



ICTS

School Contact Guide

© Copyright ICT Ltd 2001
Inclusive Consultancy & Training Syndicate

ICTS
Lead organization: Inclusive Technology Ltd

Syndicate Members
ACE Centre Advisory Trust
ACE Centre North
CALL Centre, Edinburgh University
CENMAC
Cwmni Cynnal
Down Syndrome Association
Inclusive Technology Ltd
Manchester Metropolitan University
Royal National Institute for the Blind
The Advisory Unit: Computers in Education

Published by Inclusive Consultancy and Training Ltd
www.inclusive.net



Contents

Overview	3
School Contact information sheet	4
Pre-training	5
Day One	6
After Day One	7
Towards Day Two	8
Day Two	9
If it is not going as well as you would like	10
Teacher Skills Checklist	12
ICTS School ICT Resources Survey	13

Thank you ...

Everyone involved in the Inclusive Consultancy and Training Syndicate training programme acknowledges the importance of the role of the School Contact.

Thanks to your help and support we can all make the training more successful for the teachers in your school, and so enhance the learning of your pupils.

Quality assurance

ICTS has contracted an outside quality assurance team to evaluate the impact of the training. This team may contact you to help them with their evaluation.

We appreciate your co-operation in this, as we wish to continually improve and update our training, so that your teachers and their pupils can gain the most benefit from the work they are undertaking.

Manchester Metropolitan University
Paul Baker

Tel: 0161 247 2078
nofqa@mmu.ac.uk

Overview

The role of the School Contact is to support teachers through the ICTS training process. The School Contact is a key person in the success of this training programme. Most of the training is carried out through distance learning, with teachers undertaking to read materials and carry out tasks, usually involving creating resources to enhance the curriculum for their pupils.

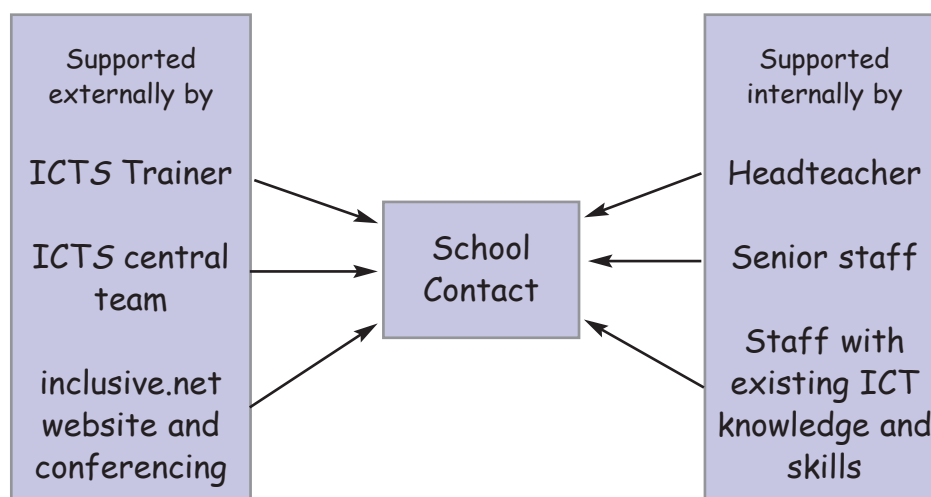
The School Contact has a professional development role rather than an IT role in this process. To ensure success for your teachers, they need motivation and commitment from the senior management of the school. One of the roles of the School Contact is to sustain momentum after Day One, to encourage and motivate and to ensure that school structures are as supportive as they can be.

Essentially, the role falls into three phases:

- after discussions with your Headteacher and Trainer, you need to ensure that things are in place for your teachers to begin the training
- you will need to monitor, with others, that your teachers are making progress through the training
- as the training comes towards completion, you will need to check that the relevant activities have been completed.

This guide gives advice about each of these stages.

