

Queen Rania 3rd Floor Operations Plan

ESP/Save the Children -Microsoft-JICA-JEI collaboration
In support of Ministry Capacity-Building

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Queen Rania 3rd Floor – Operations Guide

1.1 Executive Summary

This guide covers the operations of the 3rd Floor of the Queen Rania Center which will be used to support innovative programs of the ERFKE Reform Initiative, including school technology innovation, instructional systems design, school-to-career, learning resource development, with particular support to MIS and Science curricula. These areas – hopefully institutionalized through the creation of ministerial units and public-private partnerships in many cases – will be supported through funding provided by JICA/PADECO, USAID/ESP/Save the Children, JEI and Microsoft. The purpose of the partnership with the Ministry of Education in MoE premises is to foster the building of capacity necessary to carry forward the knowledge economic innovations associated with the reform effort. As such, the 3rd Floor, comprised of the School Technology Innovation Centre and the Knowledge Economy Centre will be operated and managed with a united and single purpose, with shared space and shared vision for improving Jordanian education, through partnership with the Ministry.

1.2 Introduction

The Third Floor of the Queen Rania Centre is comprised of two main sections:

- The School Technology Innovation Centre is a collaboration which is aimed at the facilitation of a demonstration center for educational institutions in order for them to test new technologies before making decisions to acquire same. It also serves as the center for sharing best practices in the effective use of Information and Communication Technology (“ICT”) in Teaching and Learning.
- The Knowledge Economy Centre is equally a collaboration of MoE, USAID/ESP/Save the Children, JICA/PADECO, Microsoft and JEI that aims to improve the quality of instructional systems design, through the introduction of technology, e-learning, employability skills, career awareness/preparedness, with particular attention paid to science and management information stream curricula.

1.3 Objectives

The objectives of the MoE partnerships at QRC are to:

1. Develop ministry capacity to design and develop innovative instruction, in part through public-private partnerships and training of education stakeholders;
2. Integrate employability and knowledge economy skills throughout the reform effort
3. Improve the competencies of teachers to teach in constructivist ways;
4. Test new technologies and employ them in the delivery of instruction itself;
5. Provide opportunities to manage knowledge, learning resources and best practice;
6. Support schools facing technological and pedagogical difficulties and challenges, associated with varying stages of school technology readiness and school improvement;
7. Provide an environment and programs for professional development of Ministry staff, school administrators, teachers, and students, as well as members of the broader Jordanian society.
8. provide a vision to link between the PD centers at the cluster levels, learning resources centers at the governorate level, and QRC as a hub for PD .

There are three sets of activities that are handled by QRC 3rd Floor.

The QRC 3rd Floor will have a unified management in order to ensure that all parties are effectively coordinated and provide an adequate atmosphere for experimentation and innovation. This unified management and coordination will benefit two main wings on the floor: the School Technology Innovation Centre and the Knowledge Economy Centre.

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Section I will describe the proposed management of the overall floor and its innovative projects.

At the Knowledge Economy Centre, the main activities of the parties fall into six main themes:

1. Instructional Design / Systems Design (Science and Management Information Stream)
2. School-to-Career Program Development
3. Learning Resource/Object Library Development
4. Education Technology
5. Communities of Practice

These will be discussed in more detail in this section, Section II.

At the School Technology Innovation Centre, all its activities by all parties (JEI, Microsoft, Cisco, HP, etc.) fall under the six strategic themes below.

1. Innovative Technologies
2. Innovative Leadership
3. Innovative Teachers.
4. Innovative Solutions
5. Innovative Community
6. Innovative Partnership

These will be discussed in more detail in Section III.

Section I: General Management of QRC 3rd Floor Operations.

The third floor of the Queen Rania Center will be managed through a committee structure comprised of members of the parties, represented by the Director of the Centre named by the MoE, the Ministry liaisons responsible for facilitating innovative Ministerial partnerships with outside corporations and entities, Microsoft, USAID/ESP/Save the Children, PADECO/JICA and the JEI. These parties will be responsible for ensuring that the collaboration works to the benefit of Jordanian students and the betterment of the education system as a whole.

Floor Plan. The Queen Rania Center 's space is divided into two main sections: The School Technology Innovation Centre and the Knowledge Economy Centre. These are further divided into functional spaces all of which are shared equally by the Ministry and its main parties:

