

Cover Sheet for Proposals	JISC Capital Programme
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Name of Capital Programme:	E-LEARNING					
Name of Lead Institution:	UNIVERSITY OF OXFORD					
Name of Proposed Project:	Learning to Improve: supporting recovery in schools through e-learning					
Name of Project Partners:	<ol style="list-style-type: none"> Technology-Assisted Lifelong Learning (TALL) Unit and the Continuing Professional Development (CPD) Centre , Department for Continuing Education, University of Oxford Nicholas Chamberlaine Technology College and the Ash Green Community School in Warwickshire LA 					
Full Contact Details for Primary Contact:	<p>Name: Marion Manton Position: Senior Manager: Learning Design Email: marion.manton@conted.ox.ac.uk Address: Technology-Assisted Lifelong Learning (TALL) University of Oxford, Department for Continuing Education Ewert House, Ewert Place Summertown, Oxford OX2 7DD</p> <p>Tel No: (01865) 280986 Fax No: (01865) 280982</p>					
Length of Project:	2 years					
Project Start and End Dates:	1 September 2006 – 1 September 2008					
Total Funding Requested from JISC:	£179,777					
JISC Funding Broken Down over Project Years:	<table border="0"> <tr> <td>2006 – 2007</td> <td>£90,585</td> </tr> <tr> <td>2007 – 2008</td> <td>£89,192</td> </tr> </table>		2006 – 2007	£90,585	2007 – 2008	£89,192
2006 – 2007	£90,585					
2007 – 2008	£89,192					
Total Institutional Contributions:	£63,512					
Outline Project Description	<p>The <i>Learning to Improve</i> project will pilot a Web 2.0 e-learning toolset to enhance professional development opportunities and work-based learning for teachers and school leaders in recovering schools. The project will contribute to the JISC Capital Programme by exploring how read/write web tools can help e-learning to enhance lifelong learning; in particular it will provide personalised learning experiences and rich collaborative environments to participants. The project will build capacity, knowledge and skills in this area to enable the wider community to engage more effectively with these technologies to support lifelong learning in the future.</p>					
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>				

Learning to Improve

Supporting recovery in schools through e-learning

Introduction

The *Learning to Improve* project will pilot a Web 2.0 e-learning toolset through a Moodle-Elgg-type integration¹ to enhance professional development opportunities and work-based learning for teachers and school leaders in recovering schools. The project will take place over two years from September 2006 to September 2008 and will contribute to the JISC Capital Programme by exploring how read/write web tools can help e-learning to enhance lifelong learning; in particular it will provide personalised learning experiences and rich collaborative environments to participants. The project will build capacity, knowledge and skills in this area by developing guidance and further outputs as outlined below to enable other groups to engage more effectively with these technologies in the future.

Across the United Kingdom there are a significant number of schools that are either 'underachieving' or 'causing concern'. The National Audit Office has concluded that around one million children are being taught in poorly-performing schools, while the public spending watchdog said in a report that 23% of secondary schools and at least 4% of primaries in England are poorly performing. This is despite ministers spending £840m improving struggling schools last year and £160m replacing poorly-performing comprehensives with city academies.² There are no 'quick fixes' but a key premise for this project is the hypothesis that pre-requisites for enabling 'recovery' in these schools are: the presence of adequately trained and resourced staff; the existence of effective communication strategies; the availability of essential and topical information and adequate mentoring support; and advice to leaders and teachers enabling them to address the underachievement in their schools and to manage organisational change. Leaders and other staff in schools who have experienced recovery have specific knowledge about the process of change and development required to bring about significant improvement in schools. This project aims to capitalise on the knowledge and those who hold it through the development and innovative use of technology.

The project will facilitate: cross-institutional mentoring; the sharing of key documents at the key points in the recovery process; and collaborative working between stakeholders in order to provide vital resources and information to those who need them. The pilot project will implement web tools and e-learning technology to create personalised development opportunities for staff, which will lead to long-term quantitative and qualitative benefits for improving schools. While the use of technology is clearly not going to be a panacea for schools that are a cause for concern, it can be used to provide the means by which schools can share their experiences in an effective, iterative and cost-effective manner. The technology will negate site-specificity issues and enable the development of genuine learning communities.

Project Description

The *Learning to Improve* collaborative project, between the University of Oxford, Nicholas Chamberlaine Technology College and the Ash Green Community School in the Warwickshire Local Authority (LA), will explore the development and delivery of a technology-focussed programme in educational knowledge management for school leaders and teachers, by utilising a Web 2.0 toolset, most likely in the form of a Moodle³-Elgg⁴ integration. This will be with the express purpose of helping to support and improve underachieving schools, initially in Warwickshire but potentially across the UK. The project will initially work with two schools with weaknesses, Warwickshire LA, educational specialists and existing networks to develop an appropriate mix of tools and techniques (both online and face-to-face) to support information sharing, community development, collaboration, mentoring, and course delivery, to meet the learning needs of school leaders and teachers.

The project is a focused pilot that will encompass the following:

- Acquisition, sharing and integration of values, concepts knowledge and best practice between the DFES, Local Authorities, school leaders and classroom teachers.

