



PPTA TE WEHENGARUA ANNUAL CONFERENCE 2020

PROFESSIONAL LEARNING EXPECTATIONS FOR TEACHERS

ANNUAL CONFERENCE PAPER



The Association does not have a policy on the amount of professional learning and development secondary teachers should be expected to do, or indeed are entitled to receive. This paper explains why this is problematic and proposes that teachers should receive 20 hours PLD per year with at least 10 of those hours under teacher control.

RECOMMENDATIONS

1. That the report be received.
2. That the appropriate expectation for ongoing professional learning and development (PLD) for fully certificated secondary teachers be 20 hours per year.
3. That 10 of these hours should be for self-identified needs.
4. That both employer-directed and self-identified PLD should be resourced by the employer through an allocation of contact time and/or any associated course and attendance costs.
5. That time spent above the expectation should be at the professional discretion of the teacher.
6. That guidelines are prepared covering what constitutes PLD and where PLD sits within hours of work, and the call back provisions of the collective agreements.

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1. INTRODUCTION

- 1.1 Professional learning plays an important role in keeping teachers motivated and effective and their practice current. It is both a right and a responsibility. PPTA has substantial existing policy on adequacy and access to professional development but no policy on what is an appropriate amount that is reasonable to expect for a competent, trained teacher.
- 1.2 The absence of an agreed expectation of what constitutes an appropriate amount of professional learning for teachers has led to this being defined by employers, workplace by workplace. For many members this means that the number of hours spent in employer-directed professional learning contributes to an unmanageable workload. Our last major survey on PLD commitments in 2013 indicated an average commitment of over 140 hours per year, per teacher. PLD continued to be identified as a workload issue in the 2016 Joint Working Group on Secondary Teacher Workload, so it was unsurprising when in a PPTA April 2020 survey of 660 randomly selected members indicated a very high level of support for the inclusion of time spent on professional learning being counted towards teachers' hours of work.
- 1.3 This paper argues that PPTA, as the professional body representing secondary teachers, should establish a policy on what the appropriate expectation of PLD should be for members of the secondary teaching profession.

2. PROFESSIONAL DEVELOPMENT (PD), PROFESSIONAL LEARNING (PL) OR PROFESSIONAL LEARNING AND DEVELOPMENT (PLD)?

- 2.1 There is some debate about which term - professional development or professional learning - should be used. Some view professional development as a more traditional approach to learning which is passive and individual, whereas professional learning is active, based in the teaching environment, and supported by peers in a professional learning community¹. PPTA prefers the all-encompassing term professional learning and development (PLD).

3. EFFECTIVE PLD - TEACHERS

- 3.1 Teachers were asked about the characteristics of the least effective and most effective PLD they had experienced² (Appendix 1).
- 3.2 For 68% of teachers their least effective PLD involved a whole staff transmission model and for 73% it was delivered in-house. Interestingly though, for 54% of teachers their most effective PLD was also delivered in-house, so clearly this is not a critical factor either way.

¹ Stewart, C. (2014) Transforming Professional Development to Professional Learning in Journal of Adult Education.

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² PPTA (2013) Research Report Professional Learning and Development

Similarly, while for 63% of teachers their least effective PLD was one-off, that is, a single session event, for 56% of teachers their most effective PLD was one-off, too.

- 3.3 The features clearly associated with the most effective but not with the least effective, PLD were that it was in the teacher's learning area, had a good facilitator, was relevant, and included reflection time.
- 3.4 It is also worth noting the importance teachers place on the collaboration with colleagues from a range of schools, with 87% of teachers associating this with their most effective PLD.

