



Designing professional development for experienced teachers in tertiary vocational education

Gerald Duignan, John Hitchcock, Scott Casley, Cath Fraser, Carmel Haggerty, Malcolm Hardy, Chris Lovegrove, Sue Sewell, Lynette Singh, Deb Stewart and Janet Walke



AOTEAROA
 NATIONAL CENTRE FOR
 TERTIARY TEACHING
 EXCELLENCE



Whitireia
 NEW ZEALAND



“Ongoing professional development is essential - learning is like breathing - if we don't do it we die! We cannot stand in front of students and encourage them to learn if we don't continue to learn ourselves.” – Survey respondent

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Project Team

Leader: Gerard Duignan, Wellington Institute of Technology

Project team: John Hitchcock, Wellington Institute of Technology

Janet Walke, Universal College of Learning

Carmel Haggerty, Whitireia NZ

Sue Sewell, Whitireia NZ

Chris Lovegrove, Unitec Institute of Technology

Malcolm Hardy, Bay of Plenty Polytechnic

Cath Fraser, Bay of Plenty Polytechnic

Scott Casley, Eastern Institute of Technology

Deb Stewart, Eastern Institute of Technology

Lynette Singh, research assistant, Whitireia NZ

Publisher:

Ako Aotearoa National Centre for Tertiary Teaching Excellence

PO Box 756, Wellington 6140

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Designing professional development for experienced teachers in tertiary vocational education

Executive Summary

Tertiary institutions in New Zealand invest time, money and resources into professional development (PD) for experienced teachers. Yet it is unclear how well this investment meets the needs of those undertaking or arranging PD.

The aim of this project was to identify how useful PD is perceived to be by experienced teachers in the tertiary vocational education sector in New Zealand and to improve the design of PD programmes.

The rationale was to identify from the perspective of experienced teachers what kinds of PD will be useful and can contribute to establish a baseline for:

- Planning PD that is likely to guide organisational change for managers and *PD planners/facilitators*
- Supporting teaching practitioners to provide better services for their learners
- Informing further studies in a field that is underrepresented in the literature.

The project approached 1176 teachers and managers with at least five years' tertiary teaching experience, from the six participating institutes of technology/ polytechnics (ITPs), to respond to an online survey. After discarding ineligible and incomplete entries, the final sample was 324, a response rate of 28.4%.

The project employed an online survey with a mix of closed and open qualitative questions with some quantitative demographic data. The subject disciplines of teachers spanned the twelve categories listed on the Ako Aotearoa web site, from Agriculture to Sport and Leisure.

The survey asked participants about what they would like to see in their ideal PD programme. The main findings arising out of comments from respondents when asked "If time and money were not an issue, what kind of PD would you choose?" Replies included:

- *Develop learning and teaching practices to engage learners*
- *Attend relevant conferences, workshops or talks*
- *Spend time with industry or network with teachers or experts in their own field*
- *Learn skills for their responsibilities as leaders, mentors, managers – through informal and formal learning, including gaining qualifications*
- *Upgrade their research skills through publication or guidance on supporting research.*

The main barriers to PD included teaching and workload demands, money, relevance of PD and systemic problems such as planning at a variety of levels.

This report provides an overview of the research, its findings and recommendations for managers and those who facilitate and/or plan PD. The intention is for experienced educators to be more engaged and supportive of PD across the spectrum.

The project team sees merit in a future development of the project beyond the initial phase that this report represents. Perhaps this project could be followed with a separate one using a different methodology, for example a series of focus groups conducted with staff from each institution to explore in depth *how* the respondents have applied their PD in practice and other topics that elaborate on the core findings from this first phase. A complementary field for further research could focus on the value received from PD and the evidence of changes to practice.

The key output from the project is the stand-alone document *Guidelines for creating professional development programmes for experienced teachers in vocational education*. The full document is

reproduced in full at the end of this report (Appendix A); the following paragraphs offer a sample of the content:

The *Guidelines* have been designed for use by:

- *Educational developers* who design professional development programmes and refresher offerings beyond initial training as tertiary teachers.
- *Managers* of experienced teachers, especially during appraisal of their performance and when planning the best investment of time and money in PD.

Recommendations for Educational developers include reminders of

- The value of conferences and workshops, and in-house training
- Timing – when to offer PD around common workload demands
- Communicating the availability of PD opportunities of interest to experienced teachers
- To assist staff to identify their intrinsic and extrinsic motivations to engage with PD
- Recognition of effort, including PD which leads to something, e.g. “building blocks” towards a longer term objective.

Recommendations for managers of experienced staff include ensuring that the PD

- Is chosen by the staff member
- May involve formal learning, such as higher qualifications
- May include specialist discipline training and upskilling
- Includes sufficient funding and time
- Will be regarded by experienced staff as beneficial to both to the staff and the institution.

Terminology

Throughout this document we have used the following terms:

ITP	Institutes of Technology and Polytechnic
Educational developer, educational designer, educational advisor	Staff employed within the ITP sector who assist staff, management and governance to identify, create and deliver professional development offerings. PD may take a range of forms and may be for individual staff, groups of staff or the whole of a school, department or faculty of an institution.
Professional development	Survey respondents were provided with the following description at the start of the online survey: <i>We define continuing professional development as a structured approach to learning that you undertake to improve your capability in your profession at an institute of technology /polytechnic. It includes skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It includes development goals and objectives agreed to / approved by your manager and paid for (in part or wholly) by your employer.</i>
Staff	Educators, teachers, lecturers and tutors employed to teach in an ITP.
Manager	Managers of those staff in an ITP. They may at times also teach, and often will have been a teacher.
Tutor, teacher, educator, vocational educator	Staff employed in a school, department or faculty of an ITP.

Background

Teachers in the ITP sector are employed for their expertise in their subject area; it is one of the strengths of vocational education in New Zealand. However, a consequence is that it is common for someone employed as a new teacher to lack both a teaching qualification and teaching experience, so PD for new teachers is focussed on acquiring a teaching qualification and developing teaching experience.

Beyond their initial development in the teaching profession, experienced teachers become by default, educational leaders. They often are mentors to novice teaching staff. As senior academic staff they are a vital link for institutions wanting the best experience for learners, so maintaining currency in their pedagogical knowledge, skills and attitudes is essential. Achieving that is more likely if their PD programmes are designed with their own suggestions and expectations in mind. This project sets out to find out what those are.

Research aims

The project aims were:

- 1) *To answer the research question: How useful is continuing professional development for experienced teachers in the tertiary vocational education sector in New Zealand?*
- 2) *To identify what PD might look like for experienced teachers in an ideal world.*

The objectives were:

- To provide qualitative information from experienced teachers about the structure and content of continuing PD programmes
- To build collaboration amongst the project research team
- To establish a task for the Ako Aotearoa Central Hub to meet and build members' collegiality.

Expected outcomes

Four main groups were expected to enjoy benefits from this project.

The first group is educational developers who design PD programmes in participating and other ITPs, by informing them about the continuing PD needs of their colleagues.

The second group is Ako Aotearoa which will be able to review its current PD offerings, such as workshops, against the responses arising from the data. This could help the organisation to design PD programmes that are more attuned to the needs of experienced teachers.

The third group is experienced teachers, approximately 500 across the six institutions who (to the extent that their institutions apply the findings) will benefit from updated PD refresher programmes that better match their needs.

The fourth group is learners in programmes taught by experienced teachers in the participating institutions, who will benefit from their teachers exploring current pedagogy and teaching approaches through PD. These learners will be engaged across the range from foundation to post graduate programmes.

Participating organisations were expected to act on the project findings to inform their decisions about investing time, money and resources into PD. This will happen through a number of agents:

1. Educational developers who are charged with developing the learning and teaching capability of staff in their institutes
2. Managers who appraise the performance of experienced teachers will be able to use the findings when discussing the capability development plans of their staff
3. Human resources departments will have a point of reference against which to evaluate and report the investment in capability for staff and capability of the organisation (Prebble, et al., 2005).

Literature Review

One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development. At the core of each and every successful educational improvement effort is a thoughtfully conceived, well-designed, and well-supported professional development component (Guskey & Yoon, 2009).

Keywords: professional development, experienced tertiary teachers, effectiveness of PD, vocational educators, vocational tertiary education (VET), experienced lecturers, perceptions of vocational tertiary educators, teachers, continuing professional development (CPD), Academic staff and scholarly activity.

This literature review specifically concentrates on the effectiveness of continuing PD for experienced vocational tertiary educators. Much of this literature focuses on the development and evaluation of PD for novice tertiary vocational educators and its impact on student learning outcomes. It recognises the significance and value for academic staff to engage in scholarly activity and inquiry and links it to overall quality of educational outcomes and innovation (Ellis, Dyer & Thompson, 2014; Waters, et. al., 2015).

PD has long been viewed as an important pedagogic building mechanism for teachers and provides leverage in contributing to educative innovation and change (Saunders, 2013a, b; Wilson, 2012; Waters, Simon, Simons, Davids & Harreveld, 2015). Market driven principles are reshaping vocational education training (VET) therefore it is timely for a conversation to be had about maintaining currency in pedagogy knowledge, skills and attitudes for vocational tertiary educators. Tertiary education offers a passport to success in modern life and helps people improve their lives and the lives of those around them and provides the specific tools for a career, and is the engine of knowledge creation (Ministry of Education, 2014, p. 3). Much of the research literature suggests the relationship between what teachers do and what students learn is complex. There are many variables that may affect student outcomes. There is little research on any direct relationship between academic staff PD and student learning outcomes. Rather it is an indirect, two-step relationship; it can be said that continuing in-service PD can improve teaching, and good teaching contributes to good student outcomes (as measured by retention, persistence, and achievement (Prebble, et al., 2005, p. 2).

The researchers examined the literature nationally and internationally and found research into the effectiveness of PD for experienced or long-serving vocational and tertiary educators was scarce. The researchers took 'tertiary education' to encompass all post-compulsory school learning, to include higher education, applied and vocational training, and training in foundation skills where these have not been obtained during schooling. It includes structured learning in a range of settings, including workplaces, universities, and polytechnics (Ministry of Education, 2014, p. 3).

High quality provision of tertiary education is important, to ensure the needs of a diverse range of learners are met in an ever changing environment. Learners need clear guidance on how they can reach their goals by the most direct route possible (Ministry of Education, 2014). This highlights the continuing provision of PD for vocational tertiary educators in facilitating highly knowledgeable academic staff to provide quality of teaching and programme delivery.

A vocational educator is a professional that specialises in an occupation, is knowledgeable in the theory and practice of the profession, and is involved in the crafting and delivery of high quality learning and teaching environments and programmes (Maurice-Takerei & Anderson, 2013). Many vocational educators move into teaching roles directly from industry. Often their introduction to the teaching role takes place while they are engaged in the work of teaching. They are recruited on the basis of being strong industry practitioners in their industry knowledge and qualifications (Maurice-Takerei & Anderson, 2013). However, many have limited knowledge relating to theories of learning and strategies for teaching and can be pedagogically ill-equipped to embark on the demands of

teaching and the complexity of this educational environment (Haggerty, 2015; Maurice-Takerei & Anderson, 2013).

In the educational sector, PD is perceived as a way to effect change (Wilson, 2012). Whitworth and Chiu (2015) when exploring PD and teacher change, identified that experienced teachers, although they may hold on to their beliefs, will change practices following the implementation of effective PD.

It is important to explore the factors and variables affecting the uptake of PD by educators. And when considering an institution's approach to PD, it is important to determine which forms of PD are useful in effecting changes to teaching and student learning outcomes (Wilson, 2012). The uptake of PD may be dependent on variables such as age and experience of the tertiary educator. One study found that the stages of career may determine the educators' preference for the type of professional learning (Richter, Kunter, Klusmann, Lüdtke & Baumert, 2011). The results showed more formal learning opportunities (in-service training) for PD was used often by mid-career staff. While informal learning opportunities, such as using literature to guide teaching practice increased with staff age, collaboration activities tended to decrease (Richter, et. al, 2011). Therefore, the concept of 'one size fits all' must not be employed when designing PD for experienced tertiary educators, says Wilson (2012), and further, compulsory forms of PD encouraged by managers may not be perceived by educators as relevant or purposeful in effecting changes to teaching and/or student learning outcomes (Wilson, 2012).