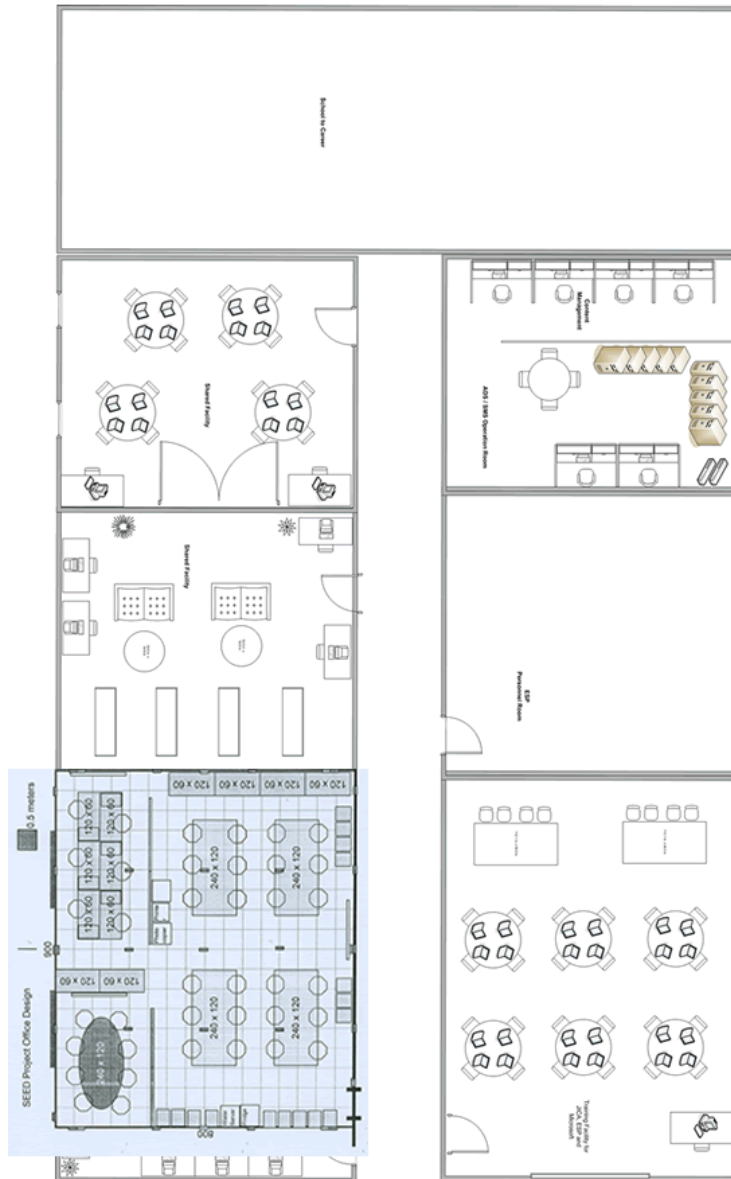
- a. The STIC training facility, help desk and related services managed by the Ministry in collaboration with Microsoft and its partners;
- b. The Knowledge Economy Centre facility, its science curriculum room, its MIS instructional systems design room, its School-to-Career Unit, its Learning Resource/Objects Library, its Education Technology offices and training facility managed by all entities on the floor.
- c. Within the Ministry's own structure, units are assigned to the directorates responsible for the specific program areas: instructional systems design: (training and curriculum); learning resources (curriculum), school-to-career, (general education); education technology (ICT). In addition, the floor will come under the general supervision of the Centre's director, who reports directly to senior ministry officials, His Excellency the Minister and

Their Excellencies the Secretary Generals. However, the third floor will be managed by the parties with the assistance of official liaisons acting to bridge the partnership between the public and private/non-profit sectors.

Also its two flow communication : between the units at ORC and the responsible directorate also with the centers in the field .

The STIC's space is already known to the Ministry, being comprised of (1) a central office, reception area and conference room, (2) the help desk and (3) a technician's/trainers' room and training center.

The Knowledge Economy Center is adjacent to the STIC and is comprised of multiple rooms, which will be described below (See Figure 1).



The layout reflects the needs and activities of the partners and the broad vision of the Ministry of Education for the QRC. Included in this space are two project work areas for teams of instructional designers working on both MIS and Science curricula. In addition, there is one shared training room, a learning resource center, the school-to-career room, and one room dedicated to coordinators working with the Jordan Education Initiative.

Signage. The signage on each of these rooms will reflect the longer-term functions of the Ministry of Education, noting as well that these are project spaces provided by funders, whose names will also appear on each of the signs at the bottom of the room signs. Signage will be coordinated and will be consistently applied on all rooms on the floor. As noted below, scheduling of rooms and assignments will flow from the operational plan, and the needs of the ERfKE-related projects.

Access and Security.

Main public access to the building will be handled by the Queen Rania Center. Hours of operation will be from 8:00 until 5:00 p.m. on most normal working days. Exceptions will be made for later after-hours training organized from time to time.

Visitors to the Third Floor area will be required to sign in with the receptionist on the floor and to obtain a visitor card. Upon entering the STIC or Knowledge Economy wing, visitors will have to ring a bell and be let in upon showing their faces and badges to cameras placed at the entrances. This procedure is necessary to ensure that equipment and personal belongings are safe for those working on the premises. Microsoft has agreed to explore the installation of the cameras and buzzers.

Access to Ministry employees, counterparts and project collaborators will be granted by the projects and made known to the Director of the Queen Rania Center, per agreements reached with Microsoft on access to the STIC. Keys will only be assigned to those who hold functions at the QRC and use the facilities for instructional design, school-to-career, learning resource development and STIC-related technology activities.

Access to Learning Resources. For the near future, access to learning resources will be limited to staff, collaborators and visitors to the 3rd floor. Learning resources will be consulted on site, and will not move beyond the glass doors. The learning resource centre will serve all programs located on the third floor. ESP will work with the Ministry of Education to ensure that a system is put in place for documentation. A sign-in, sign-out system will be instituted for all materials located on the floor.