¹ A Moodle-Elgg integration will be used subject to initial investigation, alternative tools may be implemented if judged to be more appropriate.

² <http://www.epolitix.com/EN/ForumBriefs/200601/afebe902-d260-40dc-aeba-9229fae3f9e5.htm>

³ For more information on Moodle see <http://moodle.org/>

⁴ For more information on Elgg see <http://elgg.org>

- Establishment of the collaborative networks required to enable effective communication and sharing of administrative processes.
- Establishment of mentoring systems at all levels to provide staff support.
- Scoping out areas of e-CPD required by teachers and school leaders.
- Most importantly, the implementation of innovative and interactive tools to achieve the above objectives, supporting both federations of schools and non-federated schools.

The intention is that the outcomes of the *Learning to Improve* pilot will be rolled-out nationally to provide genuine and valuable support to underachieving schools.

While there are many excellent online support resources for teachers and school leaders,⁵ this project is unique, both in its focus on a specific context, i.e. recovering schools, and in the toolset that it intends to utilise to achieve its outcomes. The project will implement current best practice in blended-learning development and delivery, but also importantly support this more innovatively with a rich “personalised learning experience” which will allow all participants to benefit from the knowledge sharing, community development, collaboration and mentoring that a Web 2.0 toolset, including blogs, wikis, social software, rss and tagging will enable.

There is a considerable body of established materials available regarding recovering schools, but knowledge is growing and changing at a rate that makes it almost impossible for any individual to keep pace. In addition, those who make a difference in recovering schools are at all levels of the organisation and need information and support appropriate to their needs. The needs of a school head are not the same as a newly-qualified teacher, yet both have a valuable role to play in this complex process. Furthermore, there is a wealth of knowledge and experience that could be shared across schools that are undergoing, or have undergone, similar recovery processes. The development of read/write Web 2.0 tools offers a whole range of solutions to tackle these challenges, from the proven community-building features of social software, to the huge innovations in knowledge sharing and dissemination enabled through tagging and rss, to the dynamic content creation and annotation possibilities of blogs and wikis.

While this project will explicitly focus on school leaders and teachers and their needs, it is expected that there will be a strong element of ‘trickle-down’ to students as teachers see the benefits these tools can bring to their practice and lifelong learning and want to use them with students, certainly research shows that uptake of similar toolsets is most effective when teachers are confident users themselves.⁶ Thus where possible the project will support making a similar toolset available to students.

Specific focus during the pilot will be given to the development of the following:

- An online school management resource set, including, but not limited to, sample structures of and guidance on:
 - Strategies for implementing improvement policies
 - School Improvement and Development Plans (SIDPs): The blueprint for each school that uses inspection key issues to plan improvement and development of all areas requiring improvement
 - Leadership documents and procedures: including documents such as monitoring calendars, internal observation pro-forma, policy documents and procedures
 - Data handling and analysis: including procedures and packages for sharing, using and updating student and school performance and assessment (PANDA) data (including using the RAISEonline⁷ system, proposed to launch in summer 2006)
 - Inspection: including resources on the new 2006 procedures for inspection and the self evaluation form completed by schools prior to inspection⁸
 - Teaching and Learning Responsibilities (TLR): including the new 2006 restructuring of responsibilities and how schools can accommodate these changes
 - Practical implications and implementation of ‘Every Child Matters’ policies:⁹ The new government paper that defines a school’s responsibility to young people, and which Ofsted uses as a focus in its inspections

⁵ See, for example, <http://www.teachernet.gov.uk/>, <http://www.thegrid.org.uk/>, <http://www.ncsl.org.uk/>

⁶ Tosh, D., Penny Light, T., Fleming, K., Haywood, J., (2005) Engagement with Electronic Portfolios: Challenges from the Student Perspective, CJLT e-portfolio special Ed.

⁷ <http://www.ofsted.gov.uk/schools/dataandinformation/systems.cfm>

⁸ <http://www.ofsted.gov.uk/>

- Subject specific resources: Resources for the planning and running of specific departments including departmental plans, departmental Self-Evaluation Forms (SEFs), assessment and learning resources, schemes of work and marking policies and other tools useful for middle leaders
- Online mentoring and community support including, but not limited to:
 - A head-to-head and a school leaders' community for consultation and advice on the above aspects, linked as appropriate to the Local Authority, school governors and the National College for School Leadership etc.
 - Inter-school senior team consultations and meetings
 - Subject-specific sharing of resources and good practice
 - Advertising and sharing of in-school inset and professional development resources

Education in England has changed dramatically in the last year with a new HMI inspection structure and the re-staffing requirements of the Teaching and Learning Responsibilities (TLR) arrangements. Our hypothesis is that recovering schools in particular will benefit from knowledge of how other schools have or will implement these changes successfully.

