collegial problem solving.

3.2.3 Safe learning Environment.

An environment that is nonthreatening would certainly encourage interaction and communication to remain fluid.

3.2.4 Respect the participant’s identity as professionals

The Borneo trainers recognise the relationship that exists between the course ‘rooms’ (indoor and outdoor) and the construction of teacher identity. This would be a prerequisite for teacher learning. (Singh and Richard, 2006)

THE OVERVIEW OF THE PURPOSE

The purposes of the course are aligned to the content of the course as specified in the Figure 3.

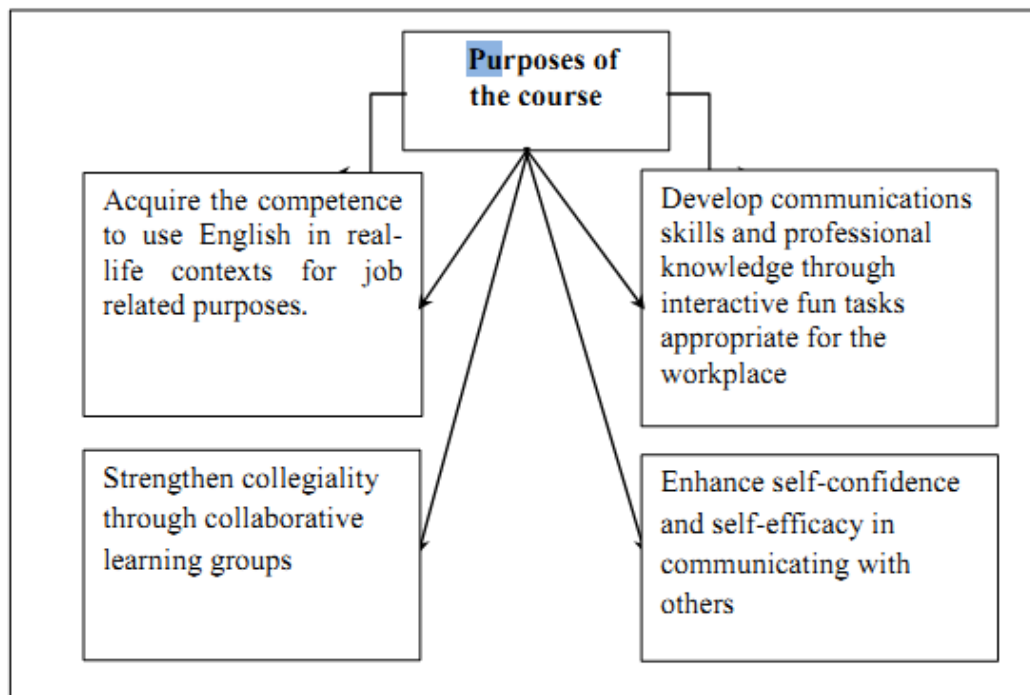


Figure 3: Overview of Purpose

THE PARTICIPANTS

1.3 Profile

This section will highlight a description of the target group. It will focus on the participant’s background and unique characteristics. This is illustrated in Figure 4.

1	Language	1	Co-curricular Unit
2	Malay Studies	2	Staff Development Unit
3	Science & Mathematics	3	Examination & assessment Unit
4	Social Studies	4	Resource Centre Unit
5	Moral Studies	5	Practicum & Professional Practices
6	Student Affairs	6	Psychology & Counseling Unit
7	Education	7	Administration Services Unit
8	Education Technology		
9	Research Innovation & Teacher Professionalism		
10	Physical Education & Health		

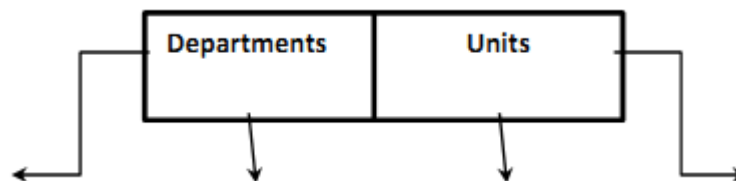


Figure 4 : Departments and Units

The FUN-TASK-TICK course is specifically designed for the 25 ($n=15$ male; $n=10$ female) teacher educators also known as the course participants. The course participants are from ten (10) departments and seven (7) units from various disciplines in the Institute of Teacher Education Rajang Campus. With a Master Degree in their respective disciplines, they possessed competency in training pre-service and in-service teachers.

With at least 5 years of training experience in their various fields, they demonstrated the use of English in job related tasks. Nonetheless, in terms of English Language communicative competency, they have a fairly adequate linguistic ability. In response to the Highly Immersive Programme, the management has proclaimed that English is made as the ‘Communicative language of the campus’ Thus they are required to communicate intensively and extensively in English as a social lubricant in communication with the significant others in campus.

The unique characteristic of the course participants is that they are all Ibans, also known as the ‘head-hunter’ in their forefather’s glorious days as signified warriors. Sanctioned as the Indigenous native from the Land of the Hornbill, Sarawak indicates their right to privileges constituted by the law. The terminology used for the Indigenous of Sarawak is native under Article 161A (6) and (7) of the Federal Constitution of Malaysia 1957. They are also members of The Dayak Native National Association (DNNA), Sarawak.

1.4 Participants Learning Needs

The trainers assert that needs analysis is directly related to the design of the FUN-TASK-TICK communication course. It is clear that the importance of needs analysis lies in the potential of its findings to inform the development of the course in question. (Basturkmen, 2013) The intended outcome of the needs analysis is aimed to elicit participants’ self-perceived needs as regards to the present situation, the target situation and the course content. The analysis of participants’ should take into consideration their necessities, wants and lacks (Hitchinson and Waters, 1987).

