

**e**merge  
1:1 wireless learning

Transforming Learning, Inspiring Discovery

## Effective Project Management for Leaders

Emerge Summer Institute 2007

Alberta

# Getting Started: Planning for success

Phase or Process

Document

Know your goals and deliverables	CFP, Proposal, Grant Agreement (Schedule A)
Create a plan to meet the goals and deliverables	Project Charter/plan and Action Plan
Implement, support, track and monitor, assess/gather evidence, manage change, adjust	Action Plan, Meeting notes/agendas, Research results
Celebrate milestones and successes	Staff events /memos, Board meetings, Newsletters
Report and plan for the future	AE and Board Reports

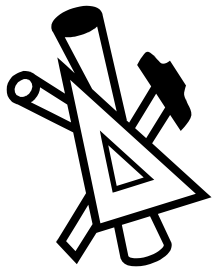
# Creating a Plan

What are your project goals?

What is your vision?

Are you ready? (Essential Conditions

in place or a plan to achieve them during the project?)



Create your Overall Plan:

Proposal → Project Charter → Action Plan

Manage Implementation



## Check List for Implementing 1:1 Laptops in Schools

How is your organization doing on each of these conditions? Rank each condition on a scale of 1 to 5 where 1 represents “needs a lot of work” and a 5 is the least challenging (i.e. “we’re good”)



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Handout

<p><b>Shared Vision</b> – The school board and school administrators have provided proactive leadership in developing a shared vision for the use of laptops and wireless technologies among school personnel, parents, and the community. Everyone shares the same vision.</p>	
<p><b>Tracking and Management</b> - The school and district has communications systems, plans, and structures in place to track and provide ongoing support for the implementation of technologies. The plan or charter includes processes, milestones, measures, communications and the establishment of regular tracking meetings.</p>	
<p><b>Equitable Access</b> – Students, teachers/staff have equitable access to laptops and wireless technologies, and associated learning resources. Anytime, anywhere (24/7).</p>	
<p><b>Skilled Personnel</b> – District leaders, teachers and support personnel are skilled in the use of technology. (Continual technical training)</p>	
<p><b>Professional Development</b> –Staff have consistent, on-going access to technology-related professional development that is specific to their assignments. (Pedagogy)</p>	
<p><b>Technical Assistance</b> – Staff have appropriate technical assistance for maintaining and using the technologies.</p>	
<p><b>Content Standards and Curriculum Resources</b> – Instructional personnel, school leaders and teachers are knowledgeable about curricular and technology standards, related ICT curriculum and resources and the use of technology to support learning.</p>	
<p><b>Student-Centered Teaching</b> – Teaching in all settings includes the use of technology to facilitate student-centered approaches to learning. The technology is being used in meaningful learning (not just a finishing tool).</p>	
<p><b>Assessment and Accountability</b> – The school and district has a system for the continual assessment of the impact of use on improving student learning. Assessment practices are in alignment with innovative teaching practices.</p>	
<p><b>Parent/ Community Support</b> – The district and school maintains communications with parents to support appropriate and meaningful technology use at home and at school (Parent nights, newsletters, AUP, consent forms, etc).</p>	
<p><b>Support Policies</b> – The school and district has policies, financial plans, and structures to support the use of technology in learning and in operations. Long-term plans are in place.</p>	
<p><b>Other -</b></p>	



# Project Charter/ Project Plan

**Tools: Templates, MSProject**

## Project Charter Template

**Project Name:**

**Department/schools involved:**

**Focus Area:**

**Project Start and End Date:**

**Prepared By (list all involved)**

**Document Owners**

**Project/Organization Role**

