

**Professional Development Scheme 2.0 Submission Sample:
Public Librarian (1 to 3 years)**

SECTION 1 — Applicant Information

1. Full Name

Buttercup

2. LAS Membership Number

[To be inserted]

3. Employer / Organisation

National Library Board, Singapore

4. Sector

☒ Public library

5. Current Role / Job Title

Entry-Level Librarian

6. Years in Current Role

☒ 1–3 years

7. Current Curriculum Vitae

[Insert link to your CV]

8. Contact Email

[To be inserted]

9. Eligibility Declaration

☒ I confirm that I am a personal professional member of LAS.

☒ I consent to the collection, use and disclosure of my personal data in accordance with the Singapore Personal Data Protection Act 2012.

SECTION 2 — Evidence of Professional Development

10. Evidence of Professional Development

[Insert link to OneDrive, Google Drive or other online folder containing certificates, programme materials, supervisor feedback and work samples.]

SECTION 3 — Reflections

Reflection #1

11. Foundational LAS Competency

☒ Commitment to Professional Excellence

Level of Proficiency: [Competent](#)

[I make it a point to take part in training programmes and professional development activities because they help me stay current and improve the way I work. Over the past year, I attended workshops on](#)

service design, digital services, facilitation and user research, and joined several communities of practice where colleagues shared their project experiences, challenges and ideas. I have found these sessions particularly valuable because they allow me to learn from real examples rather than just theory.

One workshop that stood out for me focused on service design and user research. It introduced practical techniques such as user observations, interviews and journey mapping, which I later applied to a digital service improvement project. Instead of relying on assumptions, I gathered feedback directly from users to better understand the challenges they faced before recommending changes. The experience showed me how much stronger a solution can be when it is based on evidence rather than personal opinion. Afterwards, I shared what I had learnt with my team, and we discussed how some of these approaches could be incorporated into our own projects.

These learning opportunities have reminded me that professional growth does not end after formal training. It comes from being open to feedback, reflecting on what worked well and being willing to try new approaches when circumstances change. I have become more intentional about seeking feedback from colleagues and users, and I regularly set learning goals for myself based on the skills I need to develop further.

Going forward, I hope to build my knowledge in areas such as programme evaluation, service analytics and emerging digital technologies. I also want to continue sharing what I learn with my colleagues so that we can strengthen our practice together and provide better services for our community.

Reflection #2

12. Foundational LAS Competency

☒ Information Impact on Socioeconomic and Environmental Settings

Level of Proficiency: Competent

I was involved in developing a series of workshops to encourage members of the public to use the library's digital resources, including e-books and e-magazines. While planning the programme, I realised that not everyone had the same opportunity or confidence to access these resources. Through conversations with frontline colleagues and observations of previous sessions, I found that some seniors and lower-income users struggled with digital devices or were unfamiliar with using online services. This made me think more carefully about how the programme could meet the needs of different groups in the community.

Instead of focusing only on demonstrating the digital resources, I redesigned the programme to include more guided practice, smaller group activities and take-home reference materials. I also ensured that participants knew they could continue accessing digital resources using library devices and seek assistance from library staff if needed. At the same time, I highlighted how borrowing digital resources could complement printed collections by providing convenient access while reducing the need for physical materials where appropriate.

This experience helped me appreciate that the work of a librarian extends beyond providing information. The way we design services can influence how confidently people participate in the digital world and whether they have equal opportunities to access knowledge. It also reminded me that library services should balance innovation with inclusivity, while supporting broader sustainability efforts where possible.

Looking back, I would engage community partners and participants earlier to better understand the needs of different user groups before designing future programmes. I also hope to deepen my knowledge of digital inclusion, accessibility and sustainable service design so that I can develop programmes that are relevant, inclusive and beneficial to both the community and the environment.

Reflection #3

13. Functional LAS Competency

☒ Information Service Design, Delivery and Assessment

Level of Proficiency: Competent

I was tasked to review how users accessed the library's e-books and e-magazines through the library app after frontline colleagues noticed that many, especially seniors and first-time users, were finding the process confusing. Rather than assuming we already knew the problem, I spent time observing how users navigated the app, spoke with them about their experience and gathered feedback from staff who regularly assisted with these enquiries. It quickly became clear that many users were unsure which platform to use, while others found the login process and borrowing steps difficult to follow.

Working with colleagues from digital services, collections and communications, I mapped the user's journey from start to finish and looked for opportunities to make the experience simpler. Together, we revised the in-app guidance, streamlined the quick-start instructions and introduced clearer prompts to help users find the right e-book or e-magazine platform more easily. Through this project, I realised that good service design is often about removing unnecessary complexity rather than adding more information. It also reminded me of the importance of testing assumptions with real users before deciding on a solution.

After the improvements were introduced, frontline staff noticed that fewer users required assistance, and many users appeared more confident in accessing digital resources on their own. I documented the user journey, our findings and the changes we made so that the approach could be adapted for future service improvement projects.

Looking back, I would involve users even earlier by testing different ideas with them before deciding on the final solution. I would also like to build my skills in user research, service analytics and service blueprinting so that I can continue designing digital services that are intuitive, accessible and centred on users' needs.

Reflection #4

14. Functional LAS Competency

☒ Information Literacy and Learning

Level of Proficiency: Competent

I worked with a primary school to support teachers in delivering an information literacy programme. During our planning discussions, the teachers shared that although many students were comfortable searching for information online, they often accepted the first result they saw without considering whether it was accurate or trustworthy. Together, we reviewed the lesson objectives and adapted the activities so that they would complement what students were learning in class while making effective use of the library's resources.

During the sessions, I supported the teachers by facilitating small-group activities and guiding students as they compared different sources, discussed how to identify reliable information and reflected on why they trusted certain websites over others. As I observed the students, I realised that many could find information quickly but needed more support in evaluating its quality. After each session, I shared my

observations with the teachers, and together we adjusted the pace of the activities, added more relatable examples and included opportunities for students to explain their thinking.

This experience reminded me that information literacy is not just about teaching students where to find information. It is about helping them develop the confidence and judgement to question what they read and make informed decisions. I also gained a greater appreciation of the value of working closely with teachers, as their understanding of the students' learning needs helped us design lessons that were more meaningful and engaging.

Looking back, I would involve teachers earlier when developing the learning activities and gather more structured feedback from students to better understand which approaches were most effective. I would also like to deepen my knowledge of inquiry-based learning, information literacy instruction and learning assessment so that I can continue to support teachers in developing students who are thoughtful, discerning and responsible users of information.

SECTION 4 — Feedback and Framework Improvement

15. The submission process feels manageable

Rating: 4 — Agree

The structure is clear and the prompts help me think through each experience. However, completing four substantial reflections can feel challenging for someone who is new to reflective writing.

16. What improvements would you suggest?

It would be useful to provide one or two sample reflections at different proficiency levels. A simple planning template could also help applicants organise their thoughts under “What happened,” “Lessons learnt” and “Application or impact” before writing the full response.

New professionals may also benefit from an optional briefing or reflection-writing workshop. Clearer guidance on suitable evidence would help applicants understand whether they should include certificates, work samples, supervisor feedback, programme materials or personal learning notes.

17. What motivated you to apply for the PDS?

☒ Self-motivated

I applied because I wanted to review what I had learnt during my first year and identify areas where I need further development. The scheme gives me an opportunity to recognise that everyday work experiences, feedback and small service improvements are also meaningful forms of professional learning.