4. EFFECTIVE PLD - RESEARCH

- 4.1 Timperley et al in the PLD BES³ identify the key components of effective teacher PLD as:
 - extended time and opportunities to learn (necessary but not sufficient);
 - external expertise is typically necessary (but not sufficient);
 - teachers' engagement in learning at some point is more important than initial volunteering;
 - prevailing discourses are challenged;
 - opportunities to participate in a professional community of practice are more important than place;
 - opportunities are consistent with wider trends in policy and research; and
 - active school leadership.
- 4.2 In some areas the teacher survey aligns with the research but not in others. An example of this is one-off PLD. One explanation for this is that at times teachers need very specific information to do their job, like the NCEA best practice workshops offered after the NCEA re-alignment. In these situations one-off workshops can be very effective. Researchers would find it very difficult to link a one-off activity to student achievement (a key component of 'effective' PLD).
- 4.3 However, most teachers would agree with research regarding the benefit of external expertise, integrating theory and practice, providing multiple opportunities for teachers to learn and practise new knowledge and skills in environments characterised by 'trust and challenge'⁴.

³ Timperley, H.; Wilson, A.; Barrar, H.; and Fung I. (2007) Teacher Professional Learning and Development: Best Evidence Synthesis Iteration Ministry of Education. Wellington

⁴ Timperley et al.

5. BALANCE AND CONTROL

- 5.1 PLD is very important in the growth and development of teachers. However, many schools find it difficult to get the balance right – how much professional learning and development should teachers be required to do, and who should control this: the teacher, the school, or government priorities?
- 5.2 It is likely to be a balance between the school's needs and those of the teacher. We accept that the school will have goals and priorities and will want to further these through teacher learning. However, teachers, as professionals, know their needs and should be supported in their development. Giving teachers choice in their PLD is both empowering and motivating and should be an expected feature of a professional body.
- 5.3 Ontario strikes the balance by requiring that teachers receive six professional development days each school year. Two days must be spent on professional development related to topics that are aligned with Ministerial goals; teachers have free choice for the remaining four⁵. New South Wales requires 100 hours of professional development over five years, with a minimum of 50 hours professional development through the NSW Education Standards Authority⁶.
- 5.4 Taking Ontario and NSW as guidelines, it would not seem unreasonable for PPTA to advocate that teachers should have control over at least 50% of their PLD entitlement.

6. HOW MUCH PLD?

- 6.1 As there is no guidance in New Zealand about the amount of PLD that is appropriate, some teachers get too little while others are required to do too much - and this then becomes a workload and wellbeing issue as excessive workload expectations simply flow into a teacher's home and family life.
- 6.2 Establishing a PLD requirement will give schools a clear benchmark for what PLD fully certificated teachers are entitled to and provide protection for teachers where school requirements are unreasonable. Of course, there will always be teachers who choose to do more than the minimum required but that should always be an individual choice, guided by the professional needs, interests and capacity of the individual at that moment in their career and by their broader responsibilities.
- 6.3 What could a professionally endorsed expectation of an appropriate amount of PLD look like? We can draw on examples of what is required of teachers in some overseas jurisdictions.

⁵ Retrieved from <https://ncee.org/what-we-do/center-on-international-education-benchmarking/top-performing-countries/canada-overview/canada-teacher-and-principal-quality/>

⁶ NSW Education Authority (2018) Maintenance of Teacher Accreditation Policy

7. TEACHER PLD REQUIREMENTS IN OTHER COUNTRIES

- 7.1 In Australia most states require teachers to undertake a minimum level of PLD in order to renew their registration (practising certificate). This is either stated as an hourly annual amount or linked to the recertification cycle. For example, in Queensland a teacher must complete at least 20 hours of PLD for any calendar year; in NSW it is 100 hours over five years.
- 7.2 In England there is no set requirement for Continuing Professional Development (CPD), though on average teachers do four days per year.⁷
- 7.3 In Wales there is no legal minimum requirement for the length of time to be spent on CPD, which may take place both within and outside of working hours, but there are five days outside of teaching to support non-teaching activities, including in-service training, similar to our call back days⁸.
- 7.4 In Scotland teachers have a contractual requirement to complete a maximum of 35 hours of Continuing Professional Development (CPD) per year⁹.
- 7.5 In Singapore teachers have access to several types of professional development opportunities. They can improve their practice through courses at the National Institute of Education (NIE) or at the Academy of Singapore Teachers - an organisation dedicated to providing conferences, forums and seminars for teachers or study leave for those wanting to pursue degree programs. Teachers can participate in up to 100 hours of professional development per year, though the 2019 OECD *Education At A Glance* report indicates that they also have a lower teaching load (18 hours per week) than NZ teachers.