The trainer conducted a needs analysis (Appendix 1) of the participants to identify their preferred learning needs. The needs analysis was constructed based on adaptation of Kolb Learning Styles (1984). It consists of two (2) parts. Part 1: Statements on preferred learning styles. It consists of 25 statements constructed on the preferred learning styles. This invites the participants to tick at the appropriate statement. Part 2 offers an open ended question regarding participant’s opinion of their expectation of the course. They are free to express their opinions of their hopes, opportunities and also their anticipations. It was conducted two (2) weeks prior to the course.

From the data, the trainers categorize the preferred learning styles into common strands. The preferred learning styles are illustrated in Figure 5.

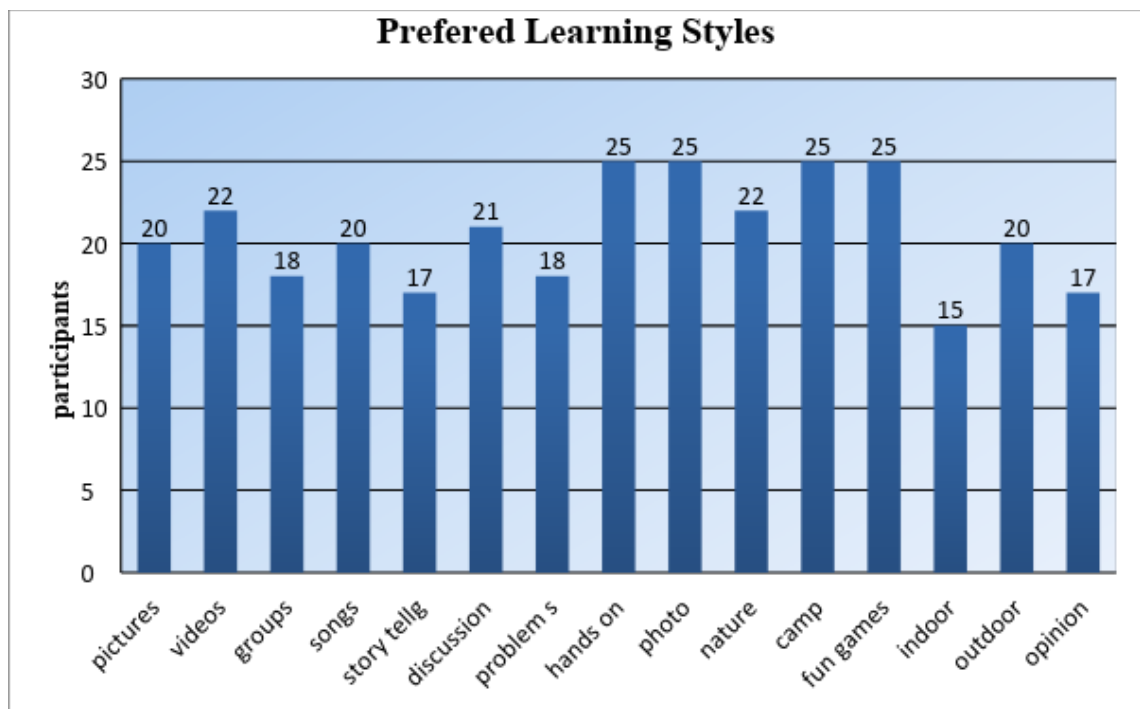


Figure 5: Participants’ Preferred Learning Styles

With due considerations of the diverse learning styles preferred by the participants, it can be summarized that they are visual learners, kinaesthetic learners and they are verbal linguistic learners. Hence, these findings would be the fundamental aspects to be included in the FUN-TASK-TICK Communication course

The findings in Part 2 on participants expectations were read, analysed and categorized in themes. The data revealed two pertinent themes: what the participants expect to learn and what the participants expect to gain. This can be reflected in Figure 6.

