

Teacher PD and Teacher as Content Developer



Saskatchewan, Canada



Curriculum Development

- Since mid 1980's teachers have played critical role in curriculum development
- 3 year process-
 - Seconded Teachers write curriculum
 - Pilot classrooms test curriculum
 - Seconded Teachers revise curriculum
- Implementation follows with regional inservice



ICT and Professional Development

■ Assumptions

- Results of PD must be immediately applicable for teacher
- ICT activities should not be an add on activity but should support required classroom instruction
- Technology should not be taught in isolation



ICT and Professional Development

- In-Service topics were subject related
- Technology skills taught as needed but topic was always on academic subject
 - Need to have staff to assist individual teachers during the in-service.
- Outcomes of in-service must have immediate application in classroom



Technology use as an add on activity

- This is a major problem for gaining teacher acceptance of ICT
- Perception that ICT will take away from limited time to teach subject areas.
- Perception that teacher will be judged by student marks not by ICT skills/use.



Saskatchewan Response

- Link ICT directly to curriculum
- Develop resources to support the curriculum
- Integrate use of technology
- Develop question databases and other teacher tools
- Have teachers develop resources



Teacher as Content Developer

- In 2000 funds were allocated to content development: \$2,500,000
- Since the money was from funds allocated to schools teachers were invited to become content developers.
- Seen as a way to build a cohort of ICT skilled teachers across the province.



Critical Factors

- Teachers identified the needs for development
- Teacher teams encouraged for development
- School Divisions required to give paid release time for teacher developers:
 - For provincial in-service to learn how to develop resources
 - For time to develop the resource.
- School Divisions required to provide tools and access from funds received.
- Department gives up some control



Distance Learning Changes

- Traditional Distance Learning (Correspondence) since 1920's
- Televised Distance Learning since mid 1980's
- Both continue today but enrollments are dropping as students and teachers use ICT for distance learning



Why ICT Distance Learning

- Blending of Distance Learning and face-to-face instruction
- Specialist teachers in small schools can stay in small community and still teach specialist subject to many students
- Distance Learning Teacher is also a classroom teacher