8. PLD REQUIREMENTS IN OTHER PROFESSIONS

- 8.1 Here are the PLD requirements for other professions in New Zealand.

Profession	Association	Requirement (hours per year)
Doctors	Medical Council of NZ	50
Chartered Engineers	Institute of Professional Engineers NZ	50
Chartered Accounts	Chartered Accounts Association of NZ	Average 40
Engineers	Engineering NZ Institute of Engineering Professionals	40

⁷ Sellen, P. (2016) Teacher workload and professional development in England's secondary schools: insights from TALIS

⁸ Retrieved from https://eacea.ec.europa.eu/national-policies/eurydice/content/continuing-professional-development-teachers-working-early-childhood-and-school-education-90_en

⁹ Scottish Negotiating Committee for Teachers

Architects	New Zealand registered Architects Board	Average 30
Dentists	Dental Council of NZ	Average 25
Nurses	Nursing Council of NZ	Average 20
Quantity surveyors	New Zealand Institute of Quantity Surveyors	Average 15
Lawyers	New Zealand Law Society	10

- 8.2 PLD requirements range from 10 hours per year to 50. There are also several professions, like teaching where the amount of PLD is not specified. See Appendix 2 for a more complete list.

9. EMPLOYMENT AGREEMENT AND CONTRACTUAL EXPECTATIONS OF PLD

- 9.1 There is nothing stated about what is expected by the teaching profession in terms of quantum of PLD for teachers by either PPTA or by the Teaching Council, only an expectation that it should be a part of the wider aspect of the role.
- 9.2 The Compliance Reduction Taskforce and PPTA have tried unsuccessfully to get the Teaching Council to make an explicit statement on how much PLD a teacher is required to undertake to meet the profession's expectation.
- 9.3 The collective agreements provide no specific guidance either. There is nothing stated about what a minimum (or indeed maximum) amount of PLD is, only that it is to be undertaken. There is the authority to call back teachers for up to five days of PLD outside open-for-instruction times.
- 9.4 Potentially the collective agreements could be amended to reflect a PPTA position on what is a reasonable number of hours that an employer could expect a teacher to spend over a year in PLD. However, a whole-of-profession statement could equally sit outside the collective agreements as a measure of what employers should expect as reasonable.

10. WHAT IS A REASONABLE PLD EXPECTATION FOR SECONDARY TEACHERS?

- 10.1 The absence of any position by the profession itself of what is reasonable for its members, and an agreement that is permissive, means that in practice it is the employers who define how much PLD teachers do.
- 10.2 In schools where reasonable employers are giving consideration to the broader workload demands on their staff and where teacher wellbeing is an important consideration this can work effectively. Collaborative planning, consultation and provision of time within the timetable will contribute to reasonable expectations on, and support for members in their PLD.

- 10.3 For many other members, however, the absence of an agreed and reasonable expectation means an extensive workload burden with nothing they can point to either in the agreement or from the profession collectively with which to push back when they are told 'this is what I expect teachers to do as professionals'.
- 10.4 If the profession itself establishes reasonable PLD expectation for its members¹⁰ this by itself would assist branches to counter excessive demands in this particular area of work overload. Indeed, it may even assist the Teaching Council to take a more helpful position.
- 10.5 Any decision about quantum of PLD would need guidelines about what counts as PLD and what counts as school-, as opposed to, teacher-directed PLD. For example, it is likely that a school organised teacher-only day on PB4L would be considered as five hours of school-directed PLD whereas a department meeting that focuses on organisation, administration, and assessment and moderation would not count as PLD at all. These guidelines would address the issue of teachers being released from classes to attend courses compared with teachers doing PLD after school, in the evenings and in the holidays. They would also clarify how PLD fits within the call back provisions of the collective agreements.
- 10.6 Having established a membership position on what counts as PLD, and what is a reasonable amount of PLD to be expected of the profession, it would be easier to make the next step of building the professional learning expectation into hours of work. This would be timely as the Association is undertaking work on how to reflect teachers' hours of work in a collective agreement (to be compliant with the ERA). This would then safeguard the professional issue of PLD, within an industrial expression of what can reasonably be expected in terms of total workload of a teacher.
- 10.7 Provision of access to appropriate PLD is an employer responsibility;¹¹ therefore it is essential that employer-directed and teacher-identified PLD should be resourced by the employer through an allocation of contact time and/or any associated course and attendance costs.

