



IMPLEMENTING MAPS AT YOUR SCHOOL

Implementing any major IT based resource is a major undertaking but, as our existing users find, the results are well worth their efforts. This brief summary describes how a typical school (if there is such a thing!) would implement MAPS

Pre-requisites

It is assumed prior to the initial configuration that

- all relevant staff and children have 'appropriate' access to computer facilities. Clearly 'appropriate' will vary according to the school type and the subjects being taught, aided by MAPS
- the computer resources have access to the school network and (either directly or via a router or server) the internet.
- there is technical support available either at the school or available to it. Because of the nature of MAPS there is no need for substantial input on the part of any IT staff when the system is running.

In virtually all cases, these pre-requisites are already met within the school.

The Implementation Schedule

The schedule can be broken down into convenient blocks of time. In designing MAPS we worked closely with a large number of teachers – and local authorities – to ensure the most effective deployment. This is a typical deployment for a secondary or primary school:

First Term:

- Acquisition
- Discussion with MAPS deployment team
- Informal deployment team – usually comprising technician, those with IT responsibility and, where appropriate, heads of department, set up. This ensures that liaisons with TAG and the MAPS team here are smooth and that an optimal deployment is enacted

First Year:

- Introduction of MAPS to the full teaching body
- Initial deployment: usually to a small group of teachers/classes/departments
- Stage 1 training: ensures that the first classes and groups to use MAPS have staff that can most effectively initiate it's use.
- Feedback on performance

Second year:

- Full deployment: MAPS is now used in all relevant departments and all children/students develop their own eportfolios of work.
- Additional features not currently implemented (such as parental links) made active.
- Feedback helps consolidate teachers, heads of department and the head teacher/principal's acknowledgement of the MAPS advantage to the school.

Subsequent Years:

- MAPS is now embedded in the school; teachers can begin to explore additional functionality and those at secondary level (and beyond) who have not done so already may choose to explore the benefits of using MAPS for equalification submissions.
- MAPS now part of the structure of the school and allows staff easy access to performance, coursework and provides full assessment opportunities 24/7.

It's great to hear from schools – many of whom viewed implementation with trepidation – how quickly they have adopted MAPS and benefited from it. Initial investments of time gaining an understanding and configuring the system are forgotten as teachers benefit from the comprehensive resources, assessment and monitoring and head teachers (and heads of department) gain a real-time overview

You really will think back and wonder how you ever did without it!

Here at TAG Learning we don't view MAPS as something to be sold to your school. We look on your purchase as the start of a partnership, a partnership from which we can both prosper. TAG Learning will always be there to help ensure that you get the best from your investment. We will also be keen to hear from you about how we can make MAPS better and how it can better serve your needs.

Find out more about MAPS by calling TAG Learning on 01474 357350 and we will be happy to discuss how MAPS can make a difference at your school.



MAPS is part of TAG Learning Limited
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