The responsibility of tertiary institutions is to ensure that their educators are well trained as professional teachers (Požarnik & Lavrič, 2015). PD for vocational tertiary educators must aim to build self-directed, autonomous and professional decision-makers. An empowered educator with sound pedagogical content knowledge will strive for excellence in teaching (Maurice-Takerei & Anderson, 2013; Požarnik & Lavrič, 2015). The "disempowerment of educators that goes with requiring directed and non-contextual transmission of information as 'teaching' and the inevitable suppression of discipline-based expertise is thus to be challenged in any teacher education programme for vocational educators" (Maurice-Takerei & Anderson, 2013, p. 264).

Tertiary institutions invest substantially in developing and training their academic staff to improve the quality of teaching and programmes delivery, in the expectation that this will have an overall impact of improving student learning outcomes (Prebble, et al., 2005). The Ministry of Education Research Division (Prebble, et al., 2005) commissioned a systematic review to explore the impact of academic staff on student outcomes. From the synthesis of the literature, Prebble, et al., (2005, p.1-2) derived two propositions in relation to the impact of academic staff development and students 'learning outcomes'. One, good teaching has positive impacts on student outcomes; two, teachers can be assisted to improve the quality of their teaching through a variety of academic interventions. Prebble, et al., (2005) summarise the evidence into five main categories of the academic interventions programmes that has impact on academic staff development which are; short training courses; in situ training; consulting; peer assessment and mentoring; student assessments of teaching; and intensive staff development (p. 5). The evidence around effectiveness and methodology of academic interventions programmes for vocational training educators is somewhat inconclusive. Prebble, et al., (2005) recommend that tertiary institutions should invest resources in assisting their staff to develop the professional practice of teaching. Furthermore, Prebble et al., (2005) suggests that tertiary institutions support academic staff to collaboratively reflect on their joint tasks and undertake research on teaching and learning as well as for training and development.

Exploring the effectiveness of continuing PD for experienced vocational tertiary educators is an important discussion. Saunders (2012) profiled the journeys of professional change experienced by 27 VET teachers involved in a four year systemic-change PD initiative designed to extend and refine their pedagogical practice. This study used the Concerns Based Adoption Model (Hall & Hord, 2006) as a conceptual lens and methodology for assessing and better understanding a teacher's

professional change in a VET context. The PD programme evaluated was known as ‘Instructional Intelligence’ and was initiated in response to change in the West Australian State legislation that permitted senior secondary school students aged between fifteen and seventeen to enter VET. Instructional Intelligence aimed to support VET teachers to engage and increase instructional repertoire and ran for four years. Participants had extensive teaching experience: all 27 VET teachers had 11 years or more teaching experience; six of this number had been teaching for more than 20 years, and out of the remaining ten, two had been teaching for between one and four years and eight for between five and ten years. Seventeen out of the 27 had participated in all four years of the programme, eight were male and 19 were female teachers (Saunders, 2013a). An online survey of the Stages of Concern Questionnaire was designed followed by focused interviews evaluating levels of use on a single innovation that they had acquired from Instructional Intelligence PD initiative. Saunders’ (2013a) findings reveal that all teachers involved were implementing innovations in their practice as result of Instructional Intelligence PD. Saunders (2013a) findings identified three distinct levels of use; routine users, refinement users, integration users (Table 1).

Levels of use (focussed interview)	Characteristics of Learning into Practice
Routine users (11 individuals) (41%)	Five individuals participated in Instructional Intelligence PD for 4 years, two for 3 years and four for 2 years They mastered and established a regular pattern of working with its innovation without change or adapting it within two years of Instructional Intelligence PD
Refinement users (14 individuals) (52%)	Ten individuals participated in Instructional Intelligence PD for 4 years, two for 3 years, two for 2 years Actively involved in planning, making changes and evaluating the way they use the innovation to improve student outcomes They became role models for other users They wished to collaborate with others
Integration users (2 individuals) (7%)	Both had participated in Instructional Intelligence PD for 4 years They have moved beyond personal use to collaboratively working with others, influencing change with the purpose of improving student outcomes

Table 1. A summary of innovation acquired after completing Instructional Intelligence Professional Development (Saunders, 2013a).

Aside from the teachers themselves, the Auditor General (2008) asserts that training providers of PD for vocational tertiary educators have a common understanding of the overall objectives of PD. Wilson (2012), too, highlights the importance of training providers having an institutional approach when introducing new methods of teaching and learning for PD in order to cater for the different levels and requirements of academic staff.

Consequently, an understanding of the managers’ perspective on the effectiveness of continuing PD for experienced vocational tertiary educators is an important concept for further exploration. Wilson (2012) proposes to answer three questions related to the effectiveness of PD for e-learning: How do institutions of vocational education within New Zealand structure their institutional provision of e-learning PD? What training or other development opportunities are provided by institutions? What do e-learning managers feel are the types of e-learning PD that work best in terms of lecturer development and support? Interviews were held with e-learning managers from thirteen institutions, the data collected from the interviews were then analysed using a grounded analysis approach and put into concepts that were related to different types of PD training, information and

support. The efficiency of the types of e-learning from PD was analysed based on e-learning managers' perception and evaluation models. Wilson (2012) concluded that the study provided greater insight into the perceptions of e-learning managers, especially around opportunity for skill acquisition and collaboration. This study asserts that knowing more about the managers' perspective will assist staff in knowing what PD formats may work best for them. In this way, academic staff can become catalysts in the evaluation feedback loop, ensuring a better match with the perceptions and expectations of both groups.

PD has long been viewed as the impetus to bringing educative innovation and change. The literature nationally and internationally regarding the effectiveness of continuing PD for experienced or long-serving vocational tertiary educators was somewhat sparse, but did generally concur that the uptake of PD may be dependent on age and experience of academic staff. The design of PD needs to be pedagogically sound and refined, relevant and applicable to teaching practice. Although best methods of PD implementation remain inconclusive, the literature supports a wide variety of academic interventions in the form of short training courses; in-situ training, reviewing peer and student evaluations and connecting research to teaching. PD can encourage and form the basis of innovation, change, and growth in practitioners' instructional repertoire.

While the literature reported here has been selected to provide an overview of the key themes in current discourse, not all these themes are explored in the current project. The questionnaire was only addressed to the teachers themselves, rather than their managers or Educational developers. Therefore the Findings and Discussion sections which follow focus entirely on the experiences, perceptions and preferences of experienced tertiary teaching staff, and not any other stakeholder groups. Nonetheless, many of the ideas outlined above are pertinent to our participants' contributions; teaching is not an isolated or unconnected activity, and there are likely far more congruencies than differences between the values and aspirations of all parties involved in the pursuit of teaching excellence.

Method

What the project team did

Project team members devised a draft survey and in August 2015 asked a group of WelTec staff to review it. Those managers (some of whom had been teachers) suggested modifications to the survey. The survey, a questionnaire containing twenty-three questions, was made available to project respondents through the SurveyMonkey platform through an account held by WelTec. A copy of the survey is included as Appendix D (page 47).

Staff from the six participating institutions were invited to participate by email that included a link to the SurveyMonkey questionnaire. Managers of teaching staff were also invited to take part as they are likely to be responsible for approving PD plans for those staff, the payment for that learning, and are responsible for monitoring and evaluating that PD.

There were no plans to involve outside agencies or organisations, including international ones. However, the findings may be applicable to other VET sectors, such as TAFE in Australia.

An initial literature search was conducted to inform the survey design, then expanded with assistance from researcher Lynette Singh from Whitireia NZ.

A definition of professional development

Survey respondents were provided with the following description at the start of the online survey:

We define continuing professional development as a structured approach to learning that you undertake to improve your capability in your profession at an institute of technology /polytechnic. It includes skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It includes development goals and objectives agreed to / approved by your manager and paid for (in part or wholly) by your employer.

Data collection and methodology

Sampling

A total of 1176 staff across the six institutions were initially included in the sample which was drawn from the names and email addresses held in each institution's Human Resources database. While the survey targeted teachers and managers of teachers with more than five years teaching experience, the institutions were not able to separate staff according to the length of their teaching service. As a result, the email addresses of all teaching staff and managers at the participating institutions were captured in the sample, regardless of their experience.

An invitation to participate was emailed to staff; the email contained a link to the on-line survey on SurveyMonkey. Those who had not responded within one week were sent a reminder message. In the email text it was made clear that only those with five or more years' teaching experience should take part. A filter question in the survey invited respondents to self-report their years of teaching. Thirty-five respondents who reported they had fewer than five years' experience were screened out of the survey giving a final sample size of 1141.

A total of 404 responses were received. Of these, 80 were classified as incomplete and removed giving a final total of 324 complete responses and a final response rate of 28.4%. To qualify as complete, the respondent must have answered all the required questions and then clicked 'Done' on the last page of the survey to indicate the feedback was complete. Of the 80 incomplete responses, 60 had responded only as far as Question 2; while three had completed every question (but not clicked 'Done'). The remainder had responded to less than half the survey.

The project team analysed the aggregated responses from all the institutions and did not differentiate, compare or contrast between institutions.

Non-response biases

There is no way of determining how representative the respondents are of managers and teachers in the ITP sector, nor what non-response biases may have been operating. Non-response bias “occurs if those who refuse to answer the survey are somehow systematically different from those who do answer it.” (Fricker, 2008, p. 200), and that may impact on the researchers’ ability to generalise from the results.

Vehovar and Manfreda (2008) identify the following types of non-response, all of which could be present in this survey:

- Unit non-response — this group includes invited respondents who did not respond for a variety of reasons. In this survey it could be through choice or because they had overlooked the email, or were on-leave during the survey. Part-time staff may not use their work email address.
- Item non-response — respondents who selectively answered some questions and not others.

Ethical considerations

Respondents were advised that participation was voluntary and would not in any way affect their ongoing employment terms and conditions (Appendix C, page 46). They were assured of anonymity individually, and responses from each institution would also be disguised. Wherever an individual might be identifiable through cross-tabbing their role and discipline area, such as a manager whose discipline is engineering, their comments have been amalgamated with other like groupings. Generally only groupings that contain five or more respondents are reported.

The project did not:

- Collect or use personal information that would be used to identify an individual
- Have the potential to breach the privacy of an individual which may identify them in the completed research
- Have the potential to cause physical or psychological stress
- Include a situation or activity, including deception or potentially illegal activity, which might cause discomfort or harm to the respondents or researchers
- Involve specifically recruiting respondents from different social and cultural groups, including Māori and Pasifika.

Research data will be used only for the purpose for which it has been collected.

All research data is being stored under the WelTec licence in SurveyMonkey with the password being made available only to the supervisor of that site and the Project Leader. Members of the project team have links to the raw data in SurveyMonkey (and in.xls file format, exported from SurveyMonkey); these include responses from the whole sample and responses from staff at their own institution.

Respondents were invited to view sections of the final report in the project space on the Ako Aotearoa web site according to any permissions applying to that site.

Limitations of the project

This report will only refer to responses from the whole sample (324) and no comparisons will be made regarding responses between institutions. Project team members from each institute have access to the responses of staff at their own institute as well as the responses of the whole sample.

Therefore each institution will be able to interrogate the survey responses of their particular staff to inform their own planning for their professional development, and make comparisons with the whole sample. However, team members and other stakeholders are unable to view results from any institute other than their own, unless approval is granted by that institute.

Generally the findings focused on responses by the full range of respondents. We would have liked to explore responses from those who identified as Māori, but few identified as Māori (7%, n=23).

Although the sample could be cross-tabulated in several ways, generally responses were not filtered. It would be possible, for example, to examine responses according to:

- The number of years teaching in a tertiary institution (in NZ and overseas)
- Whether they are in part-time or full-time employment in an ITP
- The NZQF level which they usually teach
- Their specialty teaching area; the career pathway respondents are following, such as research, educational advisor, subject expertise, management/educational leadership
- By age or gender.

However, on investigation the above distinctions did not reveal significant differences of opinion amongst such sub-groupings.

Another area not included in the scope of this project, but which would bear further investigation, would be the distinction between PD preferences and experiences in the context of working towards a formal qualification and those undertaking shorter and more informal PD.

Similarly, this study focusses on the value placed on PD by teaching staff themselves, but a useful, complementary line of inquiry for a future study might be to collect information about how undertaking PD informs, enhances (and even transforms) practice.