Signage and Postings

1. **Bulletin Boards / Announcements.** There will be one large bulletin board in the lobby of the 3rd floor, and 7 small-sized ones in the corridor (all containing announcements for the different

programs). In addition, a white board will be made available in the training room.

2. **Room Signs.** The partners will work with the Ministry to decide on the main list or directory of rooms and programs. A master directory will be placed in the lobby and room signs will be located outside each office. All signs will have similar sizes, shapes, etc. The partners will assist the Ministry in determining room names, but the principle is established that the names reflect the projects and units of the Ministry, and not the names of the donors, organizations and initiatives with short life-spans. For example, training rooms will likely carry the names Training Room 1, Training Room 2 etc.

Personnel

There are only two people responsible for the 3rd floor of the QRC – as a floor: the receptionist provided by Microsoft, who will also handle the room scheduling and flow of visitor traffic, and the cleaning staff, whose expenses will be shared also by the partners. All other personnel expenses will be assumed by the Ministry and the partners. (where is the location of this receptionist ?)

Units and Capacity-Building. The space on the Third Floor will be eventually developed for operational use by Ministry units, which will enjoy the creative spaces at QRC to design new and innovative initiatives with private/non-profit sector support. Personnel will be assigned by the Ministry to these units and projects.

There are currently available: 8 spaces for the MIS Instructional Systems Design Unit (4 ISD for training including COP and 4ISD for curriculum), 4 spaces for the Jordan Education Initiative, two spaces for Learning Resource specialists, 3 spaces for School-to-Career Unit, 19 spaces for the science instructional designers supported by the SEED project, and some 10 office spaces for the Microsoft STIC personnel, in addition to joint space for project collaborators from JICA/PADECO, USAID/ESP and Save the Children and Microsoft.

ESP-Supported ERfKE Staff

The Queen Rania Center represents ESP/YTC's efforts to best institutionalize the project's elements into the structure of the Ministry of Education and the ERfKE Reform.

Learning Resources / Documentation Center. Directorate of Curriculum and Textbooks
For All Partner Input

The learning resource library and documentation center at QRC will enable the Curriculum Directorate to manage resources used for teacher in-service professional development and for E-design, MIS curricular resources and learning objects to be developed and shared through Eduwave and ITN (COP).

- Curriculum Directorate part-time coordinator to use or develop resources
- Learning resources one part-time person
- Librarian one full-time person for archiving materials and managing resources at the Queen Rania Center.
- One person for the ITN portal (this will be coordinated with the ICT Director Mazen Amarin, who will be heading committees regarding the technical support initiative related to the portal) and work closely with ISD persom from the training unit.

Instructional Systems Design Unit / Directorates of Training and Curriculum For ESP and JICA

ESP and JICA will work with the Ministry to develop instructional systems design capacity for (a) professional development of non-cascading formal training and community based PD design communities of practice, and school development (including school-to-career, school technology planning, etc.), and (b) science curriculum design c) Instructional system design for MIS-online

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ESP-Supported MIS Professional Development

- Instructional Systems Design core team (2 days per week)
- One full-time facilitator (unit Manager) for MIS teacher programs
- 2 persons ISD for training (2 days per week)
- 2 persons for e-learning material development (2 days per week)
- 2 persons for print materials (2 days per week)

(Jeff can we talk about this issue)

JICA-Supported Science Curriculum

Teacher Portfolios / Directorate of Training and Supervision For ESP

The staff working on teacher standards and portfolios would be responsible for conducting the piloting of the new National Teacher Professional Development Standards and their implementation in the Jordanian education system. The team would consist of two persons:

- MoE teacher competency/standards coordinator
- MoE online competency-tracking and portfolio technician.

For Save the Children

School to Career / Directorate of General Education

School-to-Career programs are at the core of the Knowledge Economy Initiative of the Ministry, and the STC unit will be working first and foremost of building school-based programs that provide students with opportunities to explore and prepare their careers, and that enable them to acquire the skills and competencies required for participating in the global knowledge economy.

- One full-time MoE coordinator
- Amman Central Coordinator
- Administrative Assistant
- Other to be provided by Save / MoE

Infrastructure and Its Maintenance

Computer Equipment and Furnishings. The ERfKE Support project has pledged to support the QRC with the following: an Earthwalk cart (8 laptops), four additional laptops for the Resource Library, and an additional 20+ computers for the MIS instructional designers and one-half of the needs of the training room. This number leaves the JEI room, the remaining half of the training room and the JICA room unequipped. Microsoft will be looking into providing an additional 10 computers to help fill the void. It should be noted that the 60+ computers promised by the Ministry will likely not be made available.

ESP will also provide 2-3 printers for use in various rooms, and Microsoft will allow partners to share use of its digital camera.

All equipment will be formally transferred to the Ministry of Education and will be dedicated to the projects on the 3rd floor. The same arrangement will be made for the furniture in the space. Maintenance will thus fall under warranty conditions, under the CEB maintenance contract, and under general warranties provided by the furniture vendors. The Ministry will otherwise assume the costs and responsibilities for repairing broken equipment.

Technology Maintenance. Microsoft will ensure that all technology on the 3rd floor is in proper shape and regularly maintained. Microsoft personnel will troubleshoot technology problems for all partners on the floor.

