



Managing organisational change 'Snakes and Ladders' e-Learning Development for ACL Providers

Opportunities	Pitfalls	Winning Post
<p>Vision: "Where are we going with this?!"</p> <p>Widen access to learning through VLEs Promote and engage local communities Promote individual achievement and social cohesion <i>Transform teaching and learning by innovative pedagogy</i> <i>Transform organisation</i> – Through learner entitlement to e-Learning</p> <p>"It can really change things if Vision is strong enough".</p>	<p><i>Without a vision, there will exist confusion.</i></p> <ul style="list-style-type: none"> ○ Lack of 'ownership' by SMT or staff ○ Lack of 'top-down' approach or SMT leadership ○ Seen in isolation of everything else – cohesive, joined-up approach ○ Technology driven ○ Other priorities 	<ul style="list-style-type: none"> ○ Learner centred organisation ○ Quality Driven ○ Raising Standards in teaching and learning ○ Whole-college implementation
<p>Skills: "What do we need to get there?"</p> <p>The opportunity to focus on the quality of provision and professional practice and the pedagogical application of e-learning. (Adapted from LSN)</p> <p>Improve the standard of leadership and the diversity and talent pool of leaders in the learning and skills sector</p>	<p><i>Without skills, there exists anxiety.</i></p> <p><i>Non-inclusive approach that disenfranchises P/T, sessional staff</i> <i>"Hard to reach tutors" not attending main sites</i></p> <p><i>Imposed, add-on, not relevant to work resulting in reluctance from tutors – training/cultural resistance</i></p> <p><i>Culture of "custodian of Knowledge"</i></p>	<ul style="list-style-type: none"> ○ Equip education professionals with a critical understanding of the potential of e-learning- essential for a 21st century education system. ○ Matching skills to a 'just-in-time' staff development strategy.



<p><i>(Adapted from CEL)</i></p> <p>Exploit blended and online learning for staff development</p>	<p><i>Learners' technical competence Technology driven – superfluous skills in applications never used.</i></p>	
<p>Incentives: "Why should I do this?"</p>	<p><i>Without incentives, there exists resistance.</i></p>	
<ul style="list-style-type: none"> • <i>Innovative – engages learners and make teaching & learning more fun!</i> • <i>Enhanced and efficient ways of working – can be labour and time saving in the long term</i> • <i>Greater collaboration – continuous development, sharing of expertise and materials</i> • <i>Recognition acknowledgement</i> • <i>Greater flexibility for learners</i> • <i>Differentiated learning</i> • <i>Learner centred approach</i> 	<ul style="list-style-type: none"> • <i>Reluctance to change</i> • <i>Reluctance to share</i> • <i>Not clear what benefits are offered</i> • <i>Tutors do not see themselves as part of the organisation</i> • <i>Incentives may not hold value for individual</i> • <i>Cost (personal time and effort required)</i> 	<p><i>Creation of teaching communities Facilitation of Line Management (Schemes of work, lesson plans etc online) Quality Assurance standardised across the organisation</i></p>
<p>Resources: "What do I need?"</p>	<p><i>Without proper resources, there will exist frustration</i></p>	
<p><i>Any transformation will require a good stable infrastructure to support the Learning platform.</i></p> <p><i>Efficient management of physical and human resources:</i></p> <ul style="list-style-type: none"> • <i>Access to reliable equipment that</i> 	<ul style="list-style-type: none"> • <i>Unstable unreliable infrastructure –</i> • <i>Multi-site delivery Costs</i> • <i>Resistance from corporate IT</i> • <i>Equal access to quality equipment</i> 	<p><i>X% of tutors and learners using ILT Set a realistic target - Focus on what can be achieved not what can't be achieved</i></p> <p><i>Efficient use of resources</i></p>



<p>works</p> <ul style="list-style-type: none"> • Procurement policy • Framework for delivery of necessary training for staff 	<ul style="list-style-type: none"> • Conflicting demands on the budget • Staff expertise 	
<p>Clear Action Plan: How will this ever get done?</p>		
<p>Exploit Quality Assurance model: Service objectives inform Directorate objectives inform Department objectives inform Personal objectives</p> <p>- Ziggurat (Model of e-Learning approach)</p> <ul style="list-style-type: none"> • Access information, content, etc. • Elements of course delivered through the learning platform • The 'distance learning' model <p>Administration and tracking. Creative use of technology – digital pens can do the job of laptops for recording attendance at community sites Incorporate E-learning action plan into existing QIP and development plans – seamless and efficient.</p> <p>Make cohesive planning a whole-organisation activity</p>	<ul style="list-style-type: none"> • Silo mentality across departments leading to non-participation • Belief that ILT and e-Learning is the responsibility of an individual or, worse, belongs only in the IT dept's. • Lack of accountability in line management for non engagement or performance in meeting targets. 	<ul style="list-style-type: none"> • Strategies that have policies/action plans which address - resources, training, budgeting incentives, and targets that will achieve the vision • SAR and QIP on VLE – living active document