Findings

This section of the report describes the main responses for each question in the online survey. The complete questionnaire is attached (Appendix D, page 46). For closed-ended questions with prescribed responses, figures are used to illustrate the results, using percentages where the responses add up to 100%. Otherwise, numbers of responses were stated, rather than a percentage.

For open-ended questions, or where an 'other' category was offered, the responses are summarised thematically according to most commonly used terms, or major concepts identified in the written comments by respondents. Selected quotes are used verbatim to illustrate typical responses. A short commentary may follow regarding the particular question, followed by some guidelines to consider when planning PD for experienced teachers. A full discussion on the findings overall may be found in the Discussion section (page 35) and Appendix A (page 44) contains the full list of guidelines.

Demographic profile of respondents

Gender

Of the 301 who responded to Q 15 on gender, 155 (52%) were female and 146 were male (48%). Twenty-three people chose not to respond. The gender balance closely reflects that of the New Zealand population at the last census where females made up 51.3% and males 48.7% of the population (Statistics New Zealand, 2013). ITP sector data shows that in 2011 women comprised 53% of academic staff and men 47% (Wensvoort, 2013).

Ethnicity

Respondents were asked in Q 24 "Which ethnic group do you belong to?" The question offered five categories which were the same as those used by Statistics New Zealand in the 2013 census. Respondents were also given the option of completing a text field labelled "Other".

The large majority of respondents (86%, n=238) self-identified as European/Pākehā, 8% (n=23) identified as Māori, 2.54% (n=7) as Pacific, 2.54% (n=7) as Asian and 0.36% (n=1) as Middle Eastern, Latin American or African.

Forty respondents completed the "Other" field. While most supplied alternative responses, some used the field to elaborate on the category they had selected in the first part of the question, for example, by adding iwi affiliations. Of the 40 who responded to "Other", seven identified as "New Zealander, three as British, two as Samoan, two as Scottish, one as European, one as Māori/European, and one as Sri Lankan. Five respondents provided reasons for not answering the question such as "not relevant" or "this will identify me".

While no recent summary data on the ethnicity of the ITP workforce has been located, Māori and Pacific respondents are under-represented in the sample in comparison to general population percentages of 15.6% for Māori and 7.8% for Pacific peoples (Statistics New Zealand, 2013). This makes comparison problematic because other variables, such as educational attainment, may be present.

Age

Respondents were asked in Q 16 how old they were. Slightly more than 18% (n=56) were between the ages of 25 and 45, 35% (n= 107) were between 45 and 55, 37% (n=113) were between 55 and 64 and 10% (n=32) were 65 years or over. Unsurprisingly as the survey targeted people with at least five years teaching experience, no respondents were under 25. Sixteen respondents chose not to answer this question. While there are differences in the categories and time period, the age structure of the sample appears to support commonly expressed concerns about the aging of the ITP

workforce. ITP sector data for 2013 shows that 59% of academic staff were aged 50 years and over (Wensvoort, 2013); in this sample, 57.39% were aged 55 years and over.

Length of time teaching in tertiary institutions

Respondents were asked to identify the length of total time they have been teaching in tertiary institutions (Q 17). Predictably, given the numbers of respondents aged 55 years and over, the highest percentage was in the 20 years and over category (28%, n= 79). The next highest group was in the 5 to 7 years category (18%, n= 52). The other respondents were spread relatively evenly across the other three category bands.

Employment status

Of the 311 respondents who answered Q 18 on employment status, 85% (n= 265) were employed on a full-time basis and 15% (46) were part-time. In 2011, 56% of academic staff in ITPs worked full-time (Wensvoort, 2013). While the increased percentage of full-time staff could reflect changing employment conditions in the sector, it could also be related to a response bias favouring full-time staff who may have more time available during their working hours for additional tasks such as responding to surveys.

Managers

Thirty per cent (n=98) of respondents have roles with 'other than teaching, management/educational leadership' as a career focus (Q 22). Six point five per cent (n=21) identified their main role as 'primarily non-teaching, Tier 3 manager/Dean/Head of School/Associate Head of School'.

An anomaly is that those 21 are also part of the cohort of 98 in Q 22 which implies that they are also teachers, although this may not be material to our interpreting the data.

Responses to questions about professional development

Q. 1 Consent

The first question in the online survey was mandatory and asked respondents' to give consent, having read the information and terms of the survey.

Q. 2 Completed PD in the past two years

The second question asked if respondents had completed PD in the last two years. Of the total sample (324) all but 6 responded to this question. Of these 86% replied yes, and 14% (n=44) replied no.

Q. 3 Best PD activities in the last two years

Question 3 asked, "Think of the best PD activity you have experienced in the last two years. Describe it briefly". This question had a 90% (n=290) response rate.

Firstly, the "best" kinds of PD from the point of view of the respondents involved conferences (n=39) and workshops (n=31) and in-house training (n=24). Two respondents identified international conferences as their best PD activity, while other respondents commented on the benefit of in-house training and workshops:

- *Sharing of information amongst staff in a common workplace working with similar students in a similar environment*
- *A workshop on feedback and assessment which describe the different ways to assess students and how they work according to what you are trying to cover*
- *A workshop on a rights-based approach to health led by a world expert*

Two specific areas of in-house training and workshops identified were technology (n=10), such as ePortfolio; Google Apps, and cultural (n=14) - Pacific hui; Te Atakura coach training.

Secondly, respondents valued formal and informal learning opportunities including higher qualifications (n=36), up-skilling (n=95) and specialist discipline training (n=41) as a means of maintaining currency in their discipline areas. Two respondents identified Master's study they were undertaking, while others commented:

- *A paper towards an industry related diploma*
- *I attended an internal ... symposium ... during which there were two very good speakers. I gained good insight into my teaching practice as a result.*
- *Going back out into industry to refresh skills.*
- *Industry related training courses*
- *It was an external event, relevant to my industry rather than teaching*

Commentary

A lot of the responses could have fitted in more than one criteria or theme so the major theme was used in each case. A broad question like this one will often solicit more than one response. It seems that most respondents were choosing what PD they wanted to carry out and that seems to be the key rather than PD selected for them. Up-skilling and gaining higher qualifications had the highest responses indicating both the need and the desire to improve knowledge and understanding.

Guidelines

When applying these findings, when designing “best activities” for PD for experienced staff -

Educational developers would aim to remember:

- The value of conferences and workshops, and in-house training.

Managers would aim to provide staff with PD which:

- the staff choose themselves
- Involves formal learning, such as higher qualifications
- Includes specialist discipline training and upskilling.

Q. 4 Reasons why ‘best’ PD activities in last two years were useful

Question 4 asked a further question about the ‘best’ PD activity experienced in the last two years, “What was it about the PD you have just described that made it *useful*?” There was an 81% (n=264) response rate and many comments had more than one theme identifiable, but for each, the most emphasised or first mentioned was chosen. Seven responses were discounted because they were irrelevant or had insufficient responses (e.g. ‘Yes’).

Many respondents (n=120) were clear that the PD chosen was the best activity because it was relevant or useful to their role and ensured currency:

- *It helped give feedback easily to students and speed the marking process*
- *It was ongoing and real, it made me think about the what, why, how and so what*
- *It's was something I needed help with for my class curriculum and I was fortunate to get help from a staff member who offered regular training.*

Several respondents (n=41) identified the opportunity for networking and learning from others:

- *Observing another practitioner at work - lesson plans and productivity throughout the day ... and utilization of this knowledge/experience with my own students*
- *The transfer of successful teaching moments between like-minded colleagues*

- *Ability to form a professional mentoring relationship and to have time and support dedicated to working on focus areas for my own development and growth. As a manager it's easy to put others' needs first, over your own*
- *Getting a colleague's honest viewpoint on what I do well and what I do wrong/to be improved is valuable. The fact the feedback was given privately, helped my self-esteem too.*

Many respondents identified positive effects for them directly, 'extended my skill set' (n=32) and 'personally enriching' (n=23):

- *I could transfer new exciting skills into my teaching which makes my students more engaged*
- *Incorporation of new technologies into my knowledge so I can convey this to students*
- *It affirmed my belief that relationship is at the heart of teaching, and helped me to understand the Māori world view (which is rather like my own). The hui at various Marae were particularly interesting - I picked up so much understanding at a subconscious level from the experience.*

The remaining respondents identified PD activities that directly contributed to their role as a teacher in a vocational setting. This included providing 'industry/sector/organisational overview' (n=15), 'understanding students better' (n=14) and 'providing credentials/qualifications' (n=7):

- *Insight into the complexities of a balanced bilingual/multilingual country like NZ. Identified failures of schools to meeting sociological, psychological and education needs for the Māori language*
- *Gave me a good understanding/update on the varying restoration projects and research that communities, academics, governments & NGOs are involved in the Australasian region*
- *It explained some up to date research about helping people who have dyslexia. It was interesting enough to induce me to do further research. I now have more understanding and some skills to work with people who have dyslexia.*

Several respondents identified factors related to the way the PD was facilitated contributed to why it was the best PD activity they had attended. The 'timing and structure' (n=19), 'quality of presenter' (n=7) 'fun; participatory; interactive' (n=5), with comments such as:

- *Non-judgemental, private and tailored for me*
- *Short, sharp, focussed*
- *It was 'hands on' and interactive. It was scaffolded into achievable steps*
- *Taught by people who know the area*
- *Speaker was thoroughly engaging and highly knowledgeable as well as entertaining.*
- *It was fun and everyone got to have a go.*

Commentary

"Useful" PD was identified as PD that is timely, advances skill level or adds to knowledge. That PD needs to be contextually relevant and fit for purpose. Many also identified PD that allows for networking with others and sharing knowledge and skills is relevant. Well-structured and facilitated PD is important for experienced educator engagement in the PD.

Guidelines

When applying these findings and aiming to find 'useful' PD activities for experienced staff -

Educational developers could consider:

- Just-in-time workshops and training which addressed issues related to their role
- Ways to learn new skills, such as new technologies, or Te Reo Māori

- Personal interest and enrichment
- Well-designed, logically structured and accessible PD
- Flexible access, where respondents could opt in and out and arrange around their schedules
- Intermingling with colleagues, exchanging ideas, sharing practice, forming partnerships for ongoing projects and forums
- PD about learning and teaching
- PD related to priority groups or cultural issues
- Activities which focused on new ideas, resources, equipment or industry standards in their field.

Managers could aim to provide staff with PD which:

- Is authentic
- Reinforces practice and reassures staff that they are on the right path
- Provides a collaborative, inter-institutional approach
- Offers personal interest and enrichment
- Shares the 'big picture' – to better understand the sector, or industry, or a different world view
- Shows how their role supported national initiatives and imperatives, compliance
- Is about learning and teaching
- Relates to priority groups or cultural issues.

Q. 5 Usefulness of PD currently being undertaken

Question 5 asked respondents, "If you are currently undertaking professional development to improve your capability, how useful is it?" The response rate was 65% (n=209).

Figure 1 shows that overall PD currently being undertaken was overwhelmingly *useful* (90%) than *not useful* (10%). Further, almost two-thirds of respondents said it is *very* or *extremely* useful.