Internet and Phone. The partners will arrange with the Ministry to install and use dedicated phone and Internet lines. The Internet line will consist of an additional 1-2 MB ADSL connection. The floor will also be equipped with five telephone lines: 2 additional lines + 1 dedicated fax line + 1 STIC line (existing) and 1 STC line (existing), for a total of five lines. Partners

will pay their relative share of the costs for the lines, and Microsoft has agreed to pay for the small, recurrent fixed charge on the accounts each month.

The mid-term plan of the Ministry is to segment existing users into groups and to divide the existing bandwidth among the groups, with increased capacity provided to users at the STIC. Should there be an increase in the capacity of the existing fibre optic cable running between Hashem and the QRC, the donor partners would consider covering the costs of the additional fibre capacity. Dr. Bassam Kahhaleh will be exploring this issue with the Ministry of Education and Jordan Telecom.

Scheduling of Facility Use.

Scheduling will be handled by the receptionist employed by the STIC. Electronic calendars and paper calendars will be used. The electronic calendar will be available on the Intranet for the 3rd floor. Calendars will be shared with the MoE, and the Ministry will have the opportunity to schedule activities for other programs during available times.

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Official Communications.

The ERfKE Support Project will handle the correspondences made on behalf of the partners on the 3rd floor to the Ministry and any other entities (Who will do it, is it the admin assistant fro STC?). However, these correspondences will be few in number, as all communications will be handled by the projects and their directorates themselves.

Rules and Regulations.

- There is no smoking permitted in collaborative work spaces, and smoking is confined to the outer hallway and to outside areas in the QRC courtyard.
- The partners will respect the MoE's wish to patronize the cafeteria providers on the lower level of the QRC building.
- Those who engage in improper use of the facilities or create harmful damages or abuse the rights and obligations of floor users will not be allowed access at the facility.
- All trainings and related events will be scheduled in collaboration with the Ministry of Education. Priority for floor activities will be given to the parties

on the floor, who have invested in its infrastructure in order to support those programs which assist the Ministry of Education. The QRC director's office will be notified in advance of scheduled training activities. and if it is needed depending on the Training program – we can include one or two staff from QRC in the program .

- Bathrooms will remain restricted to the 3rd floor partners and regular QRC staff at the third floor. It should be noted that ALL bathrooms in the QRC facility need to be fully functional and properly maintained. The 3rd floor is not to be the only functional facility in the building. Those with access to the bathroom will be asked to pay their proper share of the expenses for bathroom upkeep (toilet paper and towels, soap, cleaner, etc.).

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Section II: Knowledge Economy Centre

2 KNOWLEDGE ECONOMY CENTRE OPERATIONAL THEMES, DEPLOYMENT AND OPERATIONAL PROCEDURES

2.1 Learning Resource / Objects Library

Learning resources are essential for instructional systems design work associated with professional development and curriculum, notably on-line curriculum, training design and MIS teachers COP. In addition, the resources will be essential for developing and loading into both Eduwave and the Innovative Teachers' Network portal. Moreover, the resources will be used to help respond to Help Desk questions coming from the schools, and to use in actual trainings and events at QRC. Moreover, the 3rd floor programs will require that they have space to catalog and archive the materials they have produced.

Consequently, the Knowledge Economy Centre will possess a Learning Resource/Objects Library and Documentation Center to help support all initiatives on the floor. This Center will be connected to the pilot LRCs through JICA-supported SEED program and to the Professional Development Center in Aqaba currently under renovation by ESP. MIS professional development centers in Ma'an and Tafileh areas will be connected to this network as a starting point. (For consideration by JICA, ESP/Shorouq and ESP/YTC) , the vision in the future is to link this Resource Library to all the PD centers all over the country (this is the vision of the Training Directorate at the MOE which will be implemented by them)

The parties shall maintain a database of learning resources and materials, and will contribute to the collective growth and progressive organization of learning resource/object libraries. The database and documentation system will correspond to the systems established for the Learning Resource Centers in the directorates, and will extend services to local professional development centers and schools. This work will be conducted in conjunction with the Curriculum Directorate and the Training Directorate.

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2.2 School-to-Career

School-to-Career program aims to improve student knowledge economy skills and their understanding of potential career paths open to them. The program is currently training schools in how to build their programs using a mix of school-based, work-based and connecting activities.

The STC program is being managed by Save the Children in conjunction with the ERfKE Support Project's YTC component. The main partner at the Ministry is the Directorate of General Education, which is taking first steps towards creation of a unit for the program.

2.3 Communities of Practice

All partners on the 3rd floor are experimenting with the creation of online and offline learning communities of practice. MIS and Science curricula will be developing face-to-face and virtual communities of educators or learning teams for their subject areas or specific programs in their schools and communicating with other learning teams in other schools at cluster level. The School-to-Career program will also be participating in the Innovative Teachers' Network portal project, in connecting school-based STC working groups to regional and national committees.

Various groups are responsible for the operational procedures regarding communities of practice at the Ministry. The main parties are the Directorate for Training, as well as the Directorate of ICT, which will be chairing a governance group for the Innovative Teachers' Network portal supported by Microsoft.