Case Scenarios

Case 1

A school leader has been tasked with writing the first draft of her Schools Improvement and Development Plan (SIDP). She logs on to the system and finds the section on SIDPs. This is in wiki form with each major area of SIDP work represented by a small cluster of tagged pages. These pages contain guidelines on how to write the relevant section of the SIDP i.e., on achievement, or behaviour etc. There are also parallel 'talk/discussion' pages that contain advice and sample documents submitted by other schools with the same challenges. She reads these guidelines and associated advice, using the information to construct a first draft of her school's SIDP. She also contacts members of the community who have left comments/documentation in the wiki which are particularly relevant to the challenges her school faces. Once she finishes the first draft she submits portions of it into the wiki with related comments to contribute back into the community.

Case 2

An Assistant Headteacher is responsible for maintaining a narrative of his school's progress in its efforts to move out of a failing status. He posts to a blog in the system which represents his school and tags each of his postings with relevant keywords, e.g., restructuring, learning resources, self evaluation etc. These contribute to a tag cloud which is on the 'homepage' of the system. Another Headteacher logs on and notices that the cloud contains a lot of information on self evaluation. She clicks through to one of the posts and leaves a comment on his school's blog relating to how her school dealt with a specific aspect of self evaluation which was mentioned.

Case 3

A teacher in an English department that has been identified as having weaknesses uses her personal learning space in the system to cluster together relevant links, documents and contacts for her work as well as subscribing to several rss feeds that she thinks might be useful. She also starts a private blog which she uses to track her progress. After a number of weeks she finds that she has become increasingly interested in the principles highlighted in the 'Every Child Matters' paper and how these apply to her everyday teaching. She is persuaded by a colleague to open this blog up to the wider community as an example of how government advice can be put into practice, and finds she is pleasantly surprised by the feedback and help she gets from others in the same position. In addition to this she uses her blog as a supplementary resource for the professional development programme she is enrolled on.

Project Partners

TALL,¹⁰ a unit within the Department for Continuing Education at the University of Oxford is the lead partner and has a long tradition of using technology for effective lifelong learning in higher education.

⁹ <http://www.everychildmatters.gov.uk/>

¹⁰ <http://www.tall.ox.ac.uk>

TALL undertakes major course development, but also has a strong research record, including many successful JISC projects such as the two phases of the WCKER¹¹ project, and the ELF review and mapping study.¹² TALL is currently leading the SPIRE¹³ and Phoebe Pedagogic Planner¹⁴ projects.

CPD,¹⁵ a division of the Department for Continuing Education at the University of Oxford, has a history of working with TALL and other parties to develop and, importantly, to deliver innovative e-learning courses and resources to meet the professional development needs of a range of professional practitioners.

The Warwickshire LA has responsibility for approximately 77,000 school pupils and works in partnership with schools, governors, parents and many other agencies to help them achieve their specific goals. The great diversity of schools in Warwickshire serves a wide range of local communities in rural, suburban and inner-city areas. At least two schools within Warwickshire LA will be involved in the pilot project: Nicholas Chamberlaine Technology College and Ash Green Community School. Nicholas Chamberlaine Technology College and Ash Green Community School are Warwickshire County Council comprehensive schools for young people between the ages of 11 and 18, aiming to help all students achieve their full potential both academically and socially.

Technical Implementation

Many of the Web 2.0 tools mentioned above are available freely on the web for all to take advantage of, through sites such as Blogger,¹⁶ Myspace¹⁷ and Delicious,¹⁸ however we are aware that selection and use of the available tools needs support and coordination. Moreover, information about recovering schools might be both confidential and sensitive. Until the pilot evaluates the need for discretion over openness or vice versa, it is envisaged that these tools will be managed within a closed community, albeit with the intention of making the toolset available to others who are in similar circumstances.

As such, it is also felt that in the first instance it is preferable to host the tools internally rather than exploiting open web tools. While one of the earliest work-packages will be to investigate the best toolset and implementation options, it is envisaged that something like the recent Moodle-Elgg integration could provide an ideal toolset for this project.

Methodology

The project will adopt an “informant design” framework, an approach that involves the input of various representatives of the teaching community at the specific stages of the project where their contribution will be of the most value.¹⁹ These will be recruited from the partner schools but also more widely from organisations operating in this sphere. Thus, we would recruit “practitioner-informants” to assist us in requirements gathering, initial design and evaluation; strategic partners, i.e. Warwickshire LA, Nicholas Chamberlaine Technology College, and Ash Green Community School, to advise on sustainability issues throughout the project; and practitioner-evaluators to evaluate the final experience.

With the guidance of an educational research consultant,²⁰ the project will draw on best practice from previous JISC projects in the e-learning strand to develop an evaluation framework that ensures project outputs and lessons learnt are captured as the project progresses and are disseminated in such a way as to be most accessible to the target audience.