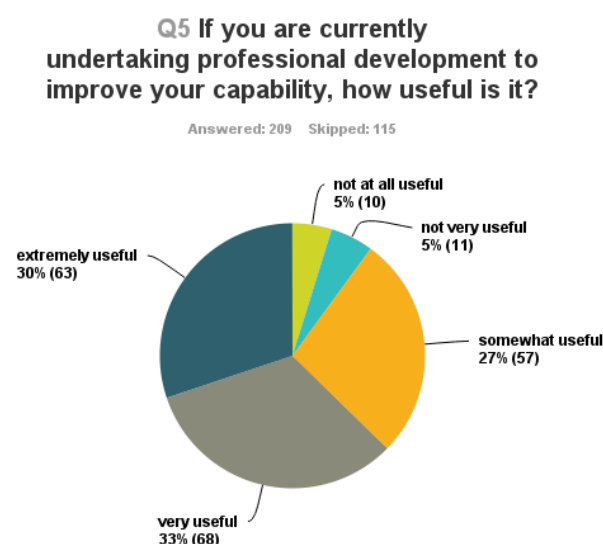


Figure 1: Usefulness of current PD

Those who chose 'extremely useful' (n=63) and 'very useful' (n=68) commented:

- *This is so you can pass on the latest knowledge from industry to the students*
- *With rapid changes in the [...] industry being actively involved is vital*
- *Very - in both my immediate team management, increased knowledge for subject I teach and in the long term my own career*
- *Masters in Educational Leadership*
- *Thesis for MEd - very useful to expand my thinking and specialism whilst practically partaking in a research project*
- *Now presenting on research findings at conferences and enjoying that*
- *Upskilling and broadening my teaching quals*
- *Doing general staff PD around changes to Teaching and Learning. Useful, extremely useful*
- *The Diploma in Tertiary Learning and Teaching with [...] has been awesome. I thoroughly enjoyed the involvement of the [...] lecturers, and also being in class with [...] colleagues*
- *Project management - very relevant to my day job.*

Those respondents who selected 'somewhat useful' (n=57) commented:

- *I love the networking and being exposed to all the wonderful people who are helping with change for our educational sector*
- *It is essential to keep up to date with advancements being made in my field and I can only do this because of the relationships I have with experts in my field*
- *PD for me is more practical learning opportunities*
- *Always room to learn or affirm what works (old or new ideas) and apply in practice*
- *Developing research knowledge/capability supports my knowledge and growth and improves my teaching.*

Whereas those who selected 'not very useful' (n=11) or 'not at all useful' (n=10) commented:

- *Sift through the waffle to find the gems*
- *My timetable is so full that PD is an "extra"*
- *Sometimes our work organised PD days are not very inspiring*
- *Polytech driven PD has more gains for the institution than the respondents. Can also be driven by organisational goals rather than professional development goals of the lecturer*
- *Some sessions are a waste of time - lengthy and I only do it because I have to*
- *Most of the time these courses just insult my intelligence*
- *Just PC ga ga goo goo.*

Commentary

The responses indicate that the usefulness of PD is seen as much more positive than negative (Ratio 9:1). One finding is that the usefulness of PD can be perceived as *tutor-driven* or *institution-driven*, which in turn may affect whether it is perceived as a positive or a negative experience and/or lacking value.

It is reasonable to presume that many participants who did not respond to this question because they are not currently undertaking PD for the specific purpose of building capability.

Guidelines

When applying these findings and aiming to find ‘useful’ activities for PD for experienced staff, managers and educational developers could consider whether particular PD will be regarded by experienced staff as beneficial to not only the institution but also the staff themselves.

Q. 6 Motivation for undertaking current PD

Question 6 asked “Why are you undertaking your current PD opportunities”? The question provided eight options (see Figure 2 below); respondents were asked to select as many as apply. Seventy-six per cent (n=245) of participants responded to this question.

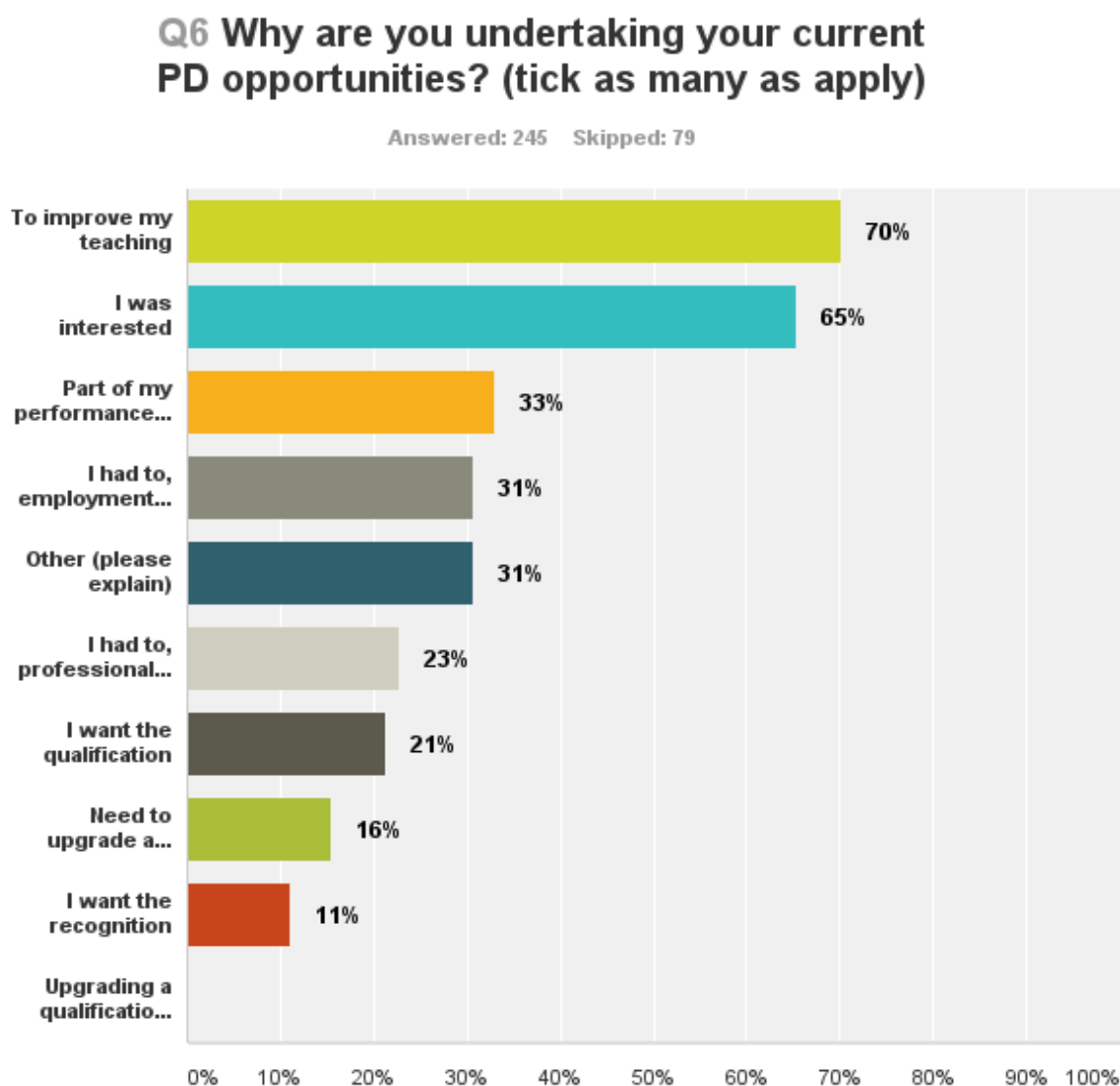


Figure 2: Motivation for undertaking current PD

Figure 2 shows that the most significant responses were largely *intrinsic* motivators, either for professional reasons (to improve my teaching) or for personal reasons (I was interested). The next most common responses were *extrinsic* motivators, that is the PD is a requirement for their work (*I had to - for employment conditions in education; or a professional requirement, e.g. for industry; or to upgrade a qualification*).

Other reasons for undertaking current PD

Several reasons for undertaking current PD opportunities, apart from the list provided, were volunteered via the “Other” option. These were proffered by 31% of those who answered Question 6 (n=75) which is almost a quarter of the total sample (23%). They also fell into the two broad motivational themes, *intrinsic* and *extrinsic*.

Intrinsic motivators, were categorised as 'improvement' (n=11), 'development' (n=9), learning (n=8) and 'knowledge' (n=8):

- *After 40 years, I am still keen to improve and keep up to date!*
- *To further develop/learn and improve my own knowledge base*
- *To improve my leadership capability as well as to support me as a leader*
- *I love learning. My primary motivation is to improve my teaching*
- *Improve career advancement opportunity.*

Extrinsic motivators in the “Other” option mentioned 'developing' (n=9), and 'learning' (n=8)

- *Need to develop knowledge base to adapt to changing educational environment*
- *Compulsory to learn new internal systems.*

Allied to that, one-fifth of respondents said they wanted the qualification and one-tenth said they wanted the recognition.

Commentary

The option to 'tick as many as apply' for Question 6 provides scope to include a variety reasons for undertaking PD, and allows scope to select motivations which fall into several areas simultaneously. Many respondents want to improve their knowledge and teaching, or say they are just interested in ongoing professional development. Whereas external factors including being required to either up-skill through PD or enrolling in qualifications demonstrates the changing face of tertiary education and the expectations of staff working within the sector.

Guidelines

In applying these findings educational developers and managers could assist staff to identify their intrinsic and extrinsic motivations to engage with PD.

Q. 7 Barriers to undertaking PD

Question 7 asked “What barriers are there that hinder you undertaking professional development?” It was one of the most answered questions with an 80% (n=259) response rate. Time, money and access to suitable PD (including its timing) were the overwhelming reasons given as barriers to undertaking PD.

Teaching and workload (n=79) such as work commitments, teaching load and/or administration were identified as barriers, with (n=4) respondents identifying family as a barrier:

- *Large timetabled teaching hour allocations and having to learn new subjects as preparation for teaching*
- *Time. We have been really stretched this year with a growing number of students and lots of programme development projects on the go*
- *Teaching time and preparation required for my class*
- *Fitting learning opportunities around work commitments (16 week course).*

Money, funding and cost (n=68) including cost of overseas conferences, specialist PD, or higher level study were also given as barriers. A few respondents also identified the timing of PD offered, as it conflicts with other commitments. Systemic problems were suggested as part of responses, such as planning of PD and/or knowing about PD being available, its relevance and/or quality. Below is a selection of those responses:

- *Lack of funding for prof dev if you are not in the 'in group'*
- *Administration within the organisation, and financial restrictions, feeling undervalued in the institution*
- *The cost is too high, or it is at unreasonable hours if it is overseas. New Zealand doesn't offer high-level training that suits my needs. I would rather be doing research than sitting in tedious low-level courses*
- *Time and money if I wished to study to PHD level*
- *Financial constraints rule out course for industry certifications*
- *My teaching load precludes taking part in any PD. Any courses that look to be interesting are timetabled in a way that I am unable to attend*
- *I never have PD approved. I am not allowed to take PD on teaching days. The polytech will only pay \$500 a paper after your success of a \$5000 course*
- *I'm not sure what PD is taking place*
- *Another issue was finding relevant & meaningful PD activities to do - it takes time to search for these, and while I sometimes can find activities they also need to align with my manager's expectations and goals for me and the team - these are sometimes conveyed, although not always clearly!*
- *Time and not sure what to focus on*
- *Minimal institute structured PD (from induction, to experienced teachers) that works around my teaching workloads*
- *Lack of relevant, structured opportunities*
- *Some courses are presented with a superior attitude that we, the lecturers, do not know enough to implement changes.*

Commentary

Barriers of time, cost and relevance and suitability of PD seem to be key issues for most respondents. It is not always possible to meet the needs of every individual, however it is important to have a good understanding of the expectations of, and demands on educators and therefore better address any internal barriers to engaging in PD.

Q. 8 Ideal preferred PD

Question 8 was sub-divided into three specific kinds of context in which to describe the 'ideal' preferred PD; (1) in teaching and learning; (2) in subject discipline; and (3) other areas of PD.