Operational procedure related to Communities of Practice:

1. JICA and ESP will be working closely together on the creation of face-to-face and virtual communities of practice. ESP is working in

- 14 pilot schools, and JICA will be bringing together groups of science teachers to the Learning Resource Centres.
2. The Directorate of ICT and Microsoft will be bringing together parties associated with the Innovative Teachers' Network portal, and coordinating the governance of the portal.

2.4 Instructional Systems Design / Instructional Design

All partners on the 3rd floor are in the process of designing training programs for educators and students, or new online curricula for students in specific subject areas. Both the science and MIS curricula will be developed through instructional systems / instructional design teams of Ministry educators. Moreover, these teams will also be engaged in developing teacher professional development programs for these curricula.

JICA and ESP with Ministry support are setting up two rooms that will house teams of instructional designers, and will work to institutionalize the capacity. This will be increasingly important to institutionalize as the Ministry assumes responsibility for updating e-content.

ESP is working with the MIS developers on the ADDIE instructional design model, and will be extending training to a team of MIS instructional designers on e-learning.

The instructional systems designs: This program covers the entire instructional systems design (implementation, evaluation and project management) for,

1- face-to-face,

2- print and

3- e-learning products/events cycle including analysis, design, development

Operational procedure related to Instructional Systems Design:

1. ESP will help the Ministry to create an instructional design unit that would benefit from the space at the Queen Rania Center in the long-term. This office will also house the archives of the ESP project, its training materials, and the resources associated with MIS-Online. This unit would extend support for in-service professional development through its network of MIS professional development centres.

In this unit we are planning to have the instructional designer in the future for all subjects, and coordinate with the subject specific teachers or mentors at the PD centers to design and implement their programs at the cluster level .

2. JICA through the SEED Project will assist the Curriculum Directorate to improve the science curriculum, and its network of support to teachers in

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the field through the directorate-level (Governorate level) Learning Resource Centres (LRCs).

2.5 Education Technology

The Jordan Education Initiative has been involved in supporting the use and integration of technology in teaching and learning. Most of the parties on the floor have coordinated with the JEI through the ERfKE Component 2 umbrella in years past. JEI is in the process of restructuring and is expected to continue its support for technology testing in the Discovery Schools, as well as for the development of e-curriculum. The JEI's private partners which include Microsoft, and its organizational partners which include USAID and ESP, will collaborate with JEI to fulfill its mission to innovate.

Operational procedure related to Education Technology:

1. JEI will coordinate with the School Technology Innovation Centre and the Training Directorate to prepare teachers and schools for innovative teaching and learning through technology.

3 GOVERNANCE OF THE KNOWLEDGE ECONOMY CENTRE

The Knowledge Economy Centre is a center of the Ministry of Education, and will be comprised of projects and programs that bring together various departments, directorates and units to spark innovation in education. The governance of the centre is by and large set by the Ministry.

Program Areas:

Communities of Practice : Training Directorate

School-to-Career: General Education Directorate

Learning Resources: Curriculum Directorate

Education Technology: ICT Directorate

Instructional Systems Design (Training, e-design, print design) :

Training Curriculum Directorates

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Management Areas:

Director of the QRC

Directors of the Learning Resource Centres

Facilitators and Coordinators of the Professional Development Centres

Facilitators and Coordinators of Career Centres

3.1 Knowledge Economy Centre stakeholder expectations

Each Knowledge Economy Centre partner is expected to :

3.1.1 Ministry of Education:

1. maintain the physical facility and infrastructure
2. ensure adequate and controlled access to the facility during and after MoE working hours;
3. provide adequate security for the facility (Hardware, Software, and personnel);
4. ensure access to the facility by the project and program guests;
5. Connect the School Technology Innovation Centre directly to its departments to coordinate best practice implementations in the field; and
6. Provision of 2 resources to assist the School Technology Innovation Centre Manager.

3.1.2 Microsoft:

1. See STIC below

3.1.3 JICA:

1. Furniture for the floor
2. Support to the SEED Project and its Ministry colleagues

3.1.4 ESP/Save the Children:

1. Computers and physical upgrades to the facility
2. Support to the MIS components of the ERfKE Plan
3. Support to the STC component of the ERfKE Plan
4. Provide some 25+ computers and peripherals to help operate the section of the QRC.

3.1.5 JEI:

1. Provide two to four coordinators to develop JEI programs of benefit to the Ministry of Education.
2. See also JEI below in conjunction with the STIC

4 Management

4.1 Queen Rania Centre

Queen Rania Centre has the global administrative role of:

1. Applying MoE policies related to access and security;
2. Facilitating executive, teachers and students visits;

3. Supporting all of the School Technology Innovation Centre Innovative themes in terms of coordination and facilitation;
4. Maintaining the dedicated location infrastructure (Heating, air-conditions etc.).

4.2 Staffing

The staffing of the floor will include the following:

1. Resource Librarian
2. 6-8 members of an instructional design unit for MIS
3. 19 instructional designers for science education
4. 1 school-to-career coordinator from General Education
5. Associated project and program staff from ESP, Save, JICA, JEI and Microsoft.

These propositions will be further developed and formalized for Ministry consideration.