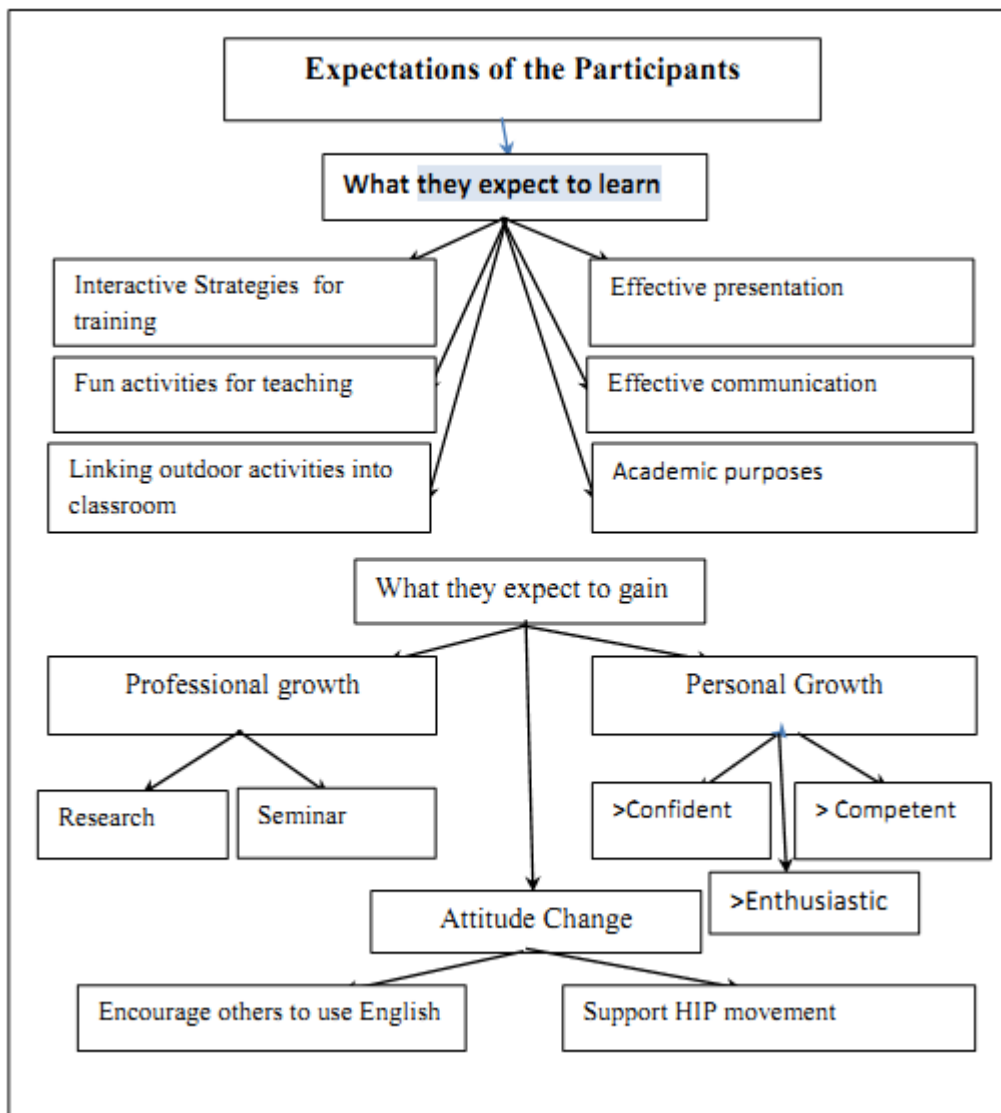


Figure 6 : Expectations of the Participants

The findings of the expectations of the participants as illustrated in Figure 6 revealed that there were three main themes: what they expect to learn, what they expect to gain and attitude change.

MODEL OF STAFF DEVELOPMENT(CPD) COURSE

1.5 The training Model

The Borneo trainers advocate the training model as a model for the FUN-TASK-TICK communication course. This model of staff development is believed to be appropriate as the trainers recognize that a few conspicuous eye-catching features could transpire through training. These possible elements are the element of change in attitudes, transfer of training, and "executive control" as suggested by Joyce and Showers (1988).

Acknowledging this as a very powerful quote that permeates insights into the theorizing training, the trainers agree with Showers, Joyce, and Bennett (1987) that "the purpose of providing training in any practice is not simply to generate the external visible teaching "moves" that bring that practice to bear in the instructional setting but to generate the conditions that enable the practice to be selected and used appropriately and integrative. A major, perhaps the major, dimension of teaching skill is cognitive in nature. (pp. 85-86)

The trainers believe that three (3) underlying assumptions which are behaviour worthy of replication change in behaviour and training as powerful processes for enhancing knowledge and skills. It is through training that the participants would be able to highlight behaviours and techniques that are worthy of replication as job related tasks at the workplace. This training model is a powerful mechanism and has the potential of enhancing communicative competence, knowledge and skills

The trainers acknowledge the theoretical and research underpinnings for the training model. The most recent and intensive research has been conducted by Joyce and Showers (1988). The FUN-TASK-TICK communication course hinges on expert trainers who have the critical qualities participants value in their peers (e.g., a clear understanding of how a new practice works with real students in real classroom settings) can also be highly effective (Crandall, 1983).

THEORETICAL UNDERPINNINGS

The trainers attempt to respectfully describe the more prominent theoretical underpinnings in terms of related theories that complement or are interrelated to the essence of the training: either in parts or whole in the training of FUN-TASK-TICK communication course. The theories specified here have to be read with the understanding that there is a probability to overlap at places but nevertheless it has the potential to create a new emerging design altogether for a new training approach.

1.6 The training approach

The FUN-TASK-TICK communication course or training is strongly rooted on Experiential Learning (Kolb 1984) that describes the learning process of adult learners as Concrete Experience, Reflective Observation Abstract Conceptualization and Active Experimentation. Nevertheless, the element of reflection and experiences will be integrated in all the phases in the Accelerated learning cycles in the training.

In alignment to this, a modified learning cycle of Kolb by Bolitho and Wright (1995) captures the essence of the learning cycle. This can be best illustrated as in Figure 7