Question 8A - If money and time were not an issue, what kinds of professional development would you choose to improve your capability ... *in teaching and learning*. There was an 89% (n=259) response rate, with responses divided into seven categories. The largest number of respondents identified 'learning about learning' (n=53), such as, learning theories and approaches - e.g. project-based, inquiry-based, disability, distance, online, blended:

- *Semi continuous forums and workshops to try to keep pace with the new technologies, as well as making things like self-directed learning , critical thinking, discovery learning, and above all making group work successful and not a turn off for students!*
- *Would like to learn more on learning. Longer courses rather than short workshops; or a series of workshops with agreed tasks to complete in between*
- *How to accelerate learning process.*

Other respondents identified 'teaching' (n=51), 'development' (n=22), 'practice' (n=21) and 'engagement' (n=11); such as, courses, resources, digital content, online instructional material, 'good' assessments:

- *New literature about "teaching" of my specialist field (not the subject matter which I already know)*
- *Resources, new ideas, exciting teaching*
- *I would sit in on colleague's classes and watch others teach, also probably do more work in technology in teaching ... I feel it's my weakest area of my teaching*
- *Alternative teaching strategies, greater use and familiarity with technology*
- *Up-skilling in new techniques and developments that could inform better teaching*
- *I am interested in taking courses directly related to education theory and practice*
- *Tutoring skills e.g. engaging difficult students, planning, etc.*

Conferences and workshops were identified by several respondents as being beneficial (n=27):

- *A conference where a wide variety of research is presented so that we are gaining the latest information in a timely way*
- *Overseas conferences about teaching and learning*
- *Overseas education and research conferences so as to network with people from other countries in my field of interest*
- *Again, I like conferences & speakers or very focused workshops. Because I am experienced, I get frustrated with poor presentations.*

Finally technology was identified as an important PD activity (n=22):

- *Use of new technologies, IT, smart boards etc. Teaching skills for specific groups/needs (i.e. EAL, dyslexia)*
- *New pedagogy, utilising technology as part of this.*

Question 8B - If money and time were not an issue, what kinds of professional development would you choose to improve your capability ... *in your subject discipline*. There was an 86% (n=251) response rate, with responses divided into six categories. The largest number of responses (n=47) identified 'conferences', 'workshops' or 'talks' as important:

- *Technical training within Industry*
- *Completing industry certifications and courses*
- *I would go to as many industry talks on their marketing strategy / thinking as possible - I love those talks - inspirational!*
- *Attend conferences and workshops that are showing current trends in the industry, so what we teach the students is current and relevant and up to date*
- *More conferences- especially prestigious international ones.*

The next highest responses identified 'courses', 'diplomas' or 'higher education' (n=35) as important:

- *Enrol in extra papers (University) to keep up to date with changes in my subject area*
- *I would complete a management degree*
- *More postgraduate study.*

Other categories included 'teaching' (n=28), 'development' (n=12), 'professional' (n=6) such as, professional bodies, conferences, industry:

- *Updating skills specific to my area of teaching*
- *Teaching practises from other institutes in my subject areas*
- *Take time off teaching to immerse myself in my discipline for a while*
- *Industry experience (n=28)*
- *Spend time in the industry outside of Wellington region*
- *Software training and observing/working together with industry experts*

- *A research tie to examine the place of my programme within current industry, especially before [Targeted Review of Qualifications] TRoQ is finalised*
- *Visiting effective practitioners, remedial reading and writing, remedial maths.*

The final category identified was 'research' (n=13):

- *More research and writing in addition to the PhD*
- *Working closer with my sector in some joint research opportunities*
- *Research methodology*
- *Research support*
- *Developing research expertise, developing a research proposal*
- *Supervision of masters degrees and projects.*

Question 8C was "If money and time were not an issue, what kinds of professional development would you choose to improve your capability ... Other areas of PD (e.g. in leadership, supervision, mentoring, management ...)". The response rate was 79% (n=230), with responses divided across 'leadership' (n=65), 'management' (n=57), 'mentoring' (n=37) and supervision (n=17). Indicative responses were:

- *I would like to learn more about mentoring and supervising students*
- *Mentoring - workshops and discussion*
- *Networking with others teaching the same subjects*
- *Linking to other providers up and down the spectrum; vocation and high school links*
- *Leadership, team management , stress management*
- *Leadership and management skills – now [Programme Manager] PM for a large team. Just organised SurveyMonkey to team to see how I am performing and what could I do to improve*
- *Leadership and management workshops would be good but teaching comes first*
- *Always interested in classroom dynamics, management of difficult people.*

A few comments from respondents indicated a small number of respondents did not see the value of PD:

- *None. I wouldn't have the opportunity.*

Commentary

Most respondents have consistent aspirations regarding the kinds of professional development they would like, if time and money were not an issue. Almost all respondents are enthusiastic for professional development once the limitations of time and money are (temporarily) suspended. Respondents articulate clearly the kinds of areas of interest in improving their capability to do their work, whether in teaching and learning, or in their subject discipline or in other areas, such as management / leadership / mentoring.

Respondents describe common ways of meeting their PD needs. Firstly, they seek new ideas about teaching and learning including conferences or workshops or time with industry. Secondly, they seek skills for their responsibilities as senior staff, as leaders, mentors, managers – through informal and formal learning, including gaining qualifications. Thirdly, improving their research skills – through publication or guidance on supporting research. A common theme was experiential learning through attending conferences, workshops or refresher time in industry, or networking or connecting with teachers or experts in their own field.

Some respondents expressed concerns about ‘support by management for all tutorial staff to attend PD’ and ‘study leave sufficient to provide time to really concentrate on the topic’. These were addressed further under Question 7 about barriers.

Responses to the “Other” section of the question may have been distorted by the suggestions “e.g. leadership, supervision” etc.

Guidelines

In applying these findings, *Educational developers* need to design PD that include:

- Focus on learning about learning and current teaching developments and practices to engage learners
- Ways to use technology to enhance learning
- Conferences, workshops and talks, particularly related to the subject discipline
- Pathways to formal study in higher education
- Research skills and opportunities.

Managers could work with their staff to create PD opportunities that include:

- Their particular needs and skills, especially in relation to their subject specialty and industry
- Releasing time for staff to undertake in-depth PD
- Funding for PD
- Leadership, mentoring, supervision and management
- Develop learning and teaching practices to engage learners
- Relevant conferences and workshops, particularly as they relate to the subject discipline and professional requirements
- Research skills and opportunities.

Q. 9 Future career direction

Question 9 asked "In terms of your future direction, please rank in order of importance the area you would prefer to undertake PD. (5 =most important, 1 = least important)". Respondents were forced to rank their options from 5 to 1, one response per option.

The response rate to Question 9 was 96% (n=312) and was the second highest for any question.

Answer Options 5 = most important, 1= least important	5	4	3	2	1	Rating Average
Subject / discipline expertise / industry experience	95	79	47	38	18	3.70
Teaching and learning	82	55	56	38	19	3.57
Research	44	57	45	51	56	2.93
Educational expertise / advisory	30	41	74	55	41	2.85
Management / leadership	43	42	38	53	90	2.61

Table 2: Future direction for PD importance ranking

Table 1 shows a weighted average rating between 1 and 5, which helps illustrate the overall preferences. Most important is *Subject / discipline expertise / industry experience* (n=95 allocated a 5 rating), followed by *teaching and learning* (n=82 allocated a 5 rating). The lowest preference was for *management / leadership* (n=90 allocated a 1 rating).

Q9 In terms of your future direction, please rank in order of importance the areas you would prefer to undertake professional development. (5 =most important, 1 = least important)

Answered: 312 Skipped: 12

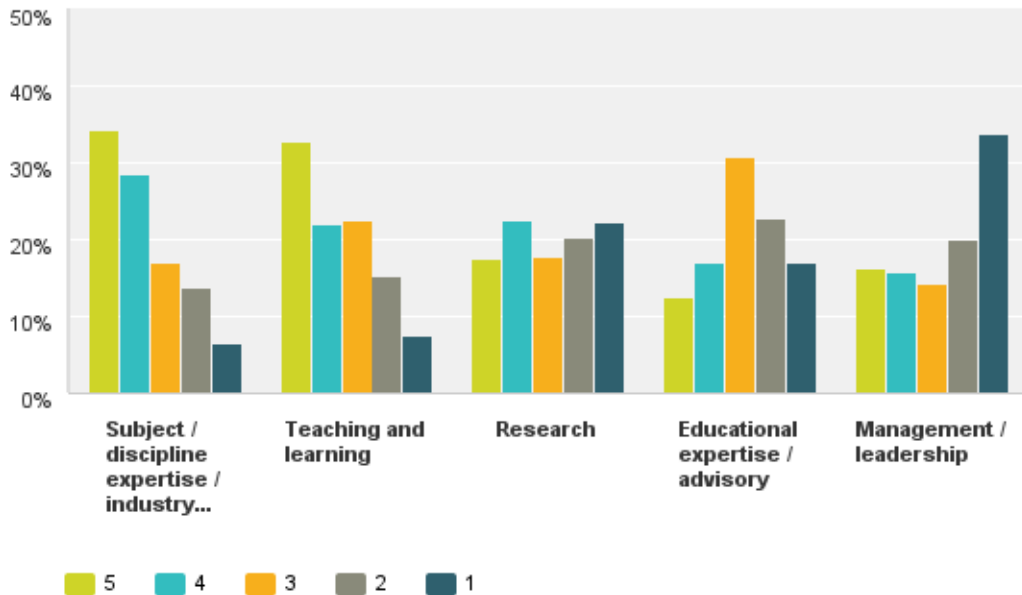


Figure 3: Future direction for PD importance ranking

For Question 9 (Figure 3) an extra option was provided which said “Any area not listed above (add 5-1 for importance too please)”. Few chose this option. The most significant comments were that the forced ranking design was unpopular with five respondents, whose comments were:

- *This questions is odd, are we supposed to rank or place a number from 1-5 for importance?*
- *Prioritising is impossible as many are ranked equally*
- *I have ranked these but for me research teaching and learning and subject experience etc are equally important*
- *Some I wanted to rank higher but the questionnaire would not let me*
- *I found that difficult to rank - would have put all at 5. :)*

Further ‘Other’ replies included:

- *Social development / human development*
- *Do note that I'm currently in management and not teaching*
- *Online teaching at master's level.*

Commentary

The design of Question 9 forced respondents to choose the most important directions for their future PD. This gives an insight into career directions for experienced teachers and their managers. The large number of responses - almost all the total sample replied to the question – makes it apparent that staff can identify what PD they value. They rate most important PD which includes

Subject / discipline expertise / industry experience and teaching and learning. These findings can provide a valuable guide for decisions about the investment in time, energy and money when designing a PD pathway linked to the career direction.

Q. 10 Importance of recognition

Question 10 asked “How important to you is recognition that you have completed some professional development?”

Q10 How important to you is recognition that you have completed some professional development

Answered: 314 Skipped: 10

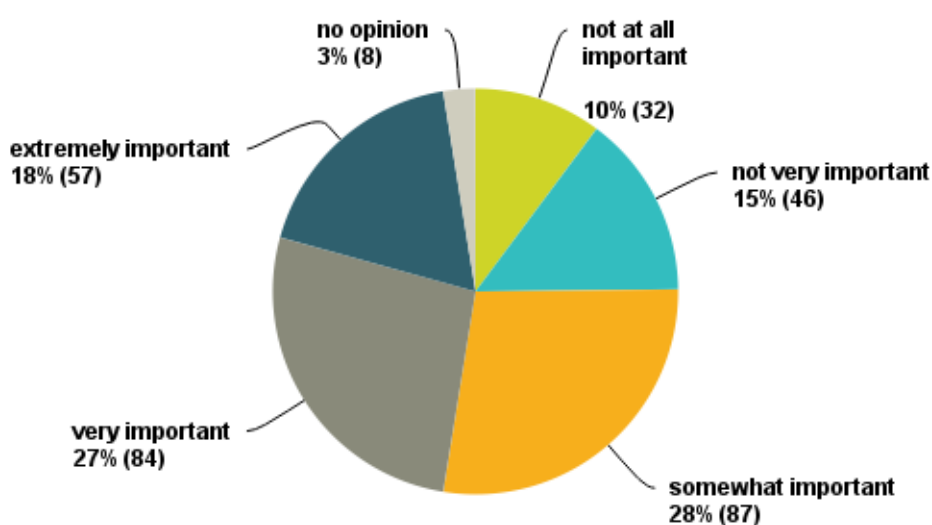


Figure 4: Importance of recognition for completing some PD

Recognition for PD is a significant issue, attracting an almost universal response (97%). Figure 4 shows recognition for completing PD was somewhat, very, or extremely important (70%).

Commentary

Allied to this question, when asked in Question 6 “Why are you undertaking your current PD opportunities?” one of ten options - “I want the recognition” - was chosen by a notable number (11%) of those who answered.

Guidelines

In applying these findings,

Educational developers would:

- Assist staff to identify PD which leads back to something, e.g. “building blocks”, ensuring that there is some consideration of the longer term objective.

Managers would consider recognition of effort, to:

- Ensure that the completion of PD is acknowledged in some way, in particular through the performance review process
- Staggered recognition processes for different types of PD completed, e.g. the level of acknowledgement and/or celebration links to the level and extent of the PD undertaken

- Promote the non-financial rewards - such as communities of practice, mentorship, recognition through sharing and supporting others.

Q. 11 Recognition and rewards

Question 11 asked “What form of recognition would you like for completing PD?” The response rate was 61% (n=197), with respondents identifying that the recognition people said they would like or expect depended on the type of PD they have undertaken; for example recognition or rewards varies depending on if it is a workshop or a qualification type of PD. There is a mixture of both *tangible* and *intrinsic* recognition, with many respondents (n=199) wanting something tangible, in particular money, certification, and managerial recognition. The tangible recognition or reward was broken down into 'money/remuneration/salary increase' (n=71), 'Management acknowledgement' (n=45), 'Written evidence' such as a certificate or some other form of completion of PD activity (n=38), 'Promotion/Progression' (n=20), "career advancement (n=19), 'acknowledgement of workload' (n=6).

