Local implementation plan

Who?	What?	When?
Management	Does the staff have the necessary skills and competencies? Allot time for competence development of colleagues outside the project group	Prerequisite at the start of the project. When employing new teachers.
Playmakers – Teachers in the project	Establish and maintain a social community for the students. Convincing non-gaming teachers of the benefits of game based learning. Supporting other teachers in development of learning designs. Make gamification “easy access” for non-gaming teachers.	Continuous.
Teachers	All teachers try to implement game based learning at least once. Non-gamers will find it difficult to include games in their teaching. Some of them might not see the benefits. Teachers need time to develop learning designs. Make a list of games for teachers to use and installed on the computers. Create step by step guidelines and attach to the gaming areas/the computers. Introduction to games on teachers’ days.	During implementation of the project. Updates and/or workshops once a year.
Guidance counselors	What are they able to promise? Recruiting new students.	During enrollment of new students.

	Relevant further education for gamer students.	
It-Support	Computers are available for students without teacher supervision, which can make maintaining them a challenge.	Continuous.
Students	All students know about the school's esport community. Student counsel plan events with support from playmakers. Create a new team. Create logo for the team (design challenge).	Continuous.