11. OPTIONS

- 11.1 The time in the options below refers to time on top of normal teaching time as set out in the collective (20 hours for a teacher without other time allowances).
- 11.2 Many jurisdictions with education systems similar to New Zealand require teachers to undertake 20 -35 hours PLD per year. Singapore is an outlier with up to 100 hours (but with a lower weekly classroom contact load).
- 11.3 Some options:
- a) 20 hours per year - seems to be the most common requirement to renew practising certificate in Australia

¹⁰ Acknowledging that this means recognising differences for PCTs and the small numbers not meeting the professional standards.

¹¹ STCA s.3.1.1 b (iv)

- b) 25 hours per year – is the equivalent of the five call back days which is what is in the collective and schools are entitled to use.
 - c) 35 hours – is similar to Scotland. Some schools have PLD built into the teaching week, sending students home early one day a week, having students start late, or using assembly time. In these schools this is often about 40 minutes per week, which would equate to about 35 hours per year.
 - d) 45 hours per year –would equal the 20 hours required in Australia plus the five call back days, which is what is in the collective agreements and schools are entitled to use.
- 11.4 If PPTA adopts PLD at the upper end of these options there is a concern that schools would struggle to support 22 hours (approximately four days) of teacher-identified PLD. This could be a barrier.
- 11.5 Option B has some advantages. For schools that use the call back days, this would meet the requirement. However, under the 50-50 split schools would be only able to use half of that time for full school PLD. This may meet resistance from employers. For schools that do not use the call back days, this would allow 12-13 hours (approximately two days) for school-directed PLD, and the same for teacher-identified PLD.
- 11.6 Option A means that a school can have two days school-directed PLD, and each teacher is entitled to two days of teacher-directed PLD. This seems a reasonable expectation. It is also the same as that required in many of the states in Australia. This would mean that schools could only use two of the five call back days for school-directed PLD which, like Option B, may get resistance from some employers. It would entitle each teacher to two teacher-directed PLD days which will be welcomed by teachers, especially those who feel that they do not get enough curriculum-related PLD. Granting teachers two PLD days is something that schools should be able to budget for and should meet their requirement in the collective agreements that boards of trustees make provisions for “Opportunities for the enhancement of the abilities of individual employees” (STCA s.3.1.1 b (iv)).
- 11.7 The executive recommends adopting option A.

12. EXCEPTIONS

- 12.1 The professional expectation would apply generally to fully certificated teachers.
- 12.2 The exceptions to it would be:
- provisionally certificated teachers (who receive an additional time allowance for their professional development during their first two years, and
 - teachers requiring additional support under part 3 of the STCA or part 2 of the ASTCA, and
 - teachers for whom there is additional resourcing provided with their role for specific professional development purposes (e.g. SCTs, WSTs, ACTs).

13.CURRENT RISKS AND BENEFITS

- 13.1 In some states in Australia teacher PLD requirements are linked to the renewal of teacher registration (practising certificates). In addition, to guarantee quality, course providers need to be accredited by the state registration board (equivalent to our Teaching Council). In Victoria the registration body, the Victorian Institute of Teaching (VIT), randomly audits teachers for evidence of PD hours. Teachers are encouraged to log their PD with VIT, and identify the APST (standards) the PD activity relates to, and reflect on the learning and how it will improve their practice. NSW has a similar requirement¹².
- 13.2 There is a risk that the government will want to do this in New Zealand, too. Given that PPTA already has concerns about teacher workload and the expanded roles of the Teaching Council we would not want teachers to have to log PLD with the Teaching Council, as is required in Australia, nor have the Council accrediting providers.
- 13.3 There is also a risk that some schools will be over-zealous in monitoring teacher-directed PLD (as some have done with appraisal).
- 13.4 However, as other jurisdictions referred to in this paper illustrate, these are not necessarily linked to having a specific expectation around appropriate quantum of PLD.
- 13.5 To the degree that both of these risks (which PPTA would resist) currently exist they would be mitigated by a defined quantum of PLD that can be expected rather than the currently potentially unconstrained expectations.

