

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.

Guidelines for educational designers –

When designing 'best' professional development 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 address 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 forums
- 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 PD activities that involve most or all staff in a school, department or the whole institution, consider the following:

- 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 arranging PD for experienced teaching staff, ensure the activity:

- Is chosen by them
- 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
- Provide 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.

Go to the **Ako Aotearoa** website to view the full report and download the guidelines at:
ako.ac.nz/knowledge-centre/designing-professional-development-for-experienced-teachers-in-tertiary-vocational-education/



AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE



Whitireia
NEW ZEALAND



WelTec
Wellington Institute of Technology
Te Whare Wānanga o te Awakairangi



UCOL
Universal College of Learning
Te Pāe Mātauranga Ki Te Ao



EIT
EASTERN INSTITUTE OF TECHNOLOGY
TE AHO A MĀUI



Unitec
NEW ZEALAND
Te Whare Wānanga o Wairaka



This work is published under the *Creative Commons 3.0 New Zealand Attribution Non-commercial Share Alike Licence (BY-NC-SA)*. Under this licence you are free to copy, distribute, display and perform the work as well as to remix, tweak, and build upon this work non-commercially, as long as you credit the author/s and license your new creations under the identical terms.