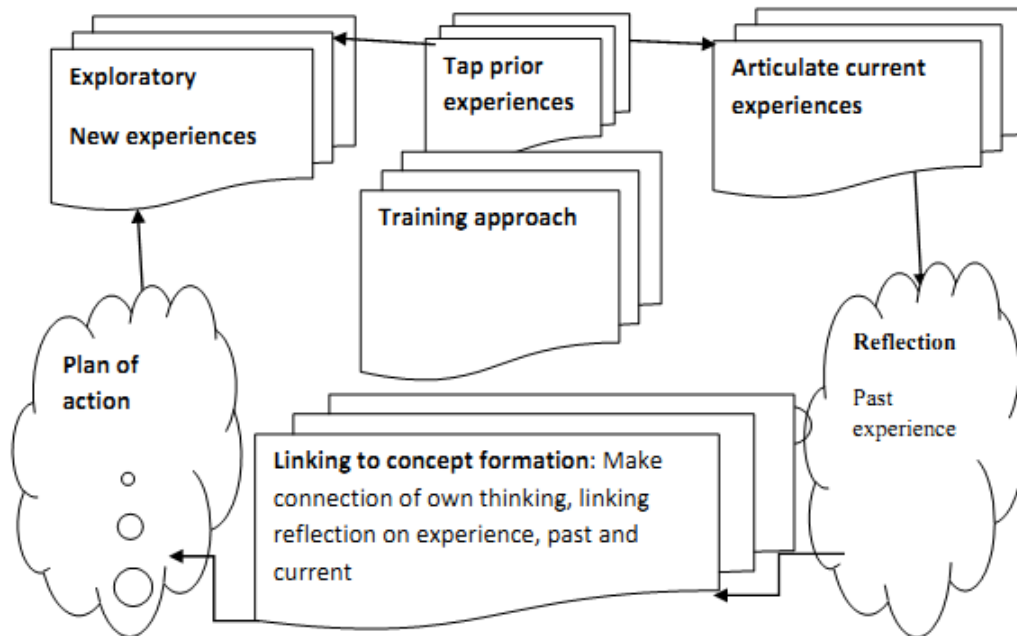


Figure 7: The training approach (Adapted: Bolitho and Wright 1995)

For this training, the approach is adapted from Bolitho and Wright (1995). For optimal learning to take place, the knowledge gained in one mode needs to be followed by further learning in the next. It draws upon experience as a source of learning and development. Figure 7 shows a manifestation of a powerful mechanism that glues this training together which is 'linking experiences-past experiences, present experiences and new experiences'. It would be true to say that this approach signifies that experiences are vital to promote learning. Likewise, the methodology adopted here is suitable as participants are exposed to the same experience at the start of the training. Linking and engagement of experiences –past, present and new seems appropriate almost immediately takes place as training commences.

1.7 Adult Learning

The trainers adopted the Adult Learning theory as the participants for the FUN-TASK-TICK communication course are adults. To encapsulate the essence of adult learning, the trainers specify that adults learn best when they are in a supportive environment. They learn best when they have adequate learning support and experiences. It is essential that trainers respect the learners as they are allowed to define their own needs.

The participants for this FUN-TASK-TICK Communication course are adult learners. Knowles (1980) specified the characteristics of adult learners as being autonomous and self-directed. In other words, they have self-driven motivation. It is certainly true that they need to be free to direct themselves. They also reflect having accumulated a foundation of life experiences and knowledge that may include work-related activities, family, responsibilities and previous education.

Another characteristic is adults are relevancy-oriented. They must see a reason for something. They are motivated to learn by internal factors rather than external factors. (Merriam and Caffarella, 1999). It is also important to understand what external and internal barriers are. External barriers are defined as influences more or less external to the individual or at least beyond the individual's control. (Johnstone and Riviera, 1965, in Merriam and Caffarella, 1999). On the other hand, internal barriers are associated with those which reflect personal attitudes such as thinking one is too old to learn. (Merriam and Caffarella, 1999)

In this course, it is important to try and create a safe and supportive learning environment. Adult educators should also listen, observe, design and use open questions that will invite participation in a positive learning atmosphere. (Vella, 2002:186) To make learners feel safe, educators of must bear motivation factors in mind, In order to keep learners engaged and motivated.

Feedback must be specific not general. Adults must see a reward for learning. They must be interested in the subject (Matter). Interest is directly related to rewards. Adults must see the benefit of learning in order to motivate them to learn. (Galbraith 1990:25) state the benefits of learning. The diversity of definitions of adults that makes helping them learn a challenging, rewarding and creative activity.

In designing the construct of the FUN-TASK-TICK Communication course, the trainers have considered the theoretical underpinnings to frame the course. Therefore, the shape of the course and the design of the tasks in session 1 to session 10 are adult learner specific.

DEVELOPMENT OF THE COURSE

1.8 Accelerated Learning Model/Cycle

The Borneo trainers have made a modest interpretation of the Accelerated Learning cycle for the FUN-TASK-TICK communication course. The definition of Accelerated Learning can be simply referred to as "a rich potpourri of innovative ideas and experiences" (Zemke, 1995, p.98). The use of relaxation, music, and synchronized. Music/phrasing with adults in a course work beautifully well. Profoundly creative, the trainers believe that an added value of 'Reflection in every phase' (RIEP) should be embedded in the model to synchronize the momentum of learning.

To understand what encompasses the Accelerated Learning Cycle, the trainers will describe the features and the 5 Phases of the cycle. The uniqueness of Accelerated Learning is that it is a holistic method of learning.

With all fundamental features of Accelerated Learning Cycle remain the same, the trainers made an adaptation to the model with the name: Reflective Accelerated Learning Cycle (Figure 8) Thus, with this in mind, the trainers advocate this model for the participants learning process. In alignment with the Reflective Accelerated Learning cycle, the 5 phases of the cycle resemble cornerstones and pillars for this potentially effective and impactful accelerated learning design. The essence of this cycle can be best illustrated in Figure 8.