14.WHAT IS NOT DIRECTLY ADDRESSED?

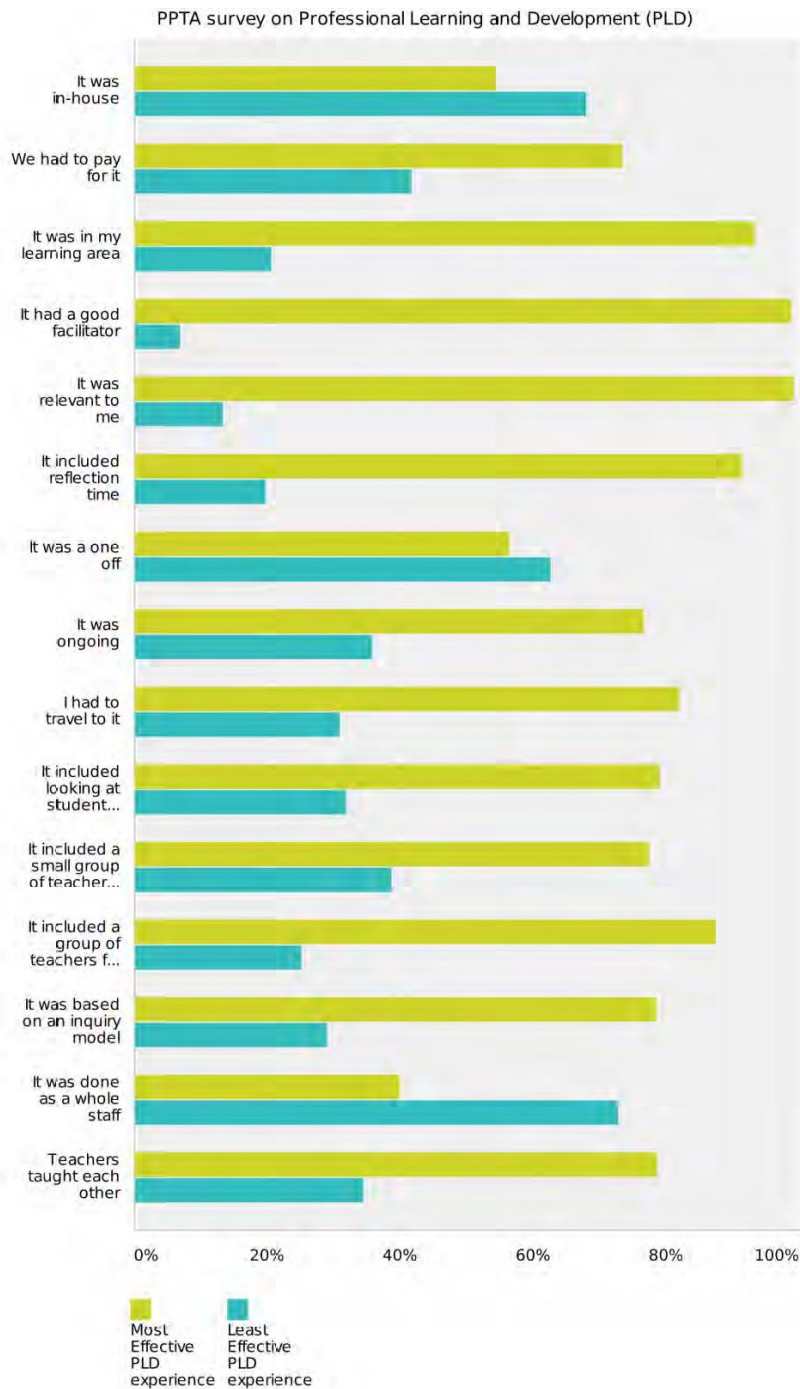
- 14.1 This initiative is only one step towards improving how PLD operates in schools. It will only impact the amount of PLD, not the quality, though limiting the number of hours available for school-directed PLD may well increase the standard of PLD that schools offer. When teachers' time is rationed, schools will want to use this time wisely - and may think twice before calling staff together. Nor does this proposal address the paucity of PLD available to teachers. This may not be properly addressed until the Education Service Agency is established.
- 14.2 PPTA has the PLD Fund which both provides courses, conferences and seminars and also assists teachers to attend PLD provided by subject associations. However, while this is a welcome addition to the PLD situation, on its own it cannot address the lack of support for teacher growth and development.
- 14.3 There is a risk that schools that were prepared to offer more PLD will choose to restrict this to 20 hours. This need not be the case. Schools can continue to allow teachers to undertake as much PLD as they like, only after 20 hours this will be voluntary or by agreement.