As School Contact you will be supported throughout this process by others within your school and by members of the ICTS team. There are also resources that can help you on the www.inclusive.net website.



support available to the School Contact

Note about lottery funding:

This initiative is funded by the New Opportunities Fund which distributes lottery money. NOF works to the principle that any lottery funding should be matched in kind by the receiving organization. So, for example, this is why you cannot use lottery funding for supply cover. The national expectation is that schools and teachers will contribute time and resources to ensure the training programme is a success.

School Contact information sheet

School

School Contact

Trainer

Trainer's email address

inclusive.net website

School username

School password

Date of Training Day One

Date of Training Day Two

Pre-training

date completed

1. Discuss the form and content of the training programme with your Headteacher. Discuss ways in which the school may be able to support teachers through the programme. On page 7 you will find examples of some ways that schools have found useful to enable the process.
2. Your trainer will contact you to arrange the first day and discuss your school's requirements. They will ensure you have access to copies of the Baseline Skills Checklist and Resources Questionnaire. These are also printed at the back of this booklet for your information. Please photocopy these if you need to.
At this stage, any changes to the number of staff engaging in the training can be reported to your trainer.
3. Ask all teachers to complete the Baseline Skills Checklist. Collate these and make provision to ensure that teachers have the competencies required by the Baseline Skills Checklist. Use school and LEA resources to fulfill this requirement.
4. Check that equipment is in place (including internet access) and that teachers have access to the equipment they may need to complete the training. Each teacher will also need their own email address.
5. When you feel it is appropriate, return the faxback form to Inclusive Consultancy and Training to receive the ringbinders of printed Units for all your teachers. When this happens is at your discretion, but must be at least one month before training begins. This is also an opportunity to change the numbers of people registered for training.
6. Begin the needs identification process with your teachers, identifying areas of interest and professional development that can be covered by particular Units.
7. One month before the first day, complete the Resources Questionnaire and return it to your trainer. At this stage the trainer will check that you have received your sets of Units.
8. Your trainer will send you a programme for Day One about 2-3 weeks before the day. This will have been discussed with you by telephone and/or email.

Day One

This is a school closure day. The content of the day will have been discussed with your trainer.

During the course of the day, the rationale and structure of the training will be presented to all participants by the ICTS trainer.

- scope and style of the training
- introduction to email and the inclusive.net website, including the discussion forum facility. If possible, this aspect of training will be carried out 'live', but each trainer has access to CDs containing the relevant information
- all participants will be given the email address of the trainer, as well as the school username and password for the inclusive.net website
- the distance learning units will be discussed in the context of needs identification of the participants. All participants will be required to make their choice of Units on (or soon after) Day One
- your trainer will need a list of participants, along with their email addresses.

A date for Day Two will be arranged with your trainer at this time. Day Two does not have to be a school closure day and should be approximately 6 months from the start of the training.

If any of your teachers are interested in further accreditation, then you can assist them in contacting Manchester Metropolitan University to discuss the options.

MMU Accreditation contact:
Paul Baker on 0161 247 2078
paul.baker@inclusive.net

After Day One

1. Ensure that all participants fill in Feedback Form 1 on the www.inclusive.net website within 2 weeks of Day One. This form tells the trainer which Units the teacher has selected, and provides the teacher with an opportunity to comment on the training. date completed
2. If any teacher does not complete Feedback Form 1 within 2 weeks, your trainer will first contact that teacher to see if there is a problem. The trainer may then contact you if there still appears to be a problem.
3. As School Contact, you can support your staff by maintaining momentum and motivation. A training programme that lasts about 6 months is difficult to sustain, especially as there will always be other initiatives and priorities within the school. A few suggestions that have been found to be effective are:
 - one school has decided to use two further school closure days during the training to provide time and support for teachers. On these days they are holding workshops to develop skills in making overlays, using symbol software and to make further use of the internet.
 - one school has decided to commit one staff meeting each month to ICT development. While the programme is underway, they intend to hold software workshops and share successes. They intend to continue this practise after the training program has finished.
 - in one school, the School Contact has asked each teacher to 'copy her in' when emailing their trainer, and to forward the trainer's response. In this way she feels she can effectively monitor each teacher's progress.
 - one school has decided to use a 'buddy' approach and pairs up teachers working on the same Unit or activity, so an experienced teacher works with a less experienced teacher. Each teacher may then be lead 'buddy' for one activity, but be a supported 'buddy' in another.
4. Monitor that teachers complete each Unit they have selected. As you know, they must submit an email about the task they have chosen for each Unit.