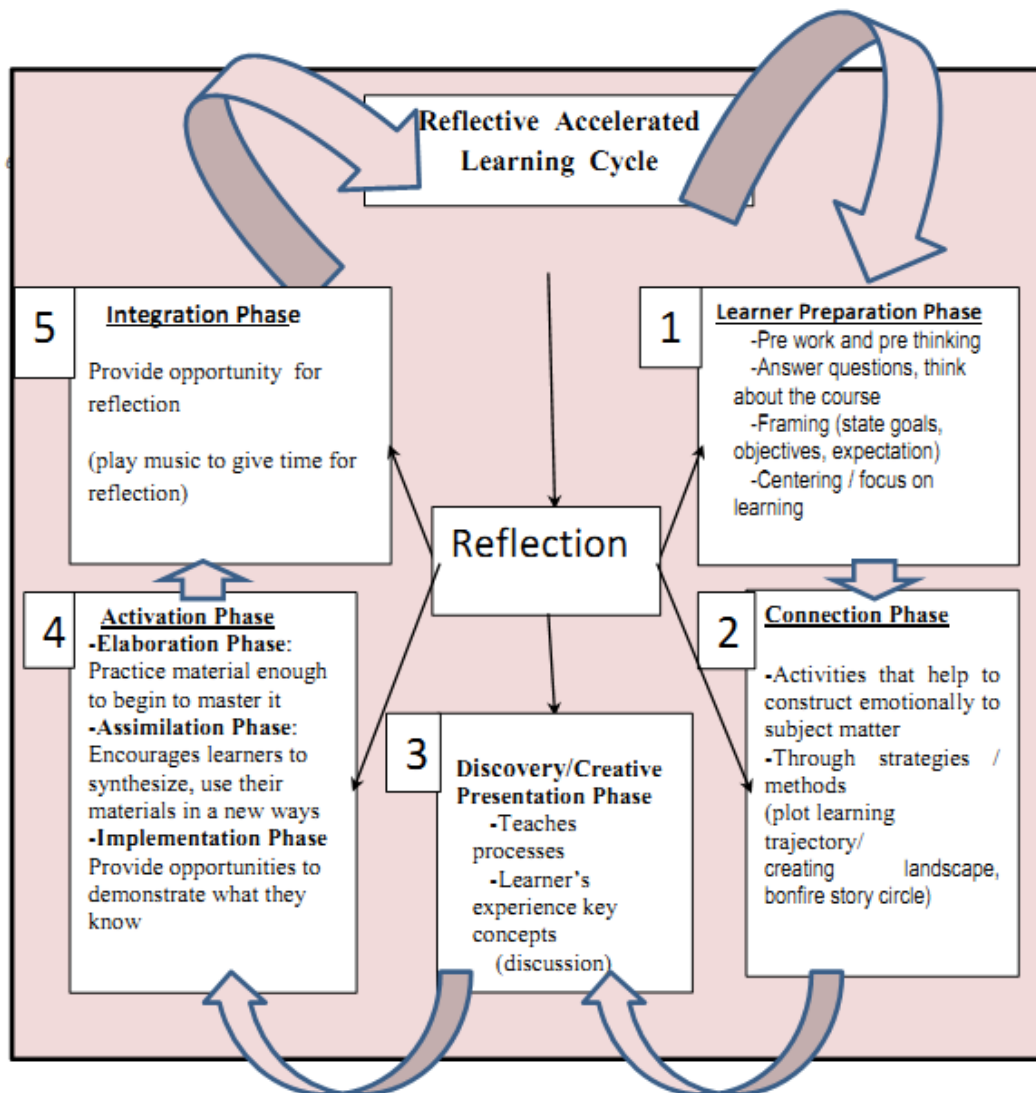


Figure 8 : Reflective Accelerated Learning Cycle

Reflective Accelerated learning Cycle as illustrated in Figure 8 is significant to the learning of the course participants in the FUN-TASK-TICK Communication course. The five (5) different phases in accelerated learning are Learner Preparation Phase, Connection Phase, Discovery /Creative Presentation Phase, Activation Phase and the Integration Phase. The flow of the cycle indicates that it is a dynamic and fluid sequence of activities for a course. It can also reflect the element of flexibility in executing the sequence of activities. These processes are in sync and complementary to the planning of the course, the implementation of the course and the post course. It is a "multisensory, brain-compatible teaching and learning methodology" (McKeon, 1995, p. 65). It involves the conscious and subconscious mind and the left and right brain hemispheres through a structured, sequenced series of events and planned repetition. It stressed the importance of incorporating the participants' preferences in learning styles into training to "accelerate" the process of learning.

IMPLEMENTATION OF THE COURSE

The implementation of the FUN-TASK-TICK Communication Course will highlight the schedule of the course, the course sessions and the training plan. The FUN-TASK-TICK Communication course is a 3 day course with an allocated time of 20 contact hours spread over ten (10) fun task communication sessions. The sessions can be illustrated through an ideational framework as in Figure 9.

