What do teachers (still) want to learn? And how do these professional learning goals relate to their years of teaching experience?

This talk will highlight some important findings from two small-scale qualitative studies that address the relationships between teachers’ professional learning goals and their teaching experience. Although those relationships seem self-evident, professional development (PD) programs hardly take teachers’ years of experience into account. PD programs are often misaligned with teachers’ particular professional development goals and are subsequently experienced irrelevant to their classroom practices.