

Centre for Education Leadership and School Improvement (CELSI)
DEVELOPMENT PLAN FOR USE OF TECHNOLOGY TO SUPPORT OUR WORK
 June 2003

"Staff" refers to all full time staff including support staff, MA tutors and members of CELSI management group. It may also refer to Project Associates where appropriate and specified, assuming an active contingent of 50 staff (i.e. involved in at least 15 hours of work for CELSI during the year and/or assessment) for the purposes of this plan.

SHORT TERM: April - December 2003

All CELSI	<i>50 active staff</i>	Raise awareness of and provide direct access to support structures for e-learning and technology within the Faculty and for CELSI so that everyone can access help and information when required.
	<i>8 core staff, 3 of which will be authors</i>	Develop a workable system of responsibilities and resources/time allocation (operational and editorial) for updating and refining the public-facing CELSI website to provide public access to information and contacts and to market and publish our work.
	<i>20 most active staff to cascade to 50</i>	Provide shared resources in a password protected staff area on the CELSI website (e.g. costing forms, exemplar materials and resources).
	<i>20 most active staff to cascade to 50</i>	Facilitate communication from individuals to selected staff groups using 'groupware' (group emails).
	<i>50 involved in discussions, in-house</i>	Raise and discuss professional development and funding issues for staff with different levels of involvement, in relation to registration and induction as CCCUC computer users across all College sites and off campus .
	<i>50 staff</i>	Register and induct all existing department staff as CCCUC computer users by September 2003 and provide this for incoming staff as required.
	<i>30 staff to cascade to 50</i>	Provide orientation to e-learning including the associated development needs analysis for all existing staff and for new staff as required.
	<i>2 Programme Directors and Head of Centre</i>	Agree responsibilities for collecting examples of CELSI's work to feed into Faculty and back in order to share and build on good practice
	<i>2 Programme Directors and Head of Centre</i>	Raise awareness and enable discussion of effective use of technology (using CELSI examples in the Faculty and using Faculty and other examples with CELSI staff), providing access to case studies, demonstrations and contacts relevant to our work, to give a foundation for development and peer support (e.g. Q-builder; NPQH learning forum; SAGA webboard research).

Projects	<i>5 projects involving 10 people in each with one co-ordinator who would receive most of the training. CELSI staff to train clients.</i>	Experiment with use of technology for online collaborative working, discourse and research, learning and teaching for selected projects and evaluate (e.g. SAGA webboard research)
Programmes	<i>20 tutors</i>	Plan staff development activities to ensure tutors are aware of their role in student registration and induction as CCCUC computer users.
	<i>150 students</i>	Register and induct all students as CCCUC computer users at start of programmes from September 2003.

MEDIUM TERM: January – December 2004

MEDIUM TERM: January – December 2004		
All CELSI	<i>consultancy for decision making</i>	Develop a mechanism to facilitate online collaborative working, discourse and research across the centre.
	<i>50 staff</i>	Formalise, document and publish arrangements and protocols for training and professional development of staff, including part time and AAS, in use of technology for programmes and projects (e.g. minimum skills and resources requirements; induction and orientation; funding for generic and specific training and support)
	<i>8 core staff (links back to web authoring last year)</i>	Develop and implement administrative processes that can be enhanced using technology.
	<i>consultancy</i>	Development plan review. Provide facility for contributing comments. Feed back into Faculty and College discussions and developments.
	<i>no support needed</i>	Following review, make recommendations to the Faculty to fuel the debate regarding the practicalities and implications of e-learning and teaching and e-administration for staff (including those who are hourly paid) and students.
Projects	<i>In-house Peer support</i>	Formalise, document and publish consistent approaches to online collaborative working, discourse and research that can be adapted for projects and networks.
	<i>8 core staff consultancy</i>	Develop and trial online evaluation and quality assurance materials that can be customized for particular projects, in line with CCCUC procedures.

Programmes	<i>10 tutors 150 students</i>	Develop a mechanism to use technology to extend to more online collaborative working, discourse and research within programmes e.g. follow-up to CANTARNET conference discussions
	<i>20 tutors who will train 150 students</i>	Publish teaching and learning materials accessible to all
	<i>4 tutors who will then train rest of tutors and 150 students</i>	Produce programme materials for student self-assessment and review (School Development and Leadership and Management programmes) e.g. to plan and track impact of development work; to review draft writing against assessment criteria; to assess own leadership style
	<i>Consultancy</i>	Introduce online evaluation and quality assurance materials in accordance with CCCUC procedures
	<i>20 tutors</i>	Provide training and support for tutors to enable them to support themselves and their groups in online working, self-assessment and review and quality assurance.
	<i>20 tutors to support 150 students</i>	Schedule orientation to e-learning following induction for all groups (by the end of the term following registration date), including access to ICT skills audit, support for individual development planning and information about online support available from CCCUC
	<i>consultancy</i>	Link with Faculty developments in e-tutoring of selected groups and networks within CELSI programmes; explore other experience of this within the Faculty.

LONG TERM January 2005 – December 2005

All CELSI	<i>50 staff 150 students</i>	Provide a virtual learning environment for CELSI to facilitate communication, administration and collaborative working and to enhance the quality of learning and teaching in projects and programmes.
	<i>estimate 10 new project associates</i>	Provide ongoing training for existing and new staff to enable everyone to use technology with confidence as appropriate to their work.
	<i>consultancy</i>	Share experience with the Faculty, across the College and with partners (other HEIs, schools, LEAs).
	<i>consultancy</i>	Carry out detailed consultation and review of CELSI's use of technology with all staff, selected clients and students and write new development plan.
Projects	<i>Peer training and support</i>	Develop e-orientation materials that can be adapted and factored into projects where appropriate (e.g. to guide and train colleagues in school to access web materials for department self-review supported by CELSI; to explain how to access a discussion forum for those involved in an Excellence Cluster).
	<i>Peer training and support</i>	Introduce online evaluation and quality assurance materials and processes for all projects in line with CCCUC procedures.
	<i>Brief 'top- up/update' training for 50 staff, the rest peer support</i>	Provide tailored training and support for staff including associates to ensure quality within projects when using technology.
Programmes	<i>20 tutors</i>	Train tutors in use of the virtual learning environment and in e-tutoring.
	<i>20 tutors 150 students</i>	Use the virtual learning environment where it can enhance learning, teaching and communication between tutors, students and partners.
	<i>10 tutors</i>	Develop e-tutoring across all groups where it will enhance face to face teaching and learning.
	<i>consultancy</i>	Share practice in use of technology to improve learning and teaching within programmes, across the Faculty and College and with partners and colleagues elsewhere.