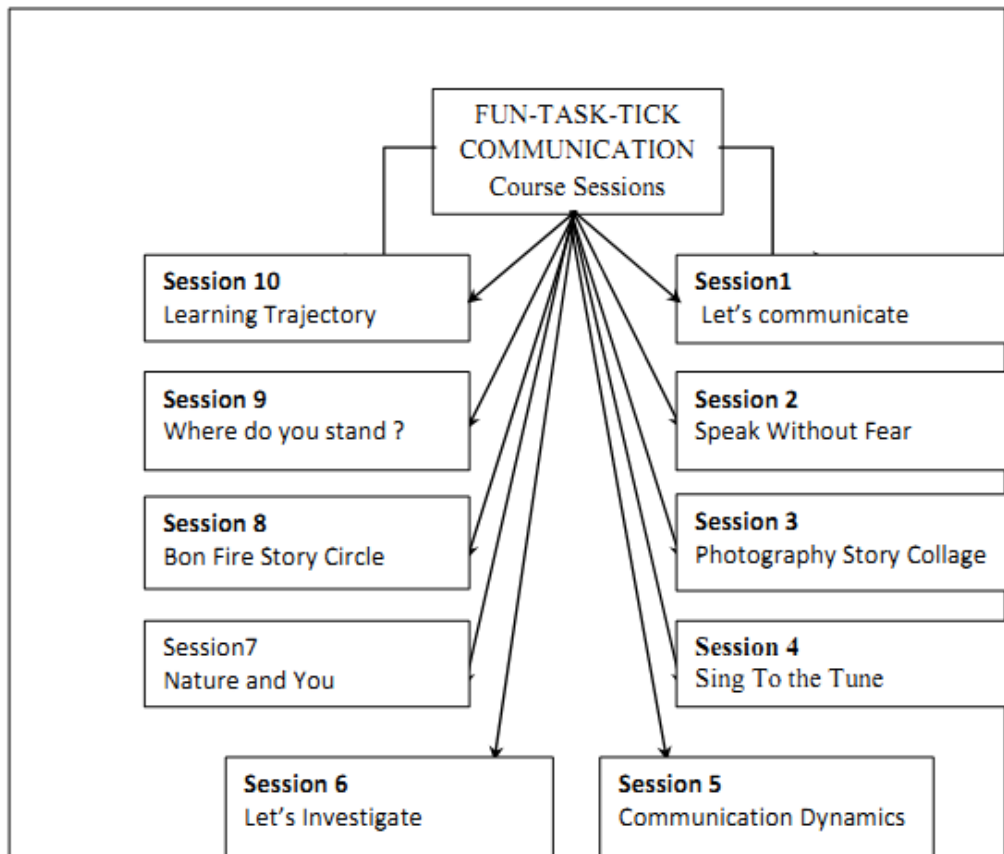


Figure 9: FUN-TASK-TICK Communication Course Sessions

The FUN-TASK-TICK Communication Course Sessions are identified with specific communicative titles. The training plan is grounded on theoretical underpinnings, the beliefs and principles, the training model, the training approach, the training outcomes and most importantly, the Reflective Accelerated Learning approach.

2.0 The Outcomes of the course

The Borneo Trainer believes that the FUN-TASK-TICK Communication course would diffuse the emulsion of positive, enthusiastic and passionate outcomes of key learning experiences. These are the anticipated or projected outcomes that the trainers foresee to be achieved upon execution of the training FUN-TASK-TICK Communication course. The resuscitation of such a creative and innovative training course would intensify the significance of enhancing communicative competence outcomes among the participants.

The outcomes and reflective thoughts for the FUN-TASK-TICK communication course can be illustrated in Figure 10.

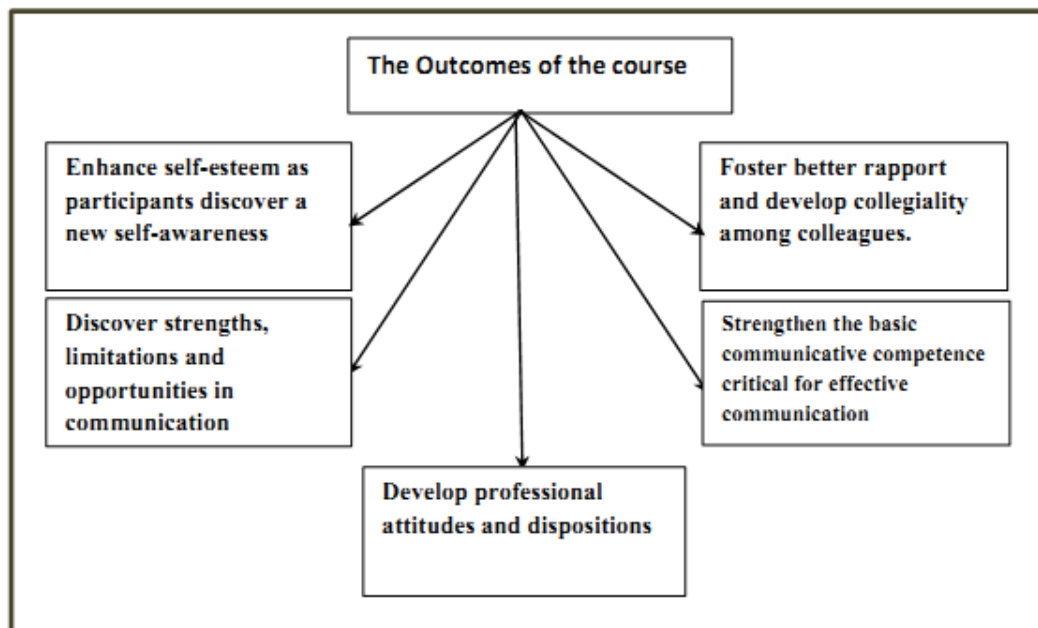


Figure 10: The Outcomes of the course

The outcomes of the course as outlined in figure 10 are to:

- a) foster better rapport and develop collegiality among colleagues
- b) strengthen the basic communicative competence critical for effective communication
- c) discover strengths, limitations and opportunities in communication
- d) enhance self-esteem as participants discover a new self-awareness
- e) develop professional attitudes and dispositions

Fostering rapport and developing collegiality among colleagues would be one that demands a safe and supportive environment. The training sessions postulate collaborative effort through the various tasks that stimulate working collaboratively in the community of practice. What makes communication fluid is the grasp of communicative competence through the task based activities. It is hoped that participants would discover the competence for meaningful effective communication in job related tasks as well as real-life context.