¹¹ <http://www.jisc.ac.uk/index.cfm?name=deletwcker> and <http://www.jisc.ac.uk/index.cfm?name=etools2>

¹² http://www.jisc.ac.uk/index.cfm?name=elf_review_mapping

¹³ http://www.jisc.ac.uk/index.cfm?name=project_spire&src=alpha

¹⁴ http://www.jisc.ac.uk/index.cfm?name=elp_designlearn

¹⁵ <http://www.conted.ox.ac.uk/cpd>

¹⁶ <http://www.blogger.com>

¹⁷ <http://www.myspace.com>

¹⁸ <http://del.icio.us>

¹⁹ cf. Scaife, M., Rogers, Y., Aldrich, F., & Davies, M. (1997). Designing For or Designing With? Informant Design for Interactive Learning Environments. In *CHI '97. Proceedings of Human Factors in Computing Systems*. (pp. 343-350). New York: ACM.

²⁰ Dr Chris Davies from the Oxford University Department of Educational Studies.

Deliverables

The project aims to deliver an innovative learning and knowledge management solution to enable professional development and lifelong learning for school leaders and teachers in recovering schools. Thus, while a major deliverable will be piloting the environment, resources and toolset, additional deliverables will be generic support tools and resources developed for the project, as well as in-depth evaluation to ensure the extraction of lessons from the project. Formal outputs will thus include:

- Project plan
- Pilot implementation of cross-institutional Web 2.0 enabled learning and knowledge management environment – likely a Moodle-Elgg integration
- Guidance and support documents
- Evaluation report of the project – focussing on implications and challenges of implementing Web 2.0 enhanced e-learning to support cross-institutional delivery of lifelong learning
- Evaluation of the use of the learning environment, the learning achieved and not achieved through the tool set, and identification of success factors
- Transferable models of the use of Web 2.0 tools to support professional lifelong learning
- Use cases, case studies and scenarios analysing user needs and user interactions with systems
- Guidance, briefings and issues papers for professional lifelong learning on the use of Web 2.0 enabled e-learning to support cross-institutional delivery of lifelong learning

While we are not seeking funding to develop new professional-development course materials as part of this proposal, the requirement for these and their role in the learning environment for teachers and school leaders within recovering schools will be scoped and piloted separately from, but alongside, the project. Any such course material will be provided through our partners and their contacts and will contribute to the overall environment in which participants function. Hence, while not a formalised deliverable for this project, e-CPD courses will probably form an allied output of this project.

The deliverables from the *Learning to Improve* pilot project will be made available nationally at the end of the project.

Work packages

1: Project set up

- Kick off meeting with steering group, decide pilots, write project plan
- *Deliverable – project plan*

2: Decide on toolset with project partners

- Scope requirements, research tool options

3: Implement toolset

- Install tools, test with pilots
- *Deliverable – pilot implementation*

4: Develop/gather content

- Develop and collect resources for the environment (provided by partners), integrate formal learning opportunities and content developed elsewhere for project, populate the environment

5: Initial requirements gathering and analysis

- Liaise with project partners, identify and recruit practitioner-informants, define content requirements, develop use cases and initial support documents

6: Pilot tools with early adopters

- Host a launch workshop, provide support service

7: Develop guidance on tool use

- Develop guidance materials
- *Deliverable – Guidance and support documents*

8: Initial evaluation, collect and implement change requirements

- Develop evaluation protocols; conduct evaluation; analyse data; recommend changes to environment, materials, guidance and support; and share outputs with Moodle and Elgg communities

9: Rollout with wider group

- Update materials and environment as per change requirements, provide support to users, conduct community building events and workshops with partners

10: Evaluation

- Implement evaluation protocols; conduct evaluation workshops, analyse data; draft report.
- *Deliverable – Evaluation report of project*
- *Deliverable – Evaluation of the use of the learning environment*

11: Dissemination

- Analyse findings from previous work packages discuss with strategic partners and make recommendations for future implementation

12: Project reporting

- Complete project reports as required
- *Deliverable - Transferable models of the use of Web 2.0 tools to support professional lifelong learning*
- *Deliverable – Use cases, case studies and scenarios analysing user needs and user interactions with systems*
Deliverable - Guidance, briefings and issues papers for professional lifelong learning on the use of Web 2.0 enabled e-learning to support cross-institutional delivery of lifelong learning

Timetable

The project start date would ideally be September to align with the start of the school year.

WORKPACKAGES/MONTH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1: Project set up																									
2: Decide on toolset with project partners																									
3: Implement toolset																									
4: Develop/gather content																									
5: Initial requirements gathering and analysis																									
6: Pilot tools with early adopters																									
7: Develop guidance on tool use																									
8: Initial evaluation, collect and implement change requirements																									
9: Rollout with wider group																									
10: Evaluation																									
11: Dissemination																									
12: Project reporting																									

Risks

The anticipated risks and actions taken to mitigate them are outlined below.

