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Developing teacher and student competence with digital technologies: The design of a decade-long school-university professional development collaborative

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Integrating information and communication technologies (ICTs) to enhance teaching and learning is a complex undertaking. How do K-12 teachers' knowledge, strategies and dispositions for tackling this work develop over time?

This poster describes the phases and features of a 10-year professional development collaborative between a school and university that focused on developing capacity for teacher-led technology integration. The project cycled through three iterative phases.

Phase 1, situation assessment, involved gathering information from teachers, students and administrators through classroom observations, surveys, interviews and focus-group conversations.

Phase 2, immersive experiences, used information from Phase 1 to collaboratively plan tailor-made face-to-face workshops and mentoring sessions across the school year.

Phase 3, implementation and support, extended the immersive experiences with just-in-time technology support across the school year from university staff and teacher colleagues.

This poster extends the findings reported in 2011 (Journal of Education, 191(2), 3-18) regarding teachers' diverse learning pathways and their evolving views of technology integration.