- *A few extra dollars would be good ...*
- *Certificate of recognition for subject taught and hours ... for my portfolio. Education hours are a requirement for our Nursing Registration*
- *Essential for my registration ... that I complete PD and have evidence of same*
- *It should be building blocks to a standardised New Zealand-wide acknowledged qualification ... it takes precious time, dedication and effort*
- *'Well done' at the very least*
- *Professional acknowledgement from management*
- *Financial recognition and leadership recognition*
- *Recognised as part of performance review*
- *Promotion to SASM*
- *Increasing responsibility, promotion*
- *Recognised as part of performance review*
- *Reduction in hours of timetabled teaching*
- *Cover my teaching/courses while doing PD.*

A few respondents identified intrinsic recognition or rewards for completing PD (n=13). The intrinsic recognition or rewards, included 'personal satisfaction and development', 'part of the professional expectation' and 'sharing with others':

- *Nothing is required, it is 'personal' development after all. The recognition should be related to your performance in the institution*
- *Just being able to keep yourself up-skilled*
- *Nothing special it's a professional expectation*
- *An opportunity to chat with colleagues, to share knowledge and to use this to inform our future direction ...*

Commentary

There was a difference between the *tangible* and the *intrinsic* rewards, with intrinsic rewards attracting a much lower number of responses. Most respondents identified that some form of *tangible* recognition is important when a PD activity is completed. Most added that the type of PD undertaken impacts on the recognition that respondents think is important. Some PD is seen as more organisationally directed, whereas other PD is seen as more self-directed, negotiated and linked to own specialty areas or recognised qualification.

Q.12 Performance appraisal linked to PD

Question 12 asked, “To what extent does PD feature in performance review / appraisal with your manager”? The response rate was 97% (n=314) and was the highest response rate for any question.

Q12 To what extent does PD feature in performance review / appraisal with your manager?

Answered: 314 Skipped: 10

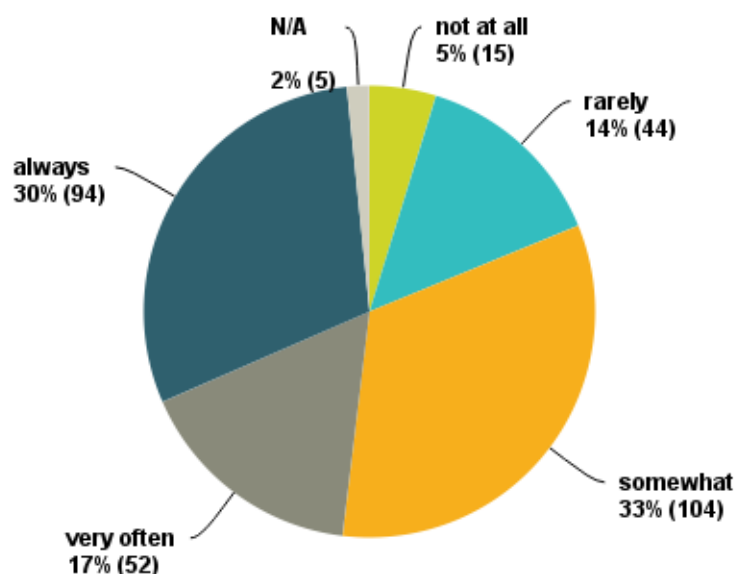


Figure 5: PD featured in performance appraisal with your manager.

Figure 5 shows that a large majority of respondents say their PD features in their performance appraisal with their manager. For nearly half (47%), “always” or “very often” is discussed as part of their employment management. However, for many respondents (19%) PD does not or rarely features in this aspect of their employment experience.

Commentary

The high response rate to the question indicates that nearly all respondents actually undertake appraisal and performance reviews with their manager. It must be noted that the sample includes a high proportion of full-time employees 85% (n= 265).

Q.13 The usefulness of compulsory PD activities

Respondents were invited to “think about *compulsory/required structured PD activities* for most/all staff in your school/department, or for the whole institution. Examples may be: teacher observation programmes; teacher only days; peer review; software training; teaching qualification, Treaty of Waitangi ...”. Then participants were asked in Question 13 “Generally, how useful do you find compulsory PD activities?” There was a 97% (n=313) response rate, demonstrating how strongly respondents felt about compulsory PD activities.

Q13 Generally, how useful do you find compulsory PD activities?

Answered: 313 Skipped: 11

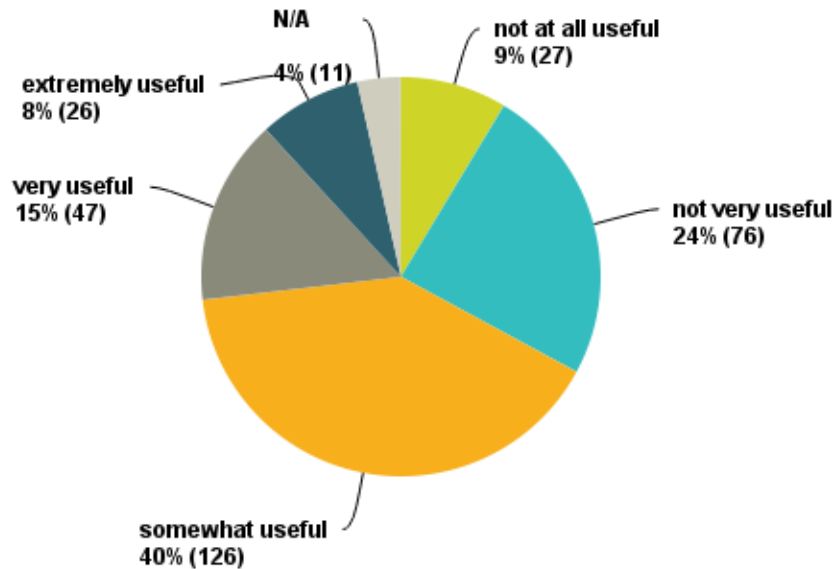


Figure 6: Usefulness of compulsory/required structured PD activities for most/all staff

Many respondents (n=126) identified compulsory PD as 'somewhat useful', with the next largest number of respondents (n=73) identifying compulsory PD as 'extremely or very useful', with many respondents commenting on "shared understanding":

- *Usually as a reminder of best practice*
- *I don't usually learn anything new from them but again good to know that what I am already doing is right*
- *A lot of it has facilitators that are boring and also subject can cover what is already known. On occasion there has been sessions that have been really beneficial, but would be ideal to be able to choose as to what meets personal needs*
- *Because compulsory activities provide a baseline for shared understanding. This provides a platform for building consistently across the School, or across the Organisation*
- *It ensures that colleagues are all on the same page in terms of approaches. A sharing of language*
- *It provides the opportunity for all and for all to be on the same level of knowledge and understanding. If we all have the same understanding then it is easier for us to get things done.*

Those respondents that selected 'not at all' and 'not very useful' (n=103) commented on the 'relevance' of the PD, indicating that the compulsory one-size to fit all approach is not successful:

- *We generally have generic PD sessions for our whole faculty (which is diverse). In trying to cater for everyone, the result is typically that it is useful to no-one*
- *Generally I think PD works best if it comes from the individual identifying what areas s/he wants to develop*

- *I did the compulsory PD activities more than 10 years ago. They were very useful at the time but no activities have been offered to extend on present knowledge and skills.*

Commentary

Figure 6 shows that overall compulsory PD was seen as twice as *useful* as *not useful* (Ratio 199:103), with the biggest response being 'somewhat useful' (n=126).

Q. 14 The non-usefulness of compulsory PD activities

Question 14 asked "What compulsory PD activities are NOT useful to you?" There was a response rate of 64% (n=208), with 'lack of relevancy' (n=27), 'already knowing it' (n=25) and 'not practical' (n=13) given for the lack of usefulness of required PD activities:

- *Ones that I cannot use in class*

Specifically technology training (n=12) was identified as not useful:

- *Learning how to use new platforms - I prefer to figure this out on my own (and it's quicker)*
- *Digital learning platforms not used in my department*
- *How to use software ... because I don't remember it unless I am needing it!!*

Activities involving 'All Staff' were identified as not useful (n=15), which also resonates with the responses to Q13 where it was identified that a one-size-fits-all approach was not successful.

'All' of the compulsory PD was not useful for some (n=9):

- *PD that is compulsory but no effort taken to find out what we know or have had experience in already so the PD is not useful at all*
- *Compulsory activities are repetitive and not new information but rehash of \previous training.*

One respondent commented:

- *Advice from teacher educators from other disciplines bringing in examples from their subject speciality. We listen out of civility but do not understand the nuances. When they take examples from our speciality, sometimes they seem babyish. We again listen without commenting out of civility.*

Notably, the second largest response to this question was in fact positive, that is, 'None' was not useful (n=25), a double negative response:

- *I'm sure everything is useful to some degree*
- *None, they are all useful. Every bit counts for something.*

Commentary

It would be rare to find an example for any kind of compulsory PD which would be relevant and targeted specifically for each individual. Each person has a different experience, prior knowledge, professional identity, expectation for improvement and context in which they will be asked to undertake compulsory PD. Accordingly, the trajectory of stages of development will differ too. Given these limitations, it was surprising that of those who replied to Question 14 (two-thirds of the total sample), few examples were provided of 'non-useful' PD and that several felt it was indeed 'useful'.

Guidelines

In applying these findings about the usefulness or otherwise of compulsory PD, *Educational developers* need to consider

- That experienced teachers are likely to be resistant to taking part in compulsory PD because they already know the subject (or perceive that they will). They need to design the activity

accordingly, such as inviting respondents to share prior knowledge with those who do not yet know the content.

Managers need to

- Explain to experienced teachers that compulsory PD is especially important for them to develop a shared understanding with other staff and to ensure they and their colleagues are all on the same page.

A positive case study

One respondent who has taught for more than 20 years responded to several questions as follows:

I undertake professional development all the time - I read the latest research every week, I attend in house activities etc. so it is hard to rate as some things are useful and some are not but all are worthwhile.

Because I am experienced, I get frustrated with poor presentations.

I prefer a conference or specialised workshop because they usually have expert speakers & there is good networking opportunities. I believe we should attend 1 per year so that we are current & energised in our discipline but unfortunately we are blocked from doing this, largely on the argument of money.

That respondent pointed out compulsory PD that is not useful when it involves “game playing, writing on butcher paper! Not having outcomes from group sessions.”

But that respondent also wrote

I find compulsory PD very useful ... I think regular department PD days are important to all hear the same expert/s and learn; to have time to work on / debate more complex issues & to work together as a team. It should always be about trying to strive together for the best outcomes - quality improvement!

Discussion

The sections above considers responses to the questionnaire and develops some themes question by question. This section will discuss key findings in more depth with a view to linking ideas from across the questions to form a basis for the recommendations and guidelines in the section to follow.

Usefulness of professional development

Professional development needs to be relevant. Respondents reported that professional development that made a lasting impression and was seen as valuable was also seen as relevant. Respondents appreciated just-in-time workshops and training which addressed issues related to their role, as well as those which focused on new ideas, resources, equipment or industry standards in their field, so that they felt current and relevant when representing their discipline to a class of learners.

Authenticity was valued, as was training that reinforced practice and reassured staff that they were on the right path in their role. Far more important than the way a professional development intervention was designed was who attended. Second only to relevancy, respondents recognised the usefulness of intermingling with colleagues – exchanging ideas, sharing practice, forming partnerships for ongoing projects, and forums. A clear indication for educational developers planning PD is that a collaborative, inter-institutional approach may often be warranted. Those attending can learn as much from one another as they may from the presenter.

Respondents saw that PD directed at learning skills such as new technologies or Te Reo Māori was relevant to their professional role; they also found it contributed to personal interest and enrichment. Working in a learning profession, it may get overlooked that teachers themselves like to learn.. This is exactly the passion and commitment for lifelong learning that is desirable in teachers, managers and staff support teams to model for their learners. This theme is also closely aligned to the satisfaction respondents felt in achieving a higher education qualification or industry credential.

Apart from its content, respondents appreciated professional development that was well-designed, logically structured, flexible and accessible. Many comments reflected the usefulness of personalized packages, where respondents could opt in and out of courses, or arrange learning sessions to suit their schedules, for uninterrupted, deeper learning and engagement.