We suggest that teachers should attempt to complete one Unit each month. Do monitor your staff to ensure they are motivated and progressing. If there is a problem, contact your trainer.

Your trainer will be monitoring each teacher's emails, and if there appears to be a problem they may contact you.

Trainers are not looking for a specific number of words in these emails. Rather they are looking for evidence that the teacher has extended their use of ICT to benefit the pupils and enhanced the learning of those pupils.

Examples of what teachers have done to complete some of the tasks may be found on the www.inclusive.net website.

5. Encourage your teachers to use the Professional Development Record in their ringbinder. This can be used as a record of work completed.

Towards Day Two

date completed

1. At least one month before Day Two, check that all your teachers are on schedule for completion.
2. Two weeks before the final on-site visit from your trainer, check that all the teachers have completed the second on-line feedback form.

Your staff need to be aware that this form has to be completed before they can be 'signed off' the programme. It also gives them an opportunity to comment on the training programme.

3. Two weeks before the final visit, we recommend that you also support your staff in completing their Individual Action Plan on the back page of their Professional Development Record. This will be used to inform the Professional Development Plan for the school, and will be an important part of Day Two.
4. A programme for Day Two will have been arranged through negotiation with your trainer.

Day Two

This second school visit by your trainer will cover a whole school day, normally from 9am to 3.30pm, although times may vary.

This does not have to be a school closure day, and the content will have been discussed with your trainer. Plans for the day will vary from school to school, but the day has several objectives:

- to ensure that participants have reached a substantial number of the expected outcomes for the scheme
 - to celebrate success, 'sign off' participants and issue certificates
 - to assist the school in further ICT progression within the School Development Plan.
-
1. Part of the day will involve the trainer, yourself and the Headteacher in a meeting to discuss the ongoing and future professional development needs of individual staff. The Individual Action Plan completed by each participant will form an integral part of this meeting.
 2. Part of the day may involve the trainer in working with individual teachers in their classrooms. This is an opportunity to show successful use of ICT, for the trainer to help with problems that may have arisen, or to help with suggestions for 'next steps' for a particular pupil.
 3. Some schools may choose to mount an exhibition of work carried out as part of the training program.
 4. Any issues arising from the feedback forms will be discussed with the participant concerned.

If it is not going as well as you would like

There may be a number of reasons why the training programme is not going quite as well as you would like:

- every school has many priorities at any one time and these will all impact on teacher time and energy
- the programme is designed to run over six months and it may be difficult for your teachers to sustain motivation and momentum
- the school may be experiencing technical difficulties with equipment
- you may feel that your trainer has the wrong skill set for your group
- you may feel that your trainer is not as supportive as you would like.

Steps you can take:

1. Discuss any problems with your Headteacher. Professional development issues are a key responsibility of the Headteacher, and they will need to be kept informed of the progress of the programme.
2. As a general rule, if you are experiencing any problems at all then you should first of all contact your trainer and discuss any issues.
3. ICTS has contracted an outside quality assurance team to evaluate the impact of the training. You may wish to contact them if you or your school are experiencing difficulties.