Section III: Regional School Technology and Innovation Centre, Middle East / Jordan¹

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¹ **Prepared By:** Odeh Mahmoud, Solutions Specialist, Version # 1.2
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4.3 Executive Summary

This guide will provide all parties with detailed operational guidelines that will enable all the parties involved to maximize their benefits out of this centre under any of the themes mentioned above, following consistent operational processes and procedures. The aim is to keep the training facility as close to capacity as possible taking into consideration the number of parties involved in this, namely, the Ministry of Education ("the MoE"), Microsoft, Cisco, Intel and JEI (hereinafter referred to as "the parties").

4.4 Introduction

The School Technology Innovation Centre is a collaboration which is aimed at the facilitation of a demonstration center for educational institutions in order for them to test new technologies before making decisions to acquire same. It also serves as the center for sharing best practices in the effective use of Information and Communication Technology ("ICT") in Teaching and Learning.

4.5 Objectives

To become a core education centre in the region for:

9. Testing new technologies;
10. Training teachers;
11. Demonstrating learning techniques;
12. Sharing "Best Practices" in the effective use of ICT in education;
13. Recognising the Government-Industry collaboration between leading companies and the local government.

All activities taking place at the School Technology Innovation Centre by all parties fall under the six strategic themes below.

7. *Innovative Technologies*
8. *Innovative Leadership*
9. *Innovative Teachers.*
10. *Innovative Solutions*
11. *Innovative Community*
12. *Innovative Partnership*



5 SCHOOL TECHNOLOGY INNOVATION CENTRE OPERATIONAL THEMES, DEPLOYMENT AND OPERATIONAL PROCEDURES

5.1 Innovative Technologies

Research new emerging technologies through selective pilot projects and evaluate their relevance to school based learning environments. As technology partners release new solutions, the School Technology Innovation Centre shall be a vehicle which will provide an opportunity to the parties to make such technology immediately available in a region for direct experience and local training. Such technologies may be focused on training in ICT in education e.g. teacher training curriculums, or commercial products relevant to education e.g. Learning Gateway.

The parties, through the School Technology Innovation Centre, manage email mailing lists for the Middle East region which include members of the education communities, members of the partner communities as well as other relevant members. Subject to confidentiality and applicable privacy laws, these lists are to be used to announce the hosting of new technologies at the School Technology Innovation Centre or building awareness of new technologies.

The parties, through the School Technology Innovation Centre, shall maintain a directory of all the technologies that can be demonstrated directly, and indirectly. This will provide technology exposure to educators.

5.2 Innovative Leadership

Identify strategies and models of best practices that aim to provide universal technology access and inclusive learning that helps promote digital inclusion. In an attempt to demonstrate the opportunities, prospects and pitfalls around using technology in education, training the education decision and policy makers, Head Masters, principals and Curriculum designers, is a major goal of the School Technology Innovation Centre.

Such training will be focused on strategic briefings, technology adoption and resource utilization e.g.:

- Organize and Deliver courses aimed at senior education MoE staff and school principals (directly, indirectly, through mixed media etc);
- Enable teachers to be a leader in their class room through the intelligent and effective use of technology;
- Help Innovative teachers to be community leaders driving technology utilisation in the class room and to inspire other teachers.

5.3 Innovative Teachers

Develop a professional development framework in education, for Classroom Teachers, based upon critical reflective practice and global community support.

Demonstrate learning techniques through technologies, strategic skills and knowledge briefings around accelerating learning with ICT.

The School Technology Innovation Centre is the physical place for teachers to network and share in a constructive manner, best practices, innovations, experiences, success stories and frustrations, complimenting the virtual space dedicated for teachers on regional and international levels; The Innovative Teachers Network.

Operational procedure related to Innovative leadership and teachers:

1. The School Technology Innovation Centre aims to create, coordinate and conduct customized training programs to MoE students, teachers, principals and employees.
2. Any newly created course will first be piloted in coordination with JEI through discovery schools.
3. The course will then be modified according to the feedback received.
4. When ready for execution, a letter will be sent to MoE asking to integrate the course into the official MoE training cycle.
5. Upon approval, the School Technology Innovation Centre will directly coordinate with the training department on the execution plan.
6. The related stakeholder will handle any related additional costs and will ultimately be responsible for driving the process.
7. Intellectual Property of any course (related to technology, best practice or training content) will be owned by the solution related party who will make such Intellectual Property available for use through the School Technology Innovation Centre for a period of 6 (six) months or alternatively, a period agreed upon by the Parties prior to implementation.

5.4 Innovative Solutions

Identify new technology solutions that address school needs and maximize the return on technology investments. Demonstrate technologies as part of Learning Laboratory Sharing "Best Practices" in the effective use of ICT in education. Facilitate the flow of new ideas and best practices through case studies, whitepapers or the like. The School Technology Innovation Centre shall endeavour to act as the mechanism for sharing best practises within a region, and for ensuring best practises originating locally are shared with other School Technology Innovation Centres.

The School Technology Innovation Centre shall aim to create a repository of best practise information which will be made available to:

- Regional education community e.g. MoE directors, principals and teachers.