Practitioners valued opportunities to gain the ‘big picture’ – to better understand the sector, their industry, or a different world view. For some, attending a noho marae was consciousness-raising. For others, learning about the work of the Tertiary Education Commission (TEC) gave them a better understanding of how their role supported various national initiatives, and the reasoning behind compliance and reporting requirements. Anecdotally, one of the researchers had experienced this in her workplace, where, as teachers understood TEC requirements and their link to the new systems and processes that were being implemented, the more accepting they were of the change. Saunders (2013b) discussed this link between teacher’s emotions during change and the place of professional development, particularly in regard to educational reform.

Learning about their students was significant for many respondents. This included cultural issues and mores, as well as demographic factors like under-25s and the ‘net’ generation, international students from a particular home country, or learners from sub-set populations with specific conditions such as dyslexia or mental health conditions.

Respondents’ aspirations regarding the kinds of professional development they would like if time and money were not an issue were remarkably consistent; almost all respondents were enthusiastic for professional development once the limitations of time and money are (temporarily) suspended. Respondents clearly articulate areas of interest in improving their capability to do their work, whether in teaching and learning, in their subject discipline or in other areas, such as management,

leadership, or mentoring. There was consistency too in how they describe ways of meeting their PD needs. Firstly, they seek new ideas about teaching and learning including conferences or workshops or time with industry. Secondly, they seek skills for their responsibilities as senior staff; as leaders, mentors, managers, through both informal and formal learning, including gaining a qualification. Thirdly, they would like to improve research skills through publication or guidance on supporting research.

A further consistent theme was experiential learning through attending conferences, workshops or refresher time in industry, networking or connecting with teachers or experts in their own field. Van Lankveld et.al (2016) mentioned this theme too. Their research found that “informal teacher communities not only support the professional development of tutors, but also validate and strengthen their identity as teachers. They seem to provide a dialogical space where informal intercollegiate learning is stimulated, stories are shared, tacit knowledge is made explicit, concerns are shared, and teacher identity is nurtured” (p. 1).

Barriers to professional development

This research project demonstrates that teachers can and do identify what PD they value, with the most popular being subject or discipline knowledge; and teaching and learning. Many respondents identified that the unstructured time at conferences and other professional development was as important, if not more important for engaging with colleagues in a more informal way. However, workload demands and cost of attending can be a barrier to conferences, particularly those out of region or country, including registration fees, accommodations, meals and travel (Office of the Auditor General, (2008). This is no different for other teachers in the tertiary sector and needs to be considered when an organisation is developing processes and policies related to PD.

The notion of time is an interesting one when exploring PD for experienced teachers, for ‘time’ can refer to not only release time to enable the staff member to attend, but also time needed to embed the learning into practice and so ensure its relevance. Many teachers identify workload as a barrier to PD. This can emerge through uneven management support and insufficient time and study leave to attend PD activities. Also, some professional development activities may need to be ‘just in time’, and planned to coincide with work that academic staff will be doing within their programmes. This provides academic staff with the opportunity to develop skills as they are applied in practice (Button, Harrington & Belan, 2013). Release time to attend professional development as well as the time to embed what has been learned should be an important consideration for managing PD for every institution.

Teachers in the vocational education sector are very often not educators by profession. (Anderson, 2009; Schoening, 2009). In general teachers come to tertiary education as experts within their profession or vocation, but are novices (or beginning practitioners) in educational theory and practice (Benner, 1984; Duffy, 2013; Eraut, 1994). While many institutions make an initial teaching qualification available to new teaching staff, many just have to leap in and start teaching (Haggerty, 2016), and some teachers with considerable experience have not had access to educational qualifications when they entered their teaching role. This work-role transition can be stressful (Anderson, 2009) and is further exacerbated when new teachers do not have access to appropriate professional development (Button, Harrington & Belan, 2013). These new teachers, then become senior teachers (five years or more experience) without having been well grounded in educational theory and practice. Haggerty (2016) argues that targeted professional development supports teachers to understand and manage their workloads requirements in relation to their own practice and ongoing professional development needs.

Recognition and rewards

Payment or monetary reward was highest within the returned responses. What does this reflect? The researchers suggest that this is a symptom of dissatisfaction and frustration with the current fiscal environment that tertiary teachers are working in. This was also interesting when you consider the time and monetary commitment that many tertiary institutions contribute to support an academic to upgrade their qualifications and attend other PD activities. There was no mention within the responses of this being recognised as a tangible reward.

The one area which could potentially have a substantial impact on rewarding PD activities is how these are acknowledged both formally and informally within teams and across organisations. Management and those in leadership positions could ensure more regular, positive recognition of their staff. This could include having formal structures in place to reward individuals for their achievement, particularly when the PD they have undertaken was extensive and or significant, i.e. recognised qualification, keynote address, etc. While many respondents noted that management recognition was the most important reward for them, a smaller group of respondents linked management recognition directly to performance review, with one respondent combining monetary reward and management recognition. Progression and promotion was also identified as an important reward.

Some respondents identified more *intrinsic* rewards such as personal development and professional responsibility. One respondent clearly linked professional development to ongoing performance within the institution. While tertiary teaching is a profession in its own right, most academic staff in a tertiary education setting are also members of a discipline based professional group, such as the Trades or Health sectors, and professional development is a requirement of ongoing registration or accreditation.

Some respondents identified how it was important to be able to share with others, and have some processes within tertiary organisations that allows for this to occur both formally and informally. This opportunity to share with others would appear to support the notion of shared PD across tertiary organisations. However respondents' responses on the value of compulsory PD differed even though many found it to be useful to some extent, and this may be related to the notion of shared learning and the social nature of shared PD activities. This is an area that would benefit from further research.

Interestingly, the use of peer and manager teaching observations has been identified in the literature as useful in supporting PD for teachers. Drew and Klopper (2014) investigated development opportunities for teaching culture and context, stated "peer review and observation of teaching can be used to enhance academics' teaching practices and inform professional development activities at an organization level" (p. 394). Few respondents identified peer observation in this context, however it is something for organisations to consider for themselves, as peer and manager observation can provide excellent opportunities for reflecting on teaching practice, and identifying the areas where more focussed PD could be beneficial.

Avalos (2011) reviewed the literature around teacher professional development over a 10 year period. She found that

...the power of teacher co-learning emerges very strongly from the studies reviewed. The road starts with informal exchanges in school cultures that facilitate the process, continues in networking and interchanges among schools and situations and is strengthened in formalised experiences such as courses and workshops that introduce peer coaching or support collaboration and joint projects. In whatever way, the lesson learned is that teachers naturally talk to each other, and that such a talk can take on an educational purpose (p. 17-18).

Respondents in this research saw value in professional development for its relevance, they also see value in professional and individual enrichment. Whether professional development consists of

attending courses, conferences, workshops or attaining qualifications, social interaction and conversations amongst teachers is important to contribute to that enrichment. This is a clear message for those organising and managing PD to consider in their planning for and design of professional development systems and activities.

Recommendations and guidelines

Two sets of guidelines have emerged from this project for designing PD programmes for experienced teachers in vocational education. These guidelines will indicate what issues to consider when selecting refresher programmes for teaching and/or other PD, and are arranged by role::

- A) For *educational developers* who design professional development programmes (Appendix A, page 44). When designing refresher offerings for those beyond the initial stages in their development as tertiary teachers, the guidelines enable more relevant and targeted choices to meet the needs of this particular group of academic staff.
- B) For experienced teachers and their *managers* (Appendix B page **Error! Bookmark not defined.**). These can be referred to during appraisal of performance and when planning how to invest time and money in PD.

This project was conducted by a group of 11 researchers from six institutions. For them, the project has been a professional development activity in itself, and to build collaboration and collegiality has been part of the objectives for the project. While not exactly guidelines from the data gathered from this research, it is appropriate to reflect on the process of collaboration and ways of working collaboratively.

Working collaboratively

A positive outcome of this project was a meeting of the minds amongst the project team. Two objectives for the project were:

- To build collaboration amongst the project research team
- To establish a task for the Ako Aotearoa Central Hub to meet and build members' collegiality.

Members of this team had not worked together prior to this project, although some knew one another through other contexts. The group generally followed the sequence described by Tuckman (1965) for the life-cycle of a group, generally referred to as Forming – Norming – Storming – Performing. In the 1970s Tuckman added a fifth stage, Adjourning. But, at the time of writing that seems premature for this project team, which is considering new ways of working together to build up our community of practice and attract new members.

Forming the group, the first stage, began with emails from Project Leader Gerard Duignan inviting involvement on an individual basis. Once assembled, our first meeting face to face at the National Tertiary Learning and Teaching Conference at BoPP in Tauranga was helpful. This allowed us to form as a unit and discover particular skills that we might bring to help the project question. For example, capability at using online technology, which was applied in populating the project space provided by Ako Aotearoa and using Google Drive and Google Hangout to keep in touch. Not all of the team was present at first, and a few joined after the project was in motion.

The second stage, storming, involves how group members resolve differences including opinions and feelings. A group of accomplished professionals are well able to resolve their personal feelings in relation to things that happen in the team, and separate them in the best interests of the task. In Tuckman's 1965 paper only half of the studies identified a stage of intragroup conflict, and some of

the remaining studies jumped directly from stage 1 to stage 3. As one participant said “of course you take it personally” when a lot of work has been done but is not included in the final output for whatever reasons. A feature of this group was the way members acted professionally in negotiating a way through alternative points of view and not holding too tightly to their own.

The third stage, norming, required good communication to clarify what we wanted the project to achieve and not achieve, that is, to be clear about its scope. That is, “developing a mutual understanding of concepts or ‘shared language’ between partners (Whittle, Bodkin-Allen, & Hoffman, p.80)”. Examples included:

- Deciding our method and methodology
- Choosing not to spend time making an inventory of past PD, but rather focusing on future preferences for PD
- Agreeing to treat answers from staff in each institute as confidential and trusting project members not to look into or report on them. Instead all findings would report only eligible responses from the whole cohort.

This period of negotiation was messy and at times unclear, but it provided a means of establishing how we would work together. We shared out tasks at a meeting at UCOL, Palmerston North, which provided initial purpose and direction.

The fourth stage, performing, was enjoyable and productive. The most valuable element proved to be regular teleconferences. These provided structure, helped decide on questions, provide momentum, establish ongoing action steps, confirm deadlines for tasks. The requirement to submit regular progress reports to the Ako Aotearoa Central Hub manager provided a formal reflective step, and financial check-in.

The team identified that some tasks were outside its resources. For example, no-one had spare time to conduct an in-depth literature search. So we contracted this role out to Lynette Singh, who was supervised by Carmel Haggerty. Also, Lisa Wong from WelTec research managed the financial arrangements.

A project leader whose concern is to manage the processes proved essential to maintaining momentum and keeping a focus on the tasks and deadlines, liaising with other stakeholders, providing feedback, and ensuring consultation and communication were sustained.

Evaluating the collaboration

We can evaluate to what degree this project was a true collaboration as described in the ITP Sector Collaboration Practices Project (Whittle, Bodkin-Allen, & Hoffman, 2015). It states:

“Drawing on the literature ... a collaborative relationship needs to have a number of key attributes. A collaboration:

- *is mutually beneficial*
- *is aimed at achieving a common goal or shared purpose*
- *involves the sharing of resources and joint decision-making*
- *relies on collective responsibility*
- *offers mutual benefits for partners (p.5).”*

We can claim that this project meets all these criteria.

Next we might evaluate how well this project met the ITP Sector Collaboration Practices Project’s (Whittle, Bodkin-Allen, & Hoffman, 2015, p.80) range of suggestions for what requirements apply to *successful collaborative relationships*. We asked ourselves, were the criteria ‘well met, partially met, not well met?’ We used this as a framework for our self-assessment for this project and came up with this:

Well met:

- Enabled institutions to maintain their independence within the collaboration
- Distributed the work fairly among partners
- Had a clear shared goal or purpose
- Were made up of cooperative and highly engaged partners
- Involved face to face contact with external partners at least occasionally
- Shared resources and costs fairly
- Involved partners with similar values or compatible ways of working.

Partially met:

- Were able to adapt to changing conditions
- Were ones where partners had a clear sense of their roles and responsibilities
- Maintained a sense of equality and equitable access to information and decision-making responsibility.

