Support for Members

Members should have access to ongoing training, information, and support when implementing ICT with students. **Support involves:**

- planned, intentional and ongoing professional development relevant to the specific needs of the Member;

- equitable accessibility of support for all Members;

- timely access to technical support;

- fully operational devices; and

- consideration and flexibility for teaching plans when unforeseen circumstances (malfunctions) occur.

When ICT is implemented for the regular administrative functions of school, the Society believes that training for such use of ICT shall be provided during the Instructional Day.

Funding

There should not be any financial or funding concessions, to the detriment of other curricular areas, to fund ICT initiatives.

There should be no private sponsorships of ICT in any publically funded school in Manitoba.

All Members, regardless of location or the socio-economic factors of their school community, should have equitable opportunities to implement ICT.

The Manitoba Teachers' Society

THE MANITOBA TEACHERS' SOCIETY

Guiding Principles for Information and Communication Technologies (ICT) Implementation

The Manitoba Teachers' Society

Definition/Preamble

As defined by Manitoba Education and Training, "Information and communication technologies (ICT) include computers, laptops, digital cameras, video cameras, digital microscopes, scanners, cell phones, electronic games, digital audio devices, global positioning systems, electronic whiteboards, the Internet, et cetera." ICTs in the classroom will continue to evolve as new technologies emerge over time.

These guiding implementation principles apply to all devices, whether provided by the employer or brought in by a student as part of a Bring Your Own Device (BYOD) program.

General Principles

- The Manitoba Teachers' Society is committed to incorporating information and communication technology (ICT) when it is relevant and meaningful to improved teaching and learning. This applies to teaching and the other day-to-day functions of a Member's position regardless of their role and duties in a school.

- ICT is an instrument for Members to use in crafting and shaping learning experiences for students, guided by curricular goals and outcomes. ICT implementation should not be the 'driver' of teaching and learning strategies.

- To facilitate best practices and respect individual learning styles and differences of students, teachers, and others, Members should have the autonomy to decide best practice for when and how to infuse ICT in their learning environments.

- Use of ICT outside of the instructional day shall be at the discretion of the Member. Use of ICT should not disrupt the work-life balance of any Member and should not be used to extend working hours or the school instructional day.

- Members should be protected against the risks inherent in the implementation of ICT in their schools and workplaces in respect of privacy, confidentiality and personal security. Appropriate training, safeguards, oversight and information should be provided on all aspects of ICT security protocol and conduct for all users.

Roles and Responsibilities

While Internet-based resources can provide unique research, communication, and learning opportunities for students, the Society believes that these resources cannot be used to replace the role and function of the teacher for all aspects of teaching and learning in schools and classrooms.

The Society believes that hardware and software installation and maintenance should be performed by Information Technology professionals, and that Members should be able to access timely and direct support from their Divisional IT departments when issues arise regarding ICT upgrades, installations, malfunctions and breakdowns.

Implementation

An implementation plan is best developed well before the decision to integrate ICT into schools is undertaken. These plans should be collaborative and inclusive, with thorough input by Members and other users of the ICT assets. Plans should consider:

- purpose and long-term goals for ICT implementation which align with Divisional and Provincial goals and priorities for teaching and learning outcomes;

- varying levels of experience and readiness of Members;

- reasonable timelines for ICT implementation;

- opt-in opportunities (that include volunteering) that should be supported with a focus on reflection and growth;

- pilot program implementation that provides realistic feedback on the efficacy of the ICT on the desired educational goals and outcomes;

- professional development and training for all Members in place prior to full-scale implementation;

- monitoring of the impact on teacher workload;

- acquisition and installation costs of equipment;

- ongoing maintenance and support costs of equipment;

- ongoing evaluative and reflective feedback from Members who are tasked with its implementation.