

Centre for Education Leadership and School Improvement (CELSI)  
**DEVELOPMENT PLAN FOR USE OF TECHNOLOGY TO SUPPORT OUR WORK**  
 Revised April 2004

*"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**

<b>All CELSI</b>	<i>20 active staff</i>	<i>A2003-1.1</i>	<p>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.</p> <p><b>ACTION (12/12): Simon to work with Judy to organise staff awareness / sharing practice session Completed 12/12 attended by Mary Taylor, Mike Head, John Bartholomew, Jacqui Dabnor, Judy. Issue over communication of the event to associates.</b></p> <p><b>Contact Client and Simon Hughes to check CELSI work isn't being duplicated at Faculty level – who is doing what?</b></p>
	<i>8 core staff, 3 of which will be authors</i>	<i>A2003-1.2</i>	<p>Develop a workable system of responsibilities <b>and resources/time allocation (operational and editorial) for updating and refining the public-facing CELSI</b> website to provide public access to information and contacts and to market and publish our work.</p> <p><b>ACTION (ASAP): Nyree to liaise with Judy to provide web training, template development, look and feel advice and general support for main CELSI public web and QISS web (training will sub-contracted to LTEU IT Training Team) Gina and team working with Rich, (&amp; ?Tony/Chris/Angela/Alun not sure who)</b></p> <p><b>Meeting 17.06.04 to discuss this (RD, AB, AL +?)</b></p>

20 most active staff	A2003- 1.3	Provide shared resources in a password protected staff area on the CELSI website (e.g. costing forms, exemplar materials and resources). <b>ACTION (ASAP): Nyree to liaise with Judy to set up a Blackboard for internal CELSI developments. Beginning with producing a VLE development plan covering Bb course structure, staff development plans etc. CELSI CMG to have access pre-Christmas – training 01/12. Bb training for full time staff 01/12. (BL, JD, TK, AD, AB, RD now trained). Bb files for shared resources in place, some have docs already, but Bb not yet used as we need to train rest of dept first. Plans to include staff dev plans for remainder of Centre staff post-Christmas. To include investigating setting up a CELSI e-diary. Work with Alun to check this is up to date before we go to Bb communication from Sept.</b>
20 most active staff	A2003- 1.3	Facilitate communication from individuals to selected staff groups using `groupware` (group emails).  <b>(post-Christmas)</b> <b>need Bb training for all associates first</b>
20 involved in discussions, in-house	A2003- 1.4	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 . <b>Already an issue – need also to see value of it for them and it has been difficult to arrange training off site efficiently to make best use of Simon’s time – revisit this</b> <b>CELSI has funds - is raising these issues within Faculty continually</b>

20 staff	A2003- 1.5	<p>Register and induct all existing department staff as CCCUC computer users by September 2003 and provide this for incoming staff as required.</p> <p><b>ACTION (ASAP): Simon to work with Alun/Angela to set up process for obtaining University College computing accounts for AAS/Sessional Staff. Should now be complete</b></p> <p><b>ACTION (ASAP): Simon to provide ICT induction, including e-learning orientation for Centre staff. Alun to co-ordinate scheduling/locations etc. with Simon. 'Mopping up' needed! Should we use peer support to take it out to people one by one?</b></p> <p><b>Induction will take place as and when it meets specific needs (cascade by Rich &amp; Judy) SS to send Judy training materials for this.</b></p> <p><b>Robin Precey will need to be inducted as new member of staff, also any new recruits in QiSS Existing staff might find the 'Welcome to the faculty' session on 6<sup>th</sup> Sept. useful – Judy to check with Vanessa.</b></p>
20 staff	A2003- 1.5	<p>Provide orientation to e-learning including the associated development needs analysis for all existing staff and for new staff as required.</p> <p><b>(as above) (as above) Rich to identify staff who will require this. Alun to check who still needs a session – will include Robin Precey who should contact SS. SS will provide sessions anywhere for up to 10. SS to check provision at ULF. Judy to organize a simple individual/group needs analysis exercise during cmg meeting.</b></p>
2 Progr amme Direct ors and Head of Centre	A2003- 1.6	<p>Agree responsibilities for collecting examples of CELSI's work to feed into Faculty and back in order to share and build on good practice</p> <p><b>ACTION: Judy to collect examples of work for feeding into Sharing Practice section of Faculty E-learning Doing this in various ways including e-learning conference &amp; informal discussion</b></p>