Manchester Metropolitan University
Paul Baker

Tel: 0161 247 2078
nofqa@mmu.ac.uk

4. It is likely that, for the purposes of this training, your trainer belongs to one of the centres that form part of the Inclusive Consultancy and Training Syndicate. You can contact the key person in that organization if necessary (see next page).
5. If you feel there are still unresolved issues you can contact Inclusive Consultancy and Training Ltd.
Telephone Helen Carr on 01457 819790 email helen.carr@inclusive.net

Contact details for each organization in ICTS:

ACE Centre Advisory Trust Ann Gresswell	Tel: 01865 759805 ann.gresswell@inclusive.net
ACE Centre North Simon Bloor	Tel: 0161 627 1358 simon.bloor@inclusive.net
CALL Centre Sandra O'Neill	Tel: 0131 651 6236 / 6075 (direct line) sandra.oneill@inclusive.net
CENMAC Trish Davidson	Tel: 0208 854 1019 trish.davidson@inclusive.net
Down Syndrome Association Bob Black	Tel: 01326 311007 bob.black@inclusive.net
Inclusive Technology Ltd Nigel Wallace	Tel: 01457 819790 nigel.wallace@inclusive.net
Janet Larcher Associates Janet Larcher	Tel: 01932 847303 janet.larcher@inclusive.net
RNIB Lesley Waddell	Tel: 02476 369500 lesley.waddell@inclusive.net
The Advisory Unit Sally Paveley	Tel: 01707 266 714 sally.paveley@inclusive.net

Please note: All trainers have an email address for the purpose of this training which are of the format:

aaa.bbb@inclusive.net

Teacher Skills Checklist

Preparing for ICTS NOF training

We want you to make the most of the ICTS professional development programme.

Below we have set a floor of basic ICT skills which will be all you need to start this training.

Complete the checklist below. You may already have all of the skills needed.

If there are things you can't do, you will need to do some preparatory work yourself to master the basic skills needed before we start the NOF ICTS training.

Name

basic skills needed	can do	need some help
switch on a computer		
shut down a computer		
use a mouse (click, double-click, drag)		
run software for pupil use		
run a CD-ROM		
create a word processed document		
save and load a file		
print from the computer		
use menus in software		
find files on the hard disc, floppy disc or CD-ROM		
access the Internet		
use an Internet browser		
send an email		
open an email		

This form is for internal school use - you do not need to send it to anyone.

ICTS School ICT Resources Survey

The purpose of this questionnaire is to gather information that will help your ICTS trainer to design a well-focused and successful initial contact day. Your trainer will collect this information from you in the planning period before the initial training day.

School Name

School Contact

1. How many computers do you use in your school?

Win 3.1	Win 95 or later	Macintosh	Acorn	Other

2. How many computers in your school are successfully networked?

3. How many computers in your school are successfully linked to the National Grid for Learning via the Internet?

4. How many computers in your school are linked to a printer?

5. Does your school have the following equipment?

equipment	yes
scanner	
digital camera	
colour printer	

6. Please list any alternative access devices that your school has (e.g. keyguards, overlay keyboards, trackballs, joysticks, touchscreens, switches etc.).

.....

.....

.....

.....

.....

7. List the core software that your school uses (e.g. cause & effect, word/symbol processors, predictors, multimedia etc.).

.....
.....
.....
.....
.....

8. List any communication systems used by pupils in your school (signing, symbols etc.).

.....
.....
.....
.....
.....

9. List any communication aids that your school or the pupils in your school have (e.g. BIGmack, AlphaTalker, Dynavox etc.).

.....
.....
.....
.....
.....

10. List any environmental control equipment you have in your school (e.g. mains control units, mobility platforms etc.).

.....
.....
.....
.....
.....

11. List any sensory technology you have in your school (e.g. light or sound equipment, sensory rooms etc.).

.....
.....
.....
.....
.....

12. List any specialised V.I. equipment you have in your school (CCTV, screen readers etc.).

.....
.....
.....
.....
.....

13. List any other ICT resources in use in your school that you feel might be of interest to your ICTS trainer.

.....
.....
.....
.....
.....

14. List any audio visual resources in school that could be used by your ICTS trainer on school visits (e.g. overhead projector, data projector, screen etc.).

.....
.....
.....
.....
.....

15. Is there any other information which will help us to plan the initial training day?

.....
.....
.....
.....
.....