¹² NSW Education Authority (2018) Maintenance of Teacher Accreditation Policy

15.CONCLUSION

- 15.1 This paper has outlined the benefits of PPTA having a policy on the amount of PLD teachers should be entitled to. The proposal of 20 hours is reasonable and realistic and should be able to be met by all schools. Requiring teachers to be responsible for half of the PLD entitlement is common in other jurisdictions and will be welcomed by teachers who feel that their needs are not currently being met. There is a risk that the ministry will not agree to a set entitlement of PLD without a paper trail which may develop into a workload issue.

16.APPENDIX 1



17.APPENDIX 2

Profession	Association	Requirement (hours per year)	Notes
Doctors	Medical Council of NZ	50	at least 10 hours a year of peer review at least 20 hours a year of continuing medical education (CME) Continuing professional development (CPD) must be relevant to the type of practice
Chartered Engineers	Institute of Professional Engineers NZ	50	Guideline only - achievement assessed on learning and its application, NOT total hours spent.
Chartered Accounts	Chartered Accounts Association of NZ	Average 40	120 hours over three years, 90 hours must be formal CPD
Engineers	Engineering NZ Institute of Engineering Professionals	40	
Architects	New Zealand registered Architects Board	Average 30	1000 points (100 to 200 hours) over five years Scheduled CPD typically allocated at 5 to 10 points per hour.
Dentists	Dental Council of NZ	Average 25	50 over 2 years
Nurses	Nursing Council of NZ	Average 20	60 over 3 years
Quantity surveyors	New Zealand Institute of Quantity Surveyors	Average 15	45 over 3 years
Lawyers	New Zealand Law Society	10 per year	
Pharmacists	Pharmaceutical Society of New Zealand	Not prescribed	A <i>competence framework</i> developed to be flexible and versatile and relevant to variety of stakeholders. A prescriptive approach avoided in favour of general guidance. Individual pharmacists use the framework to guide professional learning and help identify their own learning needs through reflective approach based on skills and competencies required for their particular professional practice.
Teachers		Not prescribed	An expectation that there will be some. Much is employer directed.

Insurance brokers	Insurance Brokers Association of New Zealand	15 points per year	<p>Accredited course/ program</p> <p>Online or short technical and business skill</p> <p>Study and Examination/ accredited training for qualification</p> <p>Webinars or Seminars or in-house training</p> <p>Conference Events</p>	<p>A maximum of 20 points per year</p> <p>Rated by depth and breadth of course and formal assessment criteria.</p> <p>Max. 10 points p.a. Points directly related to content depth and breadth</p> <p>Rated by learning outcomes, relevance and contact points or depth and breadth of course and assessment used</p> <p>Rated on learning outcome, relevance and length of seminar (between 0.5 and 3 points per topic/session).</p>
Master builders	New Zealand Institute of Building	45 credits over three-years, minimum 10 credits per year.	Each of the NZIOB Regions holds between 6-8 CPD events a year. All activities are assigned CPD Credits.	