	2 <i>Programme Directors and Head of Centre</i>	A2003-1.6	<p>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).</p> <p><b>(as A2003-1.1) (as A2003-1.1)</b></p>
<b>Projects</b>	5 <i>projects involving 10 people in each with one coordinator who would receive most of the training. CELSI staff to train clients.</i>	A2003-1.7	<p>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)</p> <p><b>ACTION (ASAP): Nyree to work with Judy to develop supporting CD-ROMs for upcoming ICSEI conference. Great success. We just had enough for the conference. Underestimated value of using CD to give to people back home <i>beyond</i> the conference to demonstrate nature of CELSI's work. We think the label design could be improved given more time. Highly recommend this application to colleagues. The CD is really user-friendly.</b></p> <p><b>ACTION (ASAP): Nyree to liaise with Richard to set up a Blackboard for the School Development programme group at Sandwich. Beginning with producing a VLE development plan covering Bb course structure, staff development plans etc. N.b. this is a switch with Project developments for Bb as there are questions over licensing Bb for customers who aren't students ... Sandwich pilot in progress</b></p> <p><b>ACTION (ASAP): Simon to work with Rich to set up University College computing induction, registration and hands-on orientation for Sandwich School Development students. Done</b></p> <p><b>Possibly explore WebBoard for QISS later in the term? ?</b>  <b>Used online feedback for SAGA research -still to evaluate</b></p>

<b>Programmes</b>	<i>10tutors</i>	A2003-1.8	<p>Plan staff development activities to ensure tutors are aware of their role in student registration and induction as CCCUC computer users.</p> <p><b>ACTION (08/12): Simon to work with Judy to run a staff development workshop on how to remotely register and induct students for University Computing services. Training completed for JD, GH, NL, BL, DW (RD, KJ also trained). AB trained in how to support. Judy to run induction with Hastings group and Overton Grange group this term. Diane to run one for Newham. SS in support. Advice sheet developed (SS/JD) to inform and guide remote IT support staff.</b></p> <p><b>This is working well! Angela to provide a list of all registered students for SS to check whether they have accounts.</b></p>
	<i>150 students</i>	A2003-1.8	<p>Register and induct all students as CCCUC computer users at start of programmes from September 2003.</p> <p><b>Being done. Sandwich on board.</b></p>

**Summary of key issues to take forward following review with Simon Starr of this phase of development and subsequent discussion with Richard . (Numbers correspond to points on the plan)**

- 1.1 We need continued raising of awareness through agenda time in CELSI management meetings. E-learning is a standard agenda item and we can use this not just to update on the plan but for people from CELSI management group (cmg) to be invited to share their practice or for discussion of particular issues and applications.
- 1.2 Public facing website; Georgina has been working on it but we want to hold on this now until we are sure what we want to put onto the website as CELSI is still developing and finding its niche under Richard's direction. At the moment all we need is a presence on the web. We will be more clear on this by the summer. We don't need additional support this academic year for induction and training. Discussion to take place on 4th May at management group meeting after which it will be clear what will go on the website.
- 1.3 Bb will be extended to cmg by the summer through registration and induction of remaining core staff and key associates by RD and JD. This will involve about 12 AAS as much CELSI work will be undertaken by Faculty staff in future, bringing in staff from other depts. All communications within cmg to be through Bb from Sept.04.
- 1.4 Schedule IT induction sessions for cmg and other key AAS staff (about 12 in all) – as appropriate, led by RD / JD with support from SS where required. This will probably be organized on a one-off basis as there are less staff to include than formerly estimated. Per05 form from Anne Stringle for sessional staff which Rich needs to process (Alun to check and chase this). Rich needs to push it through as CELSI director. New staff member from Sept. 04 to be registered and inducted as part of normal College procedures with ongoing support from JD/RD as appropriate.
- 1.5 Needs analysis is part of induction.

- 1.6 We need to build in staff development time for sharing and discussion of developing practice which as well as being a staff development exercise can be captured and fed back to faculty by Judy. [Linked with 1.1. part of session on 4th May to be used for this.](#)

## **PROJECTS**

1.7 We are restricted by Licensing as only registered students can use Bb, so this section is on hold. Need to write a memo to explain who we would like to be using Bb from our range of clients and people who 'attend only' and need to be engaged in our e-community (including CANTARNET, TALK?) and how many this involves. There will be no webboard from Sept.04 so this is urgent.

CD production should be sent to Georgina as she can produce them quickly. Very successful at ICSEI so we can extend this to other applications now but need to set early deadlines. Simon can master CDs for us, but we can also do it ourselves, need to discuss which is best for particular tasks.

Simon can support use of digital video. We have ordered 3 digital cameras. Main use may be in QiSS, to be explored in next cmg.