Engaging in an interactive and participatory intellectual discourse, would be the catalyst that heightens participants' self-esteem as they discover a new self-awareness by uncovering the unknown. Linking the sessions and the tasks would not only make participants more competent and confident in communicating in English, but that involvement and immersion into the deep end would certainly surface identifiable strengths. Taking risks and managing them allow for the stretch of one's limitations. Despite limitations being obstacles, it challenges the capacity to perform beyond limitations and opportunities in communication.

The participants will be given sufficient learning opportunities to engage with 'self' challenging outlooks and stance on responding to certain demands of the tasks. This warrants the challenge of identity. The tasks designed in the course penetrate a cross

sectional breadth and depth of multidisciplinary fields such as landscape, photography and environment. At the swing of the pendulum of the session from session 1 to session 10, participants would be able to develop the awareness of self as a community of practice and also the identity as learning trajectory where they define who they are by where they have been and where they are going.

To develop professional attitudes and dispositions is not an overnight's turn that will cultivate nor change a specialised participant in terms of their professional outlooks or their qualities. It can be argued that one could not develop these qualities in just 3 days of the course, but, nonetheless, the term 'develop' itself brings about the notion of growth which is a process. Thus, it is on this ground that the FUN-TASK-TICK Communication course has a modest yet promising potential to enhance this growth.

THE CONCLUSION

Encapsulating the pertinent ideas put forth in this paper, the Borneo Trainers will recap will highlight salient points in the FUN-TASK-TICK Communication course. What frames the course are the constructs that guide the action of the trainers. These constructs sets the parameters, breadth and depth of the components necessary for the course.

The FUN-TASK-TICK Communication course is directed and guided based on the beliefs. With that in mind, the course is planned and the content is specified in the description of the course. The course is offered to course participants to address the demands of the organization in support of strengthening the use of English in the Highly Immersive Programme. (HIP)

The content of the course and the mode of learning were based on data from the participant's needs analysis. By identifying participants' preferred learning styles, the trainers were able to tailor the course content and mode of learning to their needs as closely as possible. These needs are explicitly articulated in the course for learning to take place. The description of the course is amplified by overview of the purpose. With this in mind, the profiles of the participants are described specifying unique characteristics of the group. To execute the course, the training model is suggested based on well-grounded theoretical and research underpinning.

What frames the learning process of the participants is the Accelerated Learning Cycle. This is embedded and weaved through the training schedule which consists of the 3 Day training ten session's course. To choreograph the training, a training plan that consists of trainer's manual for session 1 to session 10 has been designed. Accompanying the trainers plan are the materials that support the learning and training. The Borneo trainers also described the training outcomes to be achieved by the participants. The paper closes with a humble foresight plan from the reflective stance of the trainers; A Continuous Quality Improvement 4R's: Reflect, revisit, realign, and reconstruct.

Continuous Quality Improvement

The Borneo Trainers being reflective practitioners believe that no progress can take place without continuous quality improvement. It is based on our beliefs and personal constructs that the FUN-TASK-TICK Communication course can undeniably be improved. The impetus that circumnavigates our perspective is the thought-provoking question: how do we make the difference in training for the Indigenous teacher trainers in the organisation?

Addressing this thought, the Borneo trainers generate and construct a innovative idea was formed which focuses on the processes of reflection. A simple mnemonic was created to manifest the reflective practice. The interpretation of process of reflection magnifies the 4R: Reflect; Revisit, Realign and Reconstruct.

