

## **TAMAM phase III July 2015**

### **Introduction**

TAMAM is a continuously expanding and developing network of Arab educators and educational institutions aiming at: (1) building leadership capacities for change, (2) integrating and sustaining the school based improvement culture in educational institutions dedicated to school reform. Its members are committed to lifelong learning and sustainable improvement of their practices to serve student learning in collaboration with other practitioners in their institutions, local communities, university academicians and policy makers at the national, Arab and international levels.

TAMAM capacity building model triggers and supports school based improvement initiatives to achieve sustainable school improvement. It aims at improving student learning to equip them with the knowledge, skills and attitudes of the 21<sup>st</sup> century. TAMAM approach combines research with development to build a home-grown theoretical understanding of effective school reform that is grounded in evidence and in the cultural context of the Arab region.

The project is continuing to move forward in phase III with its pioneer and new cohort of private and public schools in the seven participating countries: Lebanon, KSA, Jordan, Oman, Qatar, and Egypt in addition to the recent addition in Sudan. In mid May 2016, TAMAM signed an agreement with Makassed philanthropic association thus having the first official agreement with a private teacher training center in TAMAM. By now, TAMAM includes 170 educators from 40 educational institutions in addition to 14 researchers from 8 different universities together with 20 ministry of Education representatives and policy makers from the private and public sectors.

### **TAMAM Strategic goals in phase III**

At the onset of TAMAM's eighth year of implementation and after concluding the first two phases (I & II), the Project Steering Team aim at transforming TAMAM from an experimental project to a sustained movement for school-based reform in the Arab world. Thus, Phase III in TAMAM has six main strategic goals:

- A-** Publish the Project's research products (TAMAM resource book, technical reports, Research by Design (RBD) publication, etc...).
- B-** Maintain the momentum for within school expansion and transformational improvement in all the participating schools by attending to the needs of their existing and expanding TAMAM teams.
- C-** Expand TAMAM to new schools and countries.
- D-** Continue refining the evolving grounded theory for school-based reform and building the evidence-based design of TAMAM professional development activities aiming to improve student learning.
- E-** Build coaching capacity for TAMAM in the countries of the participating schools.

- F- Work on securing funding for TAMAM to ensure its transformation into a sustainable reform movement in the region.

**Below** is detailed description of the above goals.

**A- Publish the Project’s research products (TAMAM resource book, technical reports, Research by Design (RBD) publication, etc...).**

- a. Finalize the resource book that includes TAMAM’s Professional Development (PD) design and activities, templates, modules, evaluation tools, as well as the monitoring and evaluation designs.
- b. Publish TAMAM research in regional and international journals: 1) publications based on the project technical reports and 2) publications based on comparative studies with other regional and international reform projects.
- c. Document TAMAM evolving design in technical reports published on the project website.
- d. Conduct research on the impact of TAMAM on TAMAM school teams in the participating schools as they conclude their first phase of the professional development design
- e. Conduct research on the impact of TAMAM on student achievement and attainment of 21<sup>st</sup> century skills
- f. Continue to build and archive the TAMAM’s database in the software at AUB which allows PST members to share specific documents with outside users (whether TAMAM community or outside researchers).
- g. Conduct research on new issues that arise during the implementation of TAMAM III

**B- Maintain the momentum for within school expansion and transformational improvement in all the participating schools by attending to the needs of their existing and expanding TAMAM teams**

- a. Attend to the needs of the **pioneer** (TAMAM phase I schools) schools that are actively engaged in expanding TAMAM and instituting its practices at their school