Operational procedure related to the Innovative Technologies and Solutions:

3. The parties have made available equipments, software and other materials for the purposes of usage and testing at the School Technology Innovation Centre. Receipt of such materials must be recorded in an inventory form by the MoE. Such materials are made available to the School Technology Innovation Centre for internal use only and subject to any other applicable usage terms which must, at all times, be adhered to. Ownership of such materials will under all circumstances remain vested in the party whom provided same.
4. For the duration of the School Technology Innovation Centre and the collaboration between the parties, the Schools Technology Innovation Centre Manager will have joint control and access of the equipments, software and other material as provided by the parties, but subject to the usage terms that may be applicable to such material.
5. Intellectual Property of any solution that may be created (technology, best practice or training content) will be owned by the solution related party, who, except as otherwise specified, may make such solution available for internal use at the School Technology Innovation Centre.

5.5 Innovative Community

Establish nucleus for community of educators and policy makers where best practice may be developed and shared. The School Technology Innovation Centre will act as a “knowledge library”. Providing a central point of focus for knowledge around ICT in education to the regions educational community is a core focus of the School Technology Innovation Centre. Library content will come from many sources, subject to applicable privacy laws, and often be electronic in nature. It may be the actual content or sharing the knowledge of where to find the original content. The School Technology Innovation Centre aims at reaching Parents, Higher education students and learners.

Operational procedure related to Innovative community:

2. The School Technology Innovation Centre will coordinate with JEI and the training department to look at training courses targeted at parents.

3. Students who request field training directly through the School Technology Innovation Centre will be directed to one of the stakeholders, who will then contact the related university for verification and approval.
4. The School Technology Innovation Centre receives instructor led training requirements directly from university students and fresh graduates, based on which the centre can organize, subject to demand and availability of funding, free of charge training courses that meets their requirements.
5. Subject to applicable privacy laws, the School Technology Innovation Centre Manager or assistant will provide the QRC/MoE with a monthly list of students' details who have provided their express consent that such details may be shared with the QRC/MoE for their records.

5.6 Innovative Partnership

Forum for communications and knowledge sharing that helps provide future insight to help with long term strategic technology planning in schools. The delivery of a scalable end to end education solution requires multiple partners, both private and public. The School Technology Innovation Centre aims to provide a neutral forum in which to present solutions built around partnership, and to share best practices. It is an opportunity to save on resources whilst maximize return on investments.

Operational procedure related to Innovative partnership:

1. The School Technology Innovation Centre may receive and entertain requests from stakeholders and local partners to host an event, (workshops, training, demos and seminars etc.), as a return on investment.
2. The School Technology Innovation Centre Manager and/or assistant will assist where possible in accommodating, coordinating and/or scheduling such event or other related details, subject to the condition that the related stakeholder will be responsible for and cover any related costs.
3. The School Technology Innovation Centre Manager and/or assistant will use reasonable efforts to inform the QRC/MoE with as much details as possible about the event 1 week prior to the event date.
4. The School Technology Innovation Centre Manager and/or assistant will try to secure a minimum of 2 seats to the MoE personnel depending on the nature of the event, funding available and organizer approval.
5. Any additional cost will be handled by the requesting organization.

6 GOVERNANCE

The School Technology Innovation Centre has so far been maintained and managed through Microsoft resources. The long term objective is to have the School Technology Innovation Centre set up as a self sustained center. Work will be done closely with the Ministry of Education where the parties will explore different options for sustaining the School Technology Innovation Centre through the MoE.

6.1 School Technology Innovation Centre stakeholder expectations

Each School Technology Innovation Centre party is expected to participate according to the below details:

6.1.1 Ministry of Education:

7. The physical facility and infrastructure through which the School Technology Innovation Centre can achieve its goals and perform its roles in the Educational reform programs;
8. Adequate and controlled access to the facility during and after MoE working hours;
9. Adequate security for the facility (Hardware, Software, and personnel);
10. High-speed Internet access and connectivity infrastructure;
11. Unrestricted access to the facility by Parties' guests;
12. Connect the School Technology Innovation Centre directly to its departments to coordinate best practice implementations in the field; and
13. Provision of 2 resources to assist the School Technology Innovation Centre Manager.

6.1.2 Jordan Education Initiative:

1. Coordinate discovery schools teachers visits to the School Technology Innovation Centre;
2. Pilot best practices generated from the School Technology Innovation Centre in the discovery schools; and
3. Ensure quality feedback from the field.

6.1.3 Microsoft:

2. Location refurbishment;
3. Furniture;
4. Provision of a Technology Solution Specialist to manage the centre and to be based at the School Technology Innovation Centre. Microsoft cannot however be held responsible for the performance or management of the Technology Solution Specialist, which shall be the responsibility of all the parties.

5. Provision of once-off funding to the School Technology Innovation Centre in the total amount of USD \$3600 (three thousand six hundred dollars) to be used as a contribution to cover those operational expenses that may arise as a result of Clause 5.3.3. This funding shall be managed by the School Technology Innovation Centre Manager; and
6. Fund a student intern who will be based at the centre to assist with the day to day running and maintenance of the equipment.

6.1.4 Cisco:

3. Equipments:
 - a. Networking;
 - b. VoIP;
 - c. Security;
 - d. Wireless;
4. Update, upgrade and maintain the current HW equipments;
5. Provide a permanent HW setup that will help Student interns develop solution; and
6. Provide reading technology books for teachers, students and community members.

6.1.5 HP:

1. Equipments:
 - a. Notebooks;
 - b. Tablet PC;
 - c. Data Show; and
2. Update, upgrade and maintain the current HW equipments.