Not well met:

- Had some informal contact with external partners outside of organised meetings.

We are confident that the two objectives for the project were largely met.

Conclusion

This research project looked at experienced teachers' impressions of professional development and its value. The respondents provided the research team with an excellent overview of the types of PD that were valued, in particular the notion of sharing knowledge with others in both formal and informal situations. Many respondents were clear that PD should improve teaching practice and support individual and team development. Equally, many respondents wanted recognition for their PD activities, many would like more money and time to undertake PD; however recognition from their managers through the performance appraisal process and public acknowledgement of their achievements was just as, if not more important.

The main barriers to PD were primarily teaching and workload demands, money, relevance of PD offered and systemic problems such as planning at a variety of levels. These areas and others have been identified in a set of recommended guidelines for educational developers and managers and those who facilitate and/or plan PD to ensure that experienced educators are more engaged and supportive of PD across the spectrum.

There would be benefit in future development of the project beyond this initial project, to explore in greater depth the findings of the research. In particular further exploration of how PD for experienced educators has been applied to education practice, the experience of Māori staff with PD, and peer observation and its place in the professional development of teachers would also benefit from further research.

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Appendices

Appendix A - Guidelines for creating professional development programmes for experienced teachers in vocational education

What issues should we consider when offering PD to experienced teachers?

These guidelines emerged from a project for designing professional development (PD) programmes for experienced teachers in vocational education. They capture the main findings of a survey of over 400 staff conducted by a group of 11 researchers from six New Zealand institutions. Participants had more than five years' experience teaching in the tertiary sector. The guidelines are intended to help make relevant and targeted choices to meet the PD needs of this particular group of academic staff.

Who should use them?

- *Managers* of experienced teachers, especially during appraisal of their performance and when planning the best investment of time and money in PD.
- *Educational developers* who design professional development programmes and refresher offerings beyond initial training as tertiary teachers.

A full report on the project may be viewed at *Designing professional development for experienced teachers in tertiary vocational education*:

www.akoatearora.ac.nz/projects/designing-professional-development-experienced-teachers-tertiary-vocational-education

For educational designers creating PD programmes for experienced teachers

When designing 'best' PD activities for experienced teachers, remember:

- *The value of conferences and workshops, and in-house training*
- *Timing – when to offer PD around common workload demands*
- *Communicating the availability of PD opportunities of interest to experienced teachers*
- *To assist staff to identify their intrinsic and extrinsic motivations to engage with PD*
- *Recognition of effort, including PD which leads to something, e.g. “building blocks” towards a longer term objective*
- *Just-in-time workshops and training which addressed issues related to their role*
- *Ways to learn new skills, such as new technologies, or Te Reo Maori*
- *Personal interest and enrichment*
- *Well-designed, logically structured and accessible PD*
- *Flexible access, where respondents could opt in and out and arrange around schedules*
- *Intermingling with colleagues, exchanging ideas, sharing practice, forming partnerships for ongoing projects and fora*
- *PD about learning and teaching*
- *PD related to priority groups or cultural issues*
- *Activities which focus on new ideas, resources, equipment or industry standards in their field.*

When arranging compulsory or required structured PD activities that involve most or all staff in a school, department or the whole institution, consider:

- *That experienced teachers are likely to be resistant to taking part in compulsory PD because they already know the subject (or perceive that they will)*
- *Whether particular PD will be regarded by experienced staff as beneficial to both to the staff and the institution*
- *Inviting respondents to share prior knowledge with those who do not yet know the content.*

Guidelines for managers when planning PD programmes for experienced teachers

When arranging PD for experienced teaching staff, ensure it:

- *Is chosen by themselves*
- *May involve formal learning, such as higher qualifications*
- *May include specialist discipline training and upskilling*
- *Includes sufficient funding and time*
- *Will be regarded by experienced staff as beneficial to both to the staff and the institution.*

Aim to:

- *Assist staff to identify their intrinsic and extrinsic motivations to engage with PD*
- *Support staff members' personal interest and enrichment*
- *Make known advice about PD opportunities of interest to experienced teachers*
- *Explain that compulsory or required structured PD for most or all staff in a school or department is important for them so as to develop a shared understanding with other staff and to ensure their colleagues are all on the same page*
- *Arrange PD that is authentic*
- *Training that reinforces practice and reassures staff that they are on the right path*
- *Provide a collaborative, inter-institutional approach*
- *Share the 'big picture' – to better understand the sector, or industry, or a different world view*
- *Show how their role supports national initiatives and imperatives including compliance*
- *Show how PD relates to priority groups or cultural issues*
- *Show the PD is about teaching and learning.*

Appendix B - Email inviting participation in the survey



Designing professional development for experienced teachers in tertiary vocational education.

INFORMATION FOR PARTICIPANTS

You are receiving this email as a tertiary teacher at [WelTec] with at least five years' experience, or as a manager of such teachers.

You're invited to participate in a research survey across several institutes of technology / polytechnics to help improve the professional development on offer. We want to know what PD you would like "in an ideal world". Please take about 9 minutes to complete the survey at the following address: <SurveyMonkey address >

About the project:

This research project is being led by Gerard Duignan of Capability Development WelTec with a team including < delete your own name ...! >

- John Hitchcock and Gerard Duignan, WelTec;
- Janet Walke, UCOL;
- Chris Lovegrove, Unitec;
- Carmel Haggerty and Sue Sewell, Whitireia NZ;
- Scott Casley, Shane Wohlers and Deb Stewart, Eastern Institute of Technology; and
- Cath Fraser and Malcolm Hardy, Bay of Plenty Polytechnic.

Project details:

The aim is to identify how useful PD is for experienced teachers in the tertiary vocational sector and to improve the design of PD programmes. It has been approved by the [WelTec] Ethics Committee.

Your participation is voluntary and will not in any way affect your employment terms and conditions and no disadvantages or consequences are foreseen. Your responses will be anonymous and grouped with at least 5 or more respondents to avoid identification.

The research data will be used only for the purpose for which it has been collected. Responses will be stored under the WelTec license in SurveyMonkey, available only to the supervisor of that site and the research team. Raw data will be kept for 5 years, then destroyed. By submitting your response you will be accepting the terms of the survey.

You will be able to view progress and the final report at www.AkoAotearoa.ac.nz A workshop was held at the National Tertiary Teaching and Learning conference at Bay of Plenty Polytechnic Tauranga, 1 October, 2015 to outline the project.

If you have any questions about this project, please contact: Gerard Duignan 04 830 0144 / 027 265 6085 or gerard.duignan@weltec.ac.nz or Lisa Wong PhD lisa.wong@weltec.ac.nz Team Leader, Research 04 830 0711

Ngā mihi nui ehoa <your name>

On behalf of the Project Team

Appendix C - Questionnaire from SurveyMonkey

Designing professional development for experienced tertiary teachers project

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Tena koe - welcome and thanks for taking part in our survey (takes approx. 9 minutes).

The aim of this research project is to identify how useful PD is for experienced teachers (at least 5 years practice) in the tertiary vocational sector and to improve the design of PD programmes.

Your participation is voluntary, will not affect your employment and no disadvantages are foreseen. Your responses will be anonymous and by submitting them you will be accepting the terms of the project given in the email inviting you to take part.

Reporting: You can view the final report at www.akoatearora.ac.nz when complete. A workshop was held at the National Tertiary Teaching and Learning conference at Bay of Plenty Polytechnic Tauranga, 1 October, 2015 to outline the project.

If you have any questions please contact: Gerard Duignan 04 830 0144 / 027 265 6085 gerard.duignan@weltec.ac.nz OR Lisa Wong, WelTec Research Office, lisa.wong@weltec.ac.nz 04 830 0711.

Nāku noa nā - Sincerely

The Project Team.

* I have read the information about this survey supplied in the email inviting my participation and on this page. I accept the terms as outlined.

- Kia ora - I consent to take part
- I do not consent to take part

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Recent PD

Our definition of Professional Development (PD)

For this project, continuing PD:

- applies to learning beyond initial teacher training
- may include refresher PD activities
- is a structured approach to learning that you undertake
- aims to improve your professional capability at an institute of technology/polytechnic
- includes skills, knowledge and experience that you gain both formally and informally as you work
- includes development goals and objectives agreed to/approved by your manager
- paid for (in part or in whole) by your employer.

* I have completed PD in the last two years.

- Yes
- No PD completed in last two years.

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Thinking about your recent PD...

Think of the best PD activity you have experienced in the last two years. Describe it briefly:

What was it about the PD you have just described that made it useful?

If you are currently undertaking professional development to improve your capability, how useful is it?

not at all useful not very useful somewhat useful very useful extremely useful

Comment?

Why are you undertaking your current PD opportunities? *(tick as many as apply)*

- I had to, it's a professional requirement from a stakeholder (e.g. industry)
- I had to, for my employment conditions in education
- It's part of my performance appraisal
- I was interested
- I need to upgrade a qualification (e.g. Master's degree)
- I want the qualification
- I want the recognition
- To improve my teaching
- Other (please explain)

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What *barriers* are there that hinder you undertaking professional development?

If money and time were not an issue ... what kinds of professional development would you choose to improve your capability as a professional educator / teacher?

In teaching and learning

In your subject discipline

Other areas of PD (e.g. in leadership, supervision, mentoring, management ...)

In terms of your future direction, please rank in order of importance the areas you would prefer to undertake professional development. (5 =most important, 1 = least important)

	5	4	3	2	1
Teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational expertise / advisory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject / discipline expertise / industry experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management / leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any area not listed above (add 5-1 for importance too please):

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How important to you is *recognition* that you have completed some professional development

- not at all important
- not very important
- somewhat important
- very important
- extremely important
- no opinion

What form of recognition would you like for completing PD?

To what extent does PD feature in performance review / appraisal with your manager?

not at all	rarely	somewhat	very often	always	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tino pai - now one last topic ...

Please think about *compulsory/required structured PD activities* for most/all staff in your school/department, or for the whole institution. Examples may be: teacher observation programmes; teacher only days; peer review; software training; teaching qualification, Treaty of Waitangi ...

Generally, how useful do you find *compulsory* PD activities?

not at all useful	not very useful	somewhat useful	very useful	extremely useful	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why did you choose that?

What compulsory PD activities are NOT useful to you

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Heoi anō - finally, some information about you ...

Gender

Male

Female

Age

<25 25-44 45-54 55 - 64 65+

Length of total time teaching in tertiary institution(s)

< 5 years

5-7

8-10

11-13

14-16

17-20

> 20 years

Total years

Within New Zealand

Outside New Zealand

Currently your work in tertiary institution(s) is

full-time

part-time

What is the *highest* level on the NZ Qualifications Framework of the programme where you teach mostly?

Levels 1-2

Levels 3-4

Levels 5-6

Levels 7-8

Levels 9-10

What is your subject discipline? *(tick as many that apply)*

- Agriculture, Environment and Related Studies
- Architecture and Building
- Creative Arts
- Education
- Engineering and Related Technologies
- Food, Hospitality and Personal Services
- Foundation and Bridging Education
- Health
- Humanities
- Information Technology
- Law
- Management and Commerce
- Natural and Physical Science
- Social and Behavioural Science
- Sport and leisure
- Other (please specify)

If you normally teach in a specialty area, *select all that apply*:

- Trades Academy
- Adult and Community Education
- English for Migrants
- Intensive Literacy and Numeracy
- Foundation
- Other (please specify)

Other than teaching, is your career pathway largely focused on:

- Being / becoming an educational advisor
- Doing research
- Being / becoming a subject / discipline expert
- Management / educational leadership
- None of these

Other (please specify)

If yours is primarily a **non-teaching** role (but you also teach at times), please identify your mainrole:

- Tier 2 Senior manager / Dean
- Tier 3 Manager / Dean / Head of School / Associate Head of School
- Principal Academic Staff member
- Senior Academic Staff member
- Academic Staff member
- N/A
- Other (please specify)

Which ethnic group do you belong to? Ko tēhea momo tāngata e whai pānga atu ana koe?

- European / Pākehā
- Māori
- Pacific Peoples / Māori Hāmoa, Māori Kuki, Airani, Tonga, Niue
- Asian / Hainamana, Īnia
- Middle Eastern/Latin American/African

Other (such as Dutch, Japanese, Tokelauan). Please state:

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Nga mihi ki a koe, thanks for your time.

The Project Team.