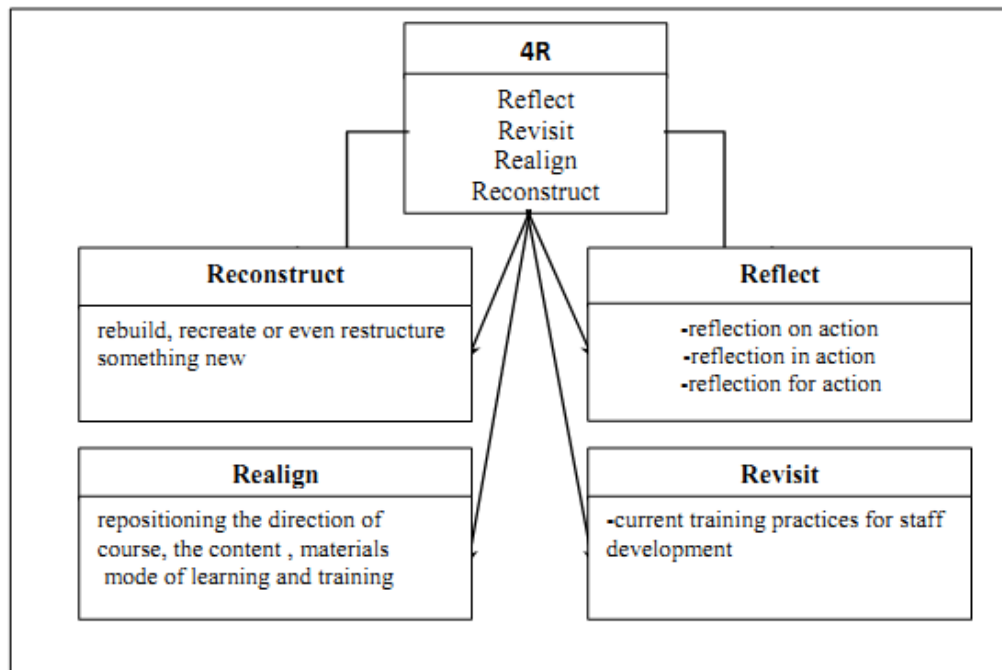


Figure 11: 4R

REFLECT

The trainers believe that reflection is a powerful mechanism in training because it helps trainers to critically look back at action taken in the training. The trainers view reflection as any reflective action that must be voluntarily done without coercion. It must be done with attitudes of open-mindedness and whole-heartedness. In training it is important that trainers practice the act of reflecting 'in action' and on action (Schon,1983) and 'for action' (Eraut,1995). In view of this, reflection 'in action' refers to reflection that happens when trainers are in action. Reflection 'on action' refers to reflection after the action has occurred. As reflection is fundamental in learning, reflection by the participant as well as for the trainers is worthy for future action. Trainers believe that we cannot learn from our actions unless we reflect from it. Reflection is seen as examining one's own actions. Being reflective trainers, they are able to make connections and create possible links between the needs of the participants and the tasks they are involved in the training. Most importantly, the trainers would always engage in a continuous cycle of self-observation as part of their practice.

REVISIT

As effective trainers, the principles and informed practice of training would be to revisit the current training practices for staff development. Looking into the *modus operandi* would certainly shed light and illuminate learning. Thinking questions such as : Why was it not effective? How could I do it differently the next time ? As reflective trainers, we need to reassess and re-examine our current practices. This includes theories of teaching and learning, models of training, principles of training and related literature review of training in teacher education. We need to make wise decisions on ‘what next’ and ‘what could have been better.’

REALIGN

The trainer views realign as repositioning the direction. It could be the direction of the course, the content , materials or even the mode of learning and training. The trainers assert that we must make the shift in thinking, for how we think will govern how we act. In training, we probably need to repeat, revise, check or even review because we need to return to the right position where we function best. The enabling factor for this would probably be our ‘will’.

There will be moments in training or after training that we need to reiterate for learning to take place. This involves the readjustment of the content to suit the materials or the materials to suit the mode of learning. The trainers must be able to reflect in action and on action to best identify the need for realignment. What trainers could do is to make rearrangement of tasks or even session when it best fits. When things fall apart in training or do not work, making the mental shift and transposing would be appropriate .Thinking on your feet and make it up as you go along would be the principles of training to hold.

RECONSTRUCT

The trainers view reconstruct as rebuild, recreate or even restructure something new from the existing one. It subsumes the element of innovation. This could also refer to reconstructing of knowledge or materials or content of a course. At the other end of the continuum, it could also refer to restoring from original piece to something more creative or modern. In training, we often encounter moments where, participants could not relate to what we say or the materials we use. Perhaps the level of cognition is too high or it does not activate their schemata when it is unfamiliar. Therefore, we need to simplify the language or even the content. Where there is this ‘gap’ either in knowledge or material, it is best rectified with changes to cater for participants needs. Reconstruct could also be seen as take apart or even break up into parts. Where training is concerned, to make the tasks manageable, it can be divided into meaningful practical chunks or smaller tasks. This speaks volume when participants are able to collaboratively communicate in the course because they are able to confidently do the tasks with ease and comfort.

Engaging Continuous Quality Improvement is the foresight for the Borneo Trainers. The Borneo trainers believe that the FUN-TASK-TICK communication course is based on ‘what participants are able to do’ and not on a deficit model. They also emphasise that any form of training for continuing development programme should be based on informed principle such as ‘the point of departure’ of where they are at.

Linking their key learning experiences with the demands of their workplace, the safety net and support would bridge the gap between training and organizational effort of staff development programme. The litmus test to the course would be the impact on the participants. Through the course it is hoped that participants are encouraged to make

meaningful connection and use any new ideas to their job related contexts. How do we ensure that transfer of learning takes place?

To ensure the transfer of learning at the workplace, the Borneo Trainers propose some forms of safety net and a resuscitation support in communication. These are accelerated growth-oriented collaborative effort. To help the participants to continuously communicate, trainers propose an 'In house buddy' and chat group. This would certainly be an adrenaline-charged safety net for the participant's future learning roadmap.

Enabling participants to focus on their learning roadmap is certainly a principled effort by the Borneo Trainers. Within tangent, what would the trainer's future roadmap look like? Having a focus would mean, having foresight. If it is visible then it is worth seeing in the best light. If it is overshadowed by uninformed training practices and muddled frame of mind would it still make a difference whether the Borneo trainers have vision or sight?

The vision of the 21st century has permeated a kaleidoscope of hopes. Looking through the hour glass of the 21st century, how would one perceive the landscape or 'state-of-the-art' of training as continuing professional development? The Borneo Trainers believe that to stay dormant and stagnant in one spot would be a paralyze philosophical island. This paralysis would not initiate ripples of creative nor innovative pursuit in training. Yet, the Borneo trainers believe that their learning curve has lucratively provided perceptive insights and forward-thinking foresights. It has illuminated the vision that a profound trainer and insightful one has the capacity to intensify a significant osmosis training that is potentially hypothetically promising.

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