## **PROGRAMMES**

1.8 This has all been completed as planned. Bb training for tutors and then staff is the next step. Simon needs at least 6 weeks notice of all staff and students wanting to use Bb and their groups. **JD to notify Simon of all required users ready for CELSI Bb use in Sept.04, by 7<sup>th</sup> June at the latest.**

## MEDIUM TERM: January – December 2004

<b>All CELSI</b>	<i>consultancy for decision making</i>	A2003-2.1	Develop a mechanism to facilitate online collaborative working, discourse and research across the centre. <b>We will initiate Blackboard for all CELSI communications with cmg and key associates, to be up and running from September 04. By April 6<sup>th</sup>, the core team (AB, AD, RD, TK, BL, JD) and School Development tutors will be trained for Bb, to be extended to all cmg and key associates by the end of the summer term. Richard needs to endorse and push this through as CELSI director. 'Non-traditional' students, clients and colleagues are not yet able to access Bb – Judy to write memo with Richard setting out the range and likely numbers of people this should involve – the people we want to engage in our e-community.</b>
	<i>20 staff</i>	A2003-2.2	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) <b>Judy to initiate drafting with Richard of 'statement of expectations' – minimum skills, arrangements and protocols for induction and staff development for regular CELSI staff (cmg plus key associates, maximum 50). This will apply to all new associates. Includes Simon running 1 to 1 needs assessment for new staff.</b>
	<i>8 core staff (links back to web authoring last year)</i>	A2003-2.3	Develop and implement administrative processes that can be enhanced using technology. <b>Bb as above (see 2.1). CELSI board is already full of information posted by AD, awaiting induction of staff.</b>
	<i>consultancy</i>	A2003-2.4	Development plan review. Provide facility for contributing comments. Feed back into Faculty and College discussions and developments. <b>Scheduled with Simon for June, Judy to collate evidence and feedback from CELSI.</b>

	<i>no support needed</i>	A2003-2.4	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. <b>Judy to be conduit for this using agenda slots in cmg and tutor meetings and participating in Faculty and College e-learning discussions (e.g. Learning and Teaching Cttee). Active encouragement for colleagues within CELSI to participate in and contribute to staff development events such as e-learning conference.</b>
<b>Projects</b>	<i>In-house Peer support</i>	A2003-2.5	Formalise, document and publish consistent approaches to online collaborative working, discourse and research that can be adapted for projects and networks. <b>On hold until access issues resolved, see 2.1.</b> <b>Judy and Rich to write statement of need for external people with numbers estimated as far as possible for SS to take to FMT &gt; SMT? A business case for providing access for non-students who are clients for our projects.</b> <b>Remember some have their own systems up and running that they can use, e.g. networked learning community web – always explore this first.</b>
	<i>8 core staff consultancy</i>	A2003-2.6	Develop and trial online evaluation and quality assurance materials that can be customized for particular projects, in line with CCCUC procedures. <b>On hold until access issues resolved, see 2.1. We could use the website for this but may be best to wait for Bb and until we are clearer about the direction in which CELSI is developing.</b>

<b>Programmes</b>	<i>10 tutors 150 students</i>	A2003-2.6	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 <b>Blackboard training 6<sup>th</sup> April with Simon.</b>
	<i>10 tutors who will train 150 students</i>	A2003-2.6	Publish teaching and learning materials accessible to all <b>JD collecting resources, awaiting Bb training on 6<sup>th</sup> April. Others encouraged to contribute.</b>
	<i>4 tutors who will then train rest of tutors and 150 students</i>	A2003-2.6	<b>Pilot</b> 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. <b>This will be discussed and developed with groups and practice shared as explained in School Development programme action plan.</b> Judy to talk to Rich about connecting this through SS with Personal Development Planning system for College to pilot with Sandwich group (whether we use College system or demonstrate we are doing it differently).
	<i>Consultancy</i>	A2003-2.6	Introduce online evaluation and quality assurance materials in accordance with CCCUC procedures <b>Hope to design some tools (or customize existing tools) over the summer for use within PQMR in autumn 2004.</b>
	<i>10 tutors</i>	A2003-2.6	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. <b>This will need training in early autumn 2004.</b>

	<i>10 tutors to support 150 students</i>	A2003-2.6	<p>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</p> <p><b>Staff development and training for tutors to support student learning – needs to be scheduled for autumn 2004. Simon – can something be included generically within the MA tutor training?</b></p> <p><b>Judy has talked briefly to Kit, could include this in MA training but also needs development within programmes and linked to PDP when we know more about it (JD through L&amp;T cttee).</b></p>
	<i>consultancy</i>	A2003-2.7	<p>Link with Faculty developments in e-tutoring of selected groups and networks within CELSI programmes; explore other experience of this within the Faculty.</p> <p><b>Note for revalidation (Sch.Devel. in 2007) – Learners’ skills for learning / LOs should include ICT</b></p>

## LONG TERM January 2005 – December 2005

<b>All CELSI</b>	<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.
<b>Projects</b>	<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.
<b>Programmes</b>	<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.