Risk	Prob (1-5)	Sev (1-5)	Score (PxS)	Action to prevent/manage risk
Alternative demands on staff time	2	5	10	Good project management and clearly delineated staff priorities
Recruitment and retention of participants	3	3	9	Clear definition of the requirements of participants at the start and good participant management.
Recruitment Research Officer	2	4	6	Early recruitment
Scheduling (academic commitments of practitioner-informants)	5	2	10	Clear advance planning and early warning of requirements
Unanticipated technical difficulties	2	4	8	Use existing tools
Relationship with partners	2	4	8	Good early engagement and continued good project management

Project outcomes

The project aims to have several outcomes, including:

- A proof of concept pilot of a Web 2.0 personalised-learning and knowledge-management environment to support work-based lifelong learning.
- Capacity building of knowledge and skills in the use of Web 2.0 technologies to support lifelong learning.
- Generation of use cases.
- Greater uptake of Web 2.0 e-learning tools across institutions to support, work-placed learning, flexible delivery and personalised-learner experiences.
- Guidance, and transferable models, and support, enabling institutions to make more informed decisions on the use of Web 2.0 e-learning tools.
- Real implementation information to feed into the Moodle and Elgg development communities.
- The provision of a personalised-learning experience for learners through appropriate use of Web 2.0 e-learning tools.
- The provision of evidence and in-depth lessons learned on the cross-institutional use of technology to support lifelong learners, enabling the sector to make more informed decisions.
- Evidence that use of the technologies discussed in this proposal can provide lasting, cost-effective benefits to professionals. This project's focus is on education in the secondary sector, but it is anticipated the tools that are developed will be appropriate for use in other sectors.

IPR and Open Source

IPR in the deliverables created by this project will be retained by the party generating the materials. The project partners agree to meet the IPR terms outlined in Circular 3/06 and the associated terms and conditions of grant document and agree to make the outputs of the project available, free at point of use, to the UK HE and FE community. The project team are committed to using open source software for this project.

Sustainability

The project will be developed from the start to encourage users to generate content and therefore the environment will be an evolving entity, ensuring that it remains fit for purpose and for the future. The project intends to work closely with national initiatives in this area during its lifespan to ensure that it is allied to wider plans. If successful a key intention is to encourage the DFES to consider the roll out of the tools, as appropriate, nationwide. If for any reason the low-level financial support required for ongoing hosting and maintenance is not provided to TALL by the DFES, then CPD will consider using income from related professional development course fees to support financial sustainability.

Budget

The enclosed budget is constructed on a fEC basis using TRAC methodology. Where contributions from JISC are indicated, funding of 80% of fEC is sought. The fEC of this project is £243,289; including a contribution of £179,777 sought from JISC and contributions from project partners of £63,512. The University of Oxford, Nicholas Chamberlaine Technology College and the Ash Green Community School expect to receive the following qualitative and quantitative benefits from the project:

- Increased knowledge and understanding of how Web 2.0 tools can be used for lifelong learning and professional development. All partners hope to use the empirical evidence gained from the project to inform future use of read/write web tools in their respective fields and business activities.
- Increased awareness of how to set-up, manage and support the development of a community of lifelong learners; in particular identifying what learners are willing to share and contribute; which tools are most popular; and best practice for facilitating engagement and participation.
- Evidence of whether the use of collaborative read/write web-based technology speeds the rate of improvement in underachieving schools and improves efficiency. It is hoped that the project will establish a community of learners that will continue to use the toolset established by the project for continued learning beyond the lifetime of the project, and used nationally by recovering schools.
- New knowledge, ideas and skills deriving from working collaboratively with the other project partners.

