

What teachers want from professional development

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Abstract

Teachers do not come to professional learning opportunities as blank slates. Instead, they come to these settings with a complex collection of wants and needs. The research presented here takes a closer look at these wants across five different professional learning settings distilling from the data a taxonomy of five categories of wants that teachers may approach professional learning with. The resultant taxonomy, as well as teachers' behaviours vis-à-vis this taxonomy indicate that we need to rethink our role as facilitators within these settings.