6.1.6 Intel:

3. Provide posters, banners and other distribution materials (mugs, small notepads, pens etc.); and
4. Support the School Technology Innovation Centre library by providing reading technology books for teachers, students and community members.

7 School Technology Innovation Centre return on investment

The parties, through the School Technology Innovation Centre, aim at achieving the following:

1. Customized innovative educational solutions as per School Technology Innovation Centre themes to MoE that leads to efficiency improvement, capacity building and faster program deployment;
2. Arrange meetings between MoE executives & overseas delegates and to share visit schedule;

3. Parties to use of the facility to host meetings (inviting School Technology Innovation Centre parties as appropriate);
4. Use of centre to conduct trials of new devices, usage models etc. It is expected that this would be in collaboration with the JEI;
5. Use of the centre for ad hoc training – e.g. training master teachers;
6. Use as 'drop in centre' for VIP and parties' visitors to Jordan.

8 Management

8.1 Queen Rania Centre

Queen Rania Centre has the global administrative role of:

5. Applying MoE policies related to access and security;
6. Facilitating executive, teachers and students visits;
7. Supporting all of the School Technology Innovation Centre Innovative themes in terms of coordination and facilitation;
8. Maintaining the dedicated location infrastructure (Heating, air-conditions etc.).

8.2 School Technology Innovation Centre Manager

The School Technology Innovation Centre Manager / Evangelist will have a strong background in education. This is also a broadly technical role with the mission of identifying new technology solutions that address school needs and maximise the return on technology investments. The role requires strong communication and leadership skills as it will be the focal point for information exchange between the parties and will also act as the hosting point for regional visits and exchanges.

The School Technology Innovation Centre Manager is to work with the MoE to achieve the following objectives:

1. Assist in the management of MoE dedicated employees, student interns and School Technology Innovation Centre resources;
2. Provide periodical activity reports to parties;
3. Be the Project Manager/Evangelist for technology trials, Professional Development initiatives and projects;
4. Work towards the progress of a professional development framework for Classroom Teachers based upon critical reflective practise and global community peer support. ITN (Innovative Teachers Network) hosted here;
5. Drive awareness and initiatives that help local teachers to innovate;
6. Be the Microsoft "on-site" representative;
7. Actively participate in the development of School based technology map;
8. Partner solution orchestration and support for emerging technology pilots & initiatives;

9. On receipt of direct requests from students for field training, the School Technology Innovation Centre Manager will direct such requests to one of the parties, who will then, subject to demand and availability of funding, contact the related university for verification of the student's details and approval of the student into the training course.
10. Subject to consent by the students and compliance with relevant privacy laws, a monthly record of such students seeking specialized instructor led training courses including the training details will be sent to QRC management for their records to be kept only for reference and information purposes of requested training.
11. Will draft a general project and operational plan for new activities that the School Technology Innovation Centre wishes to explore, to which all parties must agree to prior to the implementation of such new activity.

8.3 MOE Dedicated Staff:

Through the initial Memorandum of Understanding signed between Microsoft and the Ministry Of Education, 2 MoE full time employees were dedicated to another Microsoft initiative "Education Support Centre". This initiative has been integrated with the School Technology Innovation Centre as it plays a major role in supporting School Technology Innovation Centre programs. The integration aimed to consolidate resources for better efficiency includes:

1. 2 MoE full time employees shall be dedicated to:
 1. serve both School Technology Innovation Centre and the Education support centre;
 2. report and be managed by the STIC manager on their daily tasks and achievements.
2. MoE will remain responsible for the employment of and administratively manage the 2 MoE full time employees (attendance, leave, payment of salaries and other HR related issues)
3. For a period of 1 year, the Parties will explore the possibility of the 2 MoE full time employees working a maximum of 2 additional hours per working day (3-5PM), or less depending on the needs to the School Technology Innovation Centre, the costs of which shall be covered from the operating costs of the School Technology Innovation Centre.

8.4 Student Interns:

The School Technology Innovation Centre, with support from all the parties, will commission student interns to support the innovative themes.

1. Student Interns will receive assignments that support The School Technology Innovation Centre;

2. Student Interns will report and be managed by the STIC manager on their daily tasks and achievements;
3. In the event that the School Technology Innovation Centre receives instructor led training requests directly from university students and fresh graduates visiting the centre, the centre shall independently organize training courses, subject to availability of funding, that meets their requirements.

ANNEXES: UNIT AND JOB DESCRIPTIONS

NEXT:

- Within the next couple of weeks, develop TOR for all proposed people. The TOR should include functions/ services, roles and responsibilities, and working full-time or part-time

Instructional Systems Design Unit

TOR for :

- 1- E-learning instructional systems Designer (2)
- 2- Training (face to Face) instructional system designer (2)
- 3- Print – instructional system designer (1)

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School-to-Career Unit

- 1- Innovative Teachers Network (I think this would be in the PD)
- 2- School-to-Career Team Facilitator

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Learning Resource / Documentation Center

Librarian

Teacher Professional Development Services

Teacher Portfolio / Competency Tracking
Pedagogical Help Desk / Referral Service
Innovative Teachers Network / Moderator-MIS

- Learning Team Facilitator (COP)
- Moderator-School-to-Career ?

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