STAFF COSTS (showing FTEs and salary scale range/ salary band, and associated fEC costs) DA=Directly Allocated Costs DI=Directly Incurred Costs	Name	YR1	YR2	fEC Cost	JISC Contribution	Institutional Contribution
<i>Project co-director 0.05 FTE</i> Band 6: £79,272 (DA)	Rebecca Lingwood	£4,534	£4,711	£9,245	£7,396	£1,849
<i>Estates</i>		£305	£315	£620	£496	£124
<i>Indirect</i>		£2,285	£2,353	£4,638	£3,710	£928
<i>Project co-director 0.025 FTE</i> Band 5: £55,374 (DA)	Sean Faughnan	£1,584	£1,645	£3,229	£2,583	£646
<i>Estates</i>		£153	£158	£311	£249	£62
<i>Indirect</i>		£1,145	£1,179	£2,324	£1,859	£465
<i>Project manager 0.1 FTE</i> Band 2: £33,241 (DA)	Roni McGowan	£3,803	£3,952	£7,755	£6,204	£1,551
<i>Estates</i>		£611	£630	£1,241	£993	£248
<i>Indirect</i>		£4,574	£4,711	£9,285	£7,428	£1,857
<i>Systems administrator and IT support manager 0.25 FTE</i> Band 2: £33,241 (DA)	Mike Taylor	£9,033	£9,385	£18,418	£0	£18,418
<i>Estates</i>		£0	£0	£0	£0	£0
<i>Indirect</i>		£0	£0	£0	£0	£0
<i>Research Officer 0.55 FTE (75% 38/52 wks)</i> £20,044-£30,002 (DI)	TBA	£18,225	£19,639	£37,864	£30,291	£7,573
<i>Estates (D A)</i>		£3,151	£3,246	£6,397	£5,118	£1,279
<i>Indirect (DA)</i>		£23,577	£24,284	£47,861	£38,289	£9,572
<i>eLearning Consultant 0.1 FTE</i> Band 3: £44,385 (DA)	Marion Manton	£5,078	£5,276	£10,354	£8,283	£2,071
<i>Estates</i>		£611	£630	£1,241	£993	£248
<i>Indirect</i>		£4,574	£4,711	£9,285	£7,428	£1,857
<i>Learning Technology Development Consultant 0.05 FTE</i> Band 3: £44,385 (DA)	David White	£2,539	£2,638	£5,177	£4,142	£1,035
<i>Estates</i>		£305	£315	£620	£496	£124
<i>Indirect</i>		£2,285	£2,353	£4,638	£3,710	£928
<i>Developer and Standards Expert 0.05 FTE</i> Band 2: £33,241 (DA)	David Balch	£1,902	£1,976	£3,878	£3,102	£776
<i>Estates</i>		£305	£315	£620	£496	£124
<i>Indirect</i>		£2,285	£2,353	£4,638	£3,710	£928
Salary + Estates + Indirect costs Total		£92,864	£96,775	£189,639	£136,977	£52,662
NON-STAFF COSTS						
Recruitment (Research Officer)		£1,500		£1,500	£1,200	£300
Partner/ Consultancy costs						
<i>Schools strategy Consultant(s)</i>	TBA	£15,000	£15,000	£30,000	£24,000	£6,000
<i>Educational Research Consultant</i>	Chris Davies	£1,000	£1,000	£2,000	£1,600	£400
<i>Recovering Schools Consultant</i>	Lesley King	£5,000	£5,000	£10,000	£8,000	£2,000
Travel & Subsistence (project meetings)		£1,500	£1,500	£3,000	£2,400	£600
Equipment: server & laptop		£4,000		£4,000	£3,200	£800
Software		£300		£300	£240	£60
Dissemination activities						
<i>Travel & subsistence to attend relevant e-learning events to promote project</i>		£600	£600	£1,200	£960	£240
<i>Post-project hosting of project website & liaising with JISC to archive site</i>			£150	£150	£0	£150
Evaluation workshops		£500	£1,000	£1,500	£1,200	£300
Non-Staff Total		£29,400	£24,250	£53,650	£42,800	£10,850
TOTAL COSTS (staff+non-staff)		£122,264	£121,025	£243,289	£179,777	£63,512

Key personnel

Project Directors: Sean Faughnan (TALL, Director) and Dr Rebecca Lingwood (CPD, Director). Sean oversees the core services of Oxford's Department for Continuing Education and is Director of its TALL Unit. Within the public sector, Sean has specialised in education management, including six years as Director of Finance and Resources at a large school in challenging circumstances. Rebecca has specialised in research and educational management and has experience of managing and directing numerous externally-funded research and CPD development projects. The Project Directors have used their networks to form the partnership, and they will use their experience to co-direct the *Learning to Improve* project, ensuring that the project objectives are met successfully.

Project Manager: Dr Roni McGowan (CPD). Roni has extensive experience of managing the development and delivery of professional programmes, including e-learning and blended learning courses. She is also a school governor and has personal interests in the area of improving schools.

Research Officer (TALL) to be recruited, post to be advertised on funding of project.

The Research Officer will manage day-to-day implementation of the project, liaise with the e-learning, LA and Recovering Schools consultants to populate the environment and support practitioners on non-technical issues. The Research Officer will also develop documentation, guidance and use cases, as required, and help evaluate the project and contribute to reporting and project deliverables.

Systems Administrator and IT Support Manager: Mike Taylor (TALL). Mike manages the implementation of TALL's learning environments and IT support for distance learning students. He was a major contributor to the adoption of Moodle within TALL and has made significant contributions to the JISC-funded SPIRE and WCKER projects. Mike will support the technical infrastructure for this project.

e-Learning Consultant: Marion Manton (TALL). Marion has over seven years' experience as a learning technologist, acting as a bridge between pedagogy and technology. Marion has project managed several research projects including phase 2 of the JISC-funded WCKER project, and is currently managing the JISC-funded Phoebe project. Marion will provide pedagogical and learning technology expertise to this project to ensure that the most appropriate tools are used to achieve the learning goals of the various project activities and will contribute to the project evaluation.

Learning Technology Development Consultant: David White (TALL). David is a web developer with extensive experience of e-learning. He has worked closely with the Moodle, Blackboard and Blackboard systems and is responsible for ensuring that the technical output of TALL conforms to the relevant standards. David has worked for eight years in the overlapping areas of web-based media and education. He was the project manager of phase 1 of the JISC-funded WCKER project and is currently managing the JISC-funded SPIRE project. David will lead the technology aspects of this project.

Developer and Standards Expert: David Balch (TALL). David has over six years' professional experience in web development, implementing major web and e-learning standards and following the development of standards not yet in direct use in TALL's production work. Particular areas of expertise include W3C recommendations: XML, XSL, HTML, CSS and WAI; and IMS standards: learning design, metadata and content packaging. He was crucial in the Java coding of the alpha version of the JISC-funded WCKER project and the development of the WCKER schema. Dave will be the lead developer for the project.

Schools Strategy Consultant(s): These consultants will be used where appropriate to tap into national initiatives and to ensure that the project fits wider work in this area. Where appropriate they will provide opportunities to network with schools and practitioners across the county, enabling the project to interact with educational specialists and potential future adopters.

Recovering Schools Consultant: Lesley King has been at the helm of her current secondary school for the last six years and in that time has transformed an underachieving school into one of the best in the community. She provides advice, support and mentoring to other school leaders, and is recognised as being an expert in her field. With decades of experience in education, she is now the

Executive Headteacher of a federation of schools aiming to improve another school in the community. Her consultancy, knowledge and experience will help inform the school-specific nature of the project.

Educational Research Consultant: Dr Chris Davies. Chris runs the MSc in e-Learning at the Oxford University Department of Educational Studies, where he also teaches on educational research methods and supervises. His main research areas are literacy and e-learning. He played a major role in the original concept design of Immersive Education's "kar2couche" software, and subsequently led a research project investigating its impact within classrooms. He was lead author for the UK version of Intel's Teach to the Future programme and is a Research Associate at the Oxford Internet Institute. Chris will advise on the methodological approaches and evaluation of the project.

Web 2.0 Consultant: Ajit Jaokar (Futuretext Publishing). Ajit is an innovator and a pioneer in the mobile data industry offering a unique perspective spanning multiple aspects of mobile applications. In 1999, Ajit co-founded futuretext (www.futuretext.com), an innovative publishing/consulting company focused around mobility and digital convergence. Ajit is a member of the Web 2.0 workgroup (www.web20workgroup.com/) and moderates Oxford University's next generation mobile applications panel (<http://www.forumoxford.com>). Ajit will contribute Web 2.0 expertise to the project.

Appendix A: Letters of Support

Letters of support are included from the following individuals and organisations:

University of Oxford

Mrs Linda Andrews, Research Services Manager

Dr Geoffrey Thomas, Director, Department for Continuing Education

Ash Green School

Mr Graham Tyrer, Acting Headteacher

Bedworth Federation of Ash Green School and Nicholas Chamberlaine Technology College

Ms Lesley King, Executive Headteacher

Sutton Trust

Dr Tessa Stone, Director

Futuretext

Ajit Jaokar, co-founder

University of Oxford

University Offices, Wellington Square, Oxford OX1 2JD

From Research Services



Ms Lesley Hawkins
JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

Reference: R03787/GA001

*Please quote this reference on all
correspondence with this office*

20 June 2006

Dear Ms Hawkins,

Learning to improve: supporting recovery in schools with weaknesses through e-learning

On behalf of the University of Oxford, I am writing in support of the above entitled proposal from the University's Department for Continuing Education. If you have any queries about this application, please do not hesitate to contact me.

Yours sincerely

A handwritten signature in black ink, appearing to read 'L. Andrews'.

Mrs Linda Andrews
Research Services Manager



Nicholas Chamberlaine
Technology College
Excellence opens all doors

Ms Sarah Davies
JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

12 June 2006

Dear Ms Davies,

JISC Circular 03/06: JISC Capital Programme - e-learning projects
Learning to Improve: supporting recovery in schools with weaknesses through e-learning

I am writing to express my support for the *Learning to Improve* project to help further understanding about how web 2.0 tools can be used to enhance professional development opportunities and work-based learning for teachers and school leaders in recovering schools.

As an Acting Headteacher of a school recovering from difficulties I have experienced in the area this project wishes to focus on. The *Learning to Improve* project provides an exciting and innovative way of supporting: community development, collaboration and mentoring to transform the resources and information available to meet the needs of teachers and school leaders working in challenging environments.

I believe that the work of the *Learning to Improve* project is important for addressing the national priority areas of Every Child Matters and the New Inspection Framework. The changes in education are multifarious and swift thus web tools are the technology that will enable information to be shared, developments to be collaborative and benefits to be wide spread.

I consider the *Learning to Improve* project to be a project with real long term benefits both within the field of recovering schools and in the wider area of cross-institutions collaboration and professional development. I strongly support this project and look forward to participating.

Yours sincerely,

Mr Graham Tyrer
Acting Headteacher
Ash Green School

FUTURETEXT

Devlin House 36 Saint George Street
Mayfair London W1S 2FW

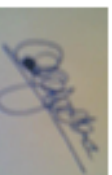
Dear Rebecca

I am writing in support of the 'Learning to Improve' project proposal.

Based on my experience with web 2.0, I believe that this pilot project has significant potential to meet its objectives and I am very happy to be associated with the project at this early stage. I am looking forward to contributing to the design and development of the web 2.0 applications for the specific purpose of aiding recovering schools.

I look forward to working with you on this exciting venture.

Yours sincerely,



Ajit Jaokar



Dr Rebecca Lingwood
Director
Continuing Professional Development
University of Oxford
Department for Continuing Education
Littlegate House
16/17 St Ebbes Street
Oxford OX1 1PT

21st June 2006

Dear Rebecca

Learning to Improve: supporting recovery in schools with weaknesses through e-learning

I am writing to express my support for the *Learning to Improve* project, which will build capacity, knowledge and skills through e-learning to help improve the UK's poorly-performing schools. The Sutton Trust supports the main thrust of this project, which is to capture, transfer and create knowledge and experience between schools. Furthermore, we think that a coherent and comprehensive knowledge management system, as proposed, will enable materials to be shared and customised to the needs of the schools, reducing workloads and enabling more time to be given to the priorities of raising performance.

The Sutton Trust supports innovative projects that provide educational opportunities for young people from non-privileged backgrounds, and this project in support of recovering schools is, therefore, of direct relevance to the Trust's work. We are strongly in favour of initiatives that can help such schools to improve by ensuring that people throughout the organisation have access to high quality information and the opportunity to seek support and advice from others with a high level of knowledge about improving schools facing similar circumstances.

The *Learning to Improve* project provides an exciting and innovative way of supporting community development, collaboration and mentoring to support and meet the needs of teachers and school leaders working in the challenging environment of a recovering school.

Yours sincerely,

Dr Tessa Stone
Director
The Sutton Trust



Nicholas Chamberlaine
Technology College

Excellence opens all doors

Ms Sarah Davies
JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

12 June 2006

Dear Ms Davies,

JISC Circular 03/06: JISC Capital Programme - e-learning projects
Learning to Improve: supporting recovery in schools with weaknesses through e-learning

I am writing to express my support for the *Learning to Improve* project to help further understanding about how web 2.0 tools can be used to enhance professional development opportunities and work-based learning for teachers and school leaders in recovering schools.

As a Headteacher of a federation of schools I have extensive experience of working in recovering schools. One of the key factors that can help such schools to improve is ensuring that people throughout the organisation have access to high quality information and the opportunity to seek support and advice from others with a high level of knowledge about improving schools facing similar circumstances. The *Learning to Improve* project provides an exciting and innovative way of supporting: community development, collaboration and mentoring to transform the resources and information available to meet the needs of teachers and school leaders working in challenging environments.

In particular, I believe that the work of the *Learning to Improve* project is important for addressing the national priority areas of Every Child Matters and the New Inspection Framework. The changes in education are multifarious and swift thus web tools are the technology that will enable information to be shared, developments to be collaborative and benefits to be wide spread.

I consider the *Learning to Improve* project to be an excellent project with real long term benefits both within the field of recovering schools and in the wider area of cross-institutions collaboration and professional development. I strongly support this project and look forward to participating.

Yours sincerely,

Ms L.B King
Executive Headteacher
Bedworth Federation of
Ash Green School and Nicholas Chamberlaine Technology College



**UNIVERSITY
OF OXFORD**
DEPARTMENT FOR
**CONTINUING
EDUCATION**

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Director:
G P THOMAS MA BSc PhD
geoffrey.thomas@conted.ox.ac.uk

20th June 2006

Ms Sarah Davies
JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

Dear Ms Davies,

JISC Circular 03/06: JISC Capital Programme - e-learning projects

I am writing to express this University's strong support for the following proposal submitted under the e-learning section of the JISC Capital Programme.

Learning to Improve: supporting recovery in schools through e-learning

The Learning to Improve project will pilot a Web 2.0 e-learning toolset to enhance professional development opportunities and work-based learning for teachers and school leaders in recovering schools. The project will explore how read/write web tools can help e-learning to enhance lifelong learning; in particular it will provide personalised learning experiences and rich collaborative environments to participants. The project will build capacity, knowledge and skills in this area to enable the wider community to engage more effectively with these technologies to support lifelong learning in the future.

This project addresses a number of key objectives of the University's Corporate Strategy¹ including:

- Learning and teaching strategy II(j) to "Review part-time and other flexible forms of provision in the context of the growing regional, national and international demand for continuing personal and professional development."
- Enterprise and collaboration strategy V(c) to "Further develop interactions with business, the public sector and government, through technology transfer, consultancy, Continuing Professional Development, business incubation, executive and enterprise education, and business planning." and V(d) to "Sustain and develop relationships with key local and regional bodies."

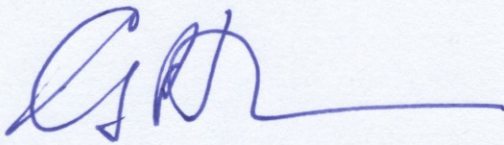
¹ University of Oxford Corporate Plan 2005-6 to 2009-10: <http://www.ox.ac.uk/gazette/2005-6/supps/corporate.pdf>

- Academic and student services strategy VI (d) to “Foster innovation, best practice, and value for money in the use of ICT in teaching, learning, and research across the University.”

Oxford is constantly striving to improve the learning experience of students and looking at ways the University can provide high quality, innovative professional development opportunities to support the needs of learners and employers.

I support the innovative approaches being investigated and the collaborative nature of the Learning to Improve project and therefore strongly support the University's participation.

Yours sincerely,

A handwritten signature in blue ink, appearing to be 'G.P. Thomas', with a long horizontal line extending to the right.

Dr G. P. Thomas
Director