

ASCILITE 2024

Navigating the Terrain:

Emerging Frontiers in Learning Spaces, Pedagogies, and Technologies

Riding the wave: The design and implementation of the Taipapaki process of professional development for teaching

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Our aim in developing the Taipapaki process was to enhance teaching and learning at the University of Canterbury by providing purposeful and productive professional development, while modelling good pedagogical practice in the online environment. Taipapaki combines traditional face to face coaching and support, with a technology enhanced flipped approach to providing background and essential elements for the development of a successful course.

Underpinned by adult learning theory (Knowles, 1990), the Taipapaki process design allows for flexible, self-directed learning and enables a lecturer to build on their existing understanding and experience, at a time and pace that works for them. Characteristics of effective professional development, as recommended by Cordingley et al. (2015), Darling-Hammond et al. (2017) Hertz et al. (2022) and Richardson & Díaz Maggioli (2018), have been incorporated into Taipapaki. The recommendations implemented include: a well aligned, needs based approach that shares models of effective practice, involves the practical application of learning, opportunities for peer collaboration, reflection, coaching and support, and it is of a sustained duration.

As well as engaging lecturers in enhancing their understanding, the Taipapaki process supports them in implementing what they learn into their current practice. It begins with a lecturer identifying a course to re/design and enhance. The chosen course then becomes the context for their professional development. Having a specific course to focus on enables lecturers to practically implement their new skills, and that practice supports them in applying those same skills in other courses they teach. Taipapaki provides seven 'waves' of learning, each focused on a specific area of course design and development. While all the waves encourage and support lecturers in the effective use of technology in their teaching, this becomes more evident in the waves which focus on 'Course structure and visual design', 'Active learning', and 'UDL, content and technologies'. All waves involve the participating lecturer in enhancing their understanding of the topic through online resources and examples of good practice, applying their new learning with support from a team of experts, and reflecting on the results of their enhanced practice.

The implementation of the Taipapaki process has been gradual. Following discussions with Heads of Faculty, to establish the most effective means of engaging their staff, lecturers who had expressed an interest in re/designing a course were identified and offered the opportunity to participate. To increase the collaborative learning elements of the process, all members of a course teaching team, or sometimes department, were encouraged to participate as a group. The flexible, learner centred nature of this initiative, and its practical application were emphasised, but the perceived lack of available time for professional development was often the greatest barrier to engagement.

The Taipapaki process has now been made available to lecturers in all faculties, and feedback from those participating has been very positive. The implementation and uptake of Taipapaki across the University of Canterbury has been constantly evaluated. Academic Developer observation and informal staff feedback have led to the addition of more targeted invitations to participate, and additional course support for those who engage in the process. Research is currently being undertaken which targets the staff experience, to further refine a means of encouraging lecturer participation.

Keywords: Professional development, Blended learning

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