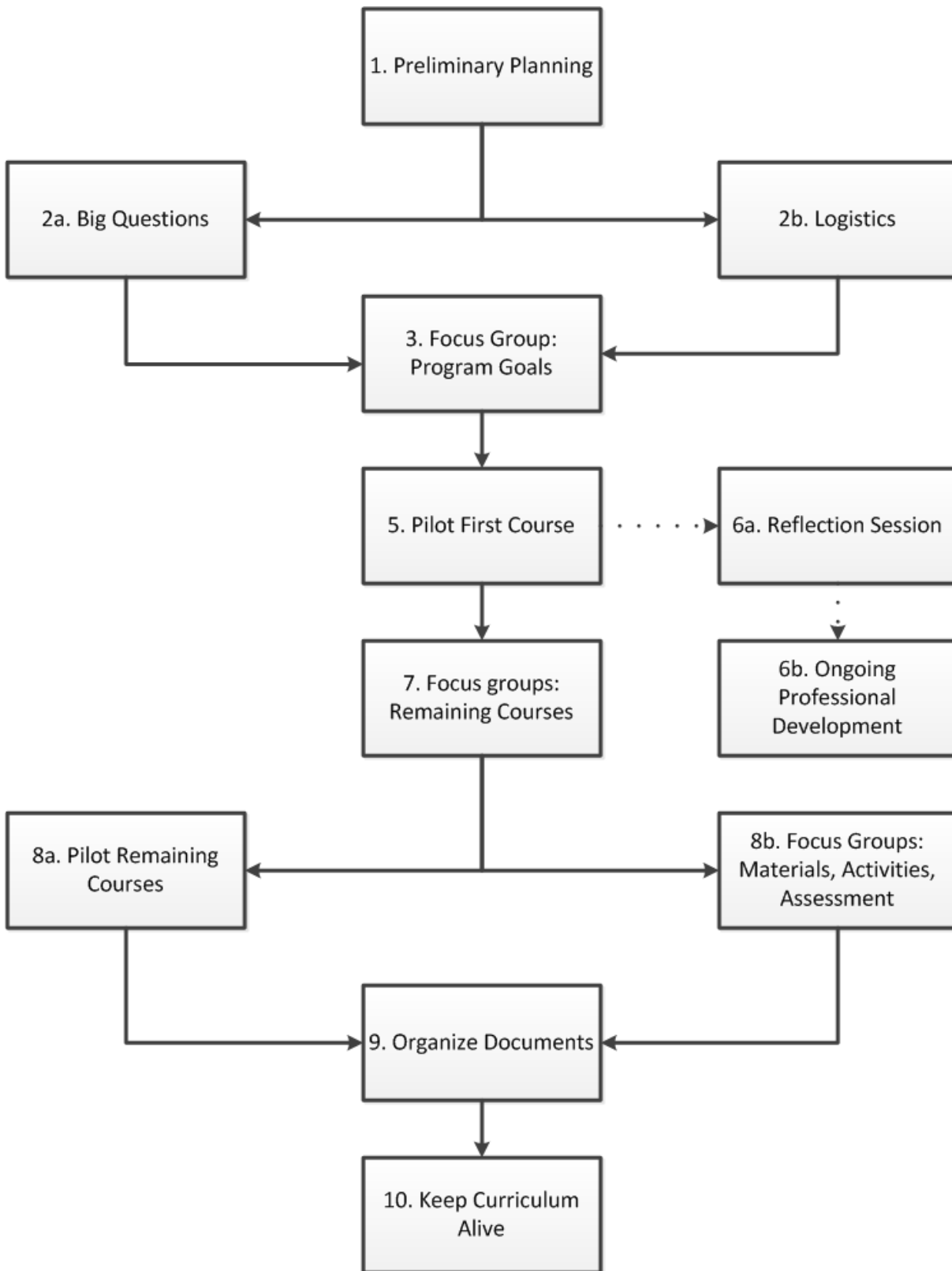


TESL Canada 2012 Conference: Road Map to a Revitalized Curriculum

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Lessons Learned

1. Involve the teachers at every step and in every way possible.
2. Take time at the beginning to really consider the “big questions.”
3. Involve all stakeholders. Regularly meet, listen, and keep informed.
4. A Project Charter keeps you focused.
5. CLB is a huge resource, much more than just benchmarks.
6. Change is difficult and threatening.
7. Listen to dissenters or resisters and learn from them.
8. Teachers must be compensated for curriculum work including Focus Groups.
9. Work together on the first course. Then pilot it, reflect on the process, and divide up remaining courses among CD project team.
10. Base curriculum development on what you are already doing well and use teachers’ words.
11. Have a system for incorporating feedback and make it easy and obvious.
12. Make note of professional development ideas and needs as you go along and see they happen.
13. Community is hard to create just by email. Face to face is always better.
14. Stop and reflect: what’s working, what’s not.
15. Different teachers have different needs.
16. Surprisingly, we found nothing of great value on the Internet about curriculum development.

Documents Created and Resources Used

Our documents are easily accessible in Dropbox at the following link: <http://tinyurl.com/8exwyak>

Documents included in Drobox:

- Job Description for Team
- Project Charter
- Mission Statement
- Overall Curriculum Goals
- Conducting Focus Groups
- Composition Goals All Levels
- Composition Activities, Assessment
- Fullan’s “Change Theory” article
- Student Questionnaire
- Course Overview Form

Useful Websites:

- Canadian Language Benchmarks www.language.ca
- Survey Monkey www.surveymonkey.com

Useful Books and Articles:

- BC Ministry of Advanced Education. (2008). *2007 ESL Survey: 2007 English as a Second Language Student Outcomes Survey*. Victoria, BC: Government of British Columbia.
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- Richards, J. C. (2001). *Curriculum development in language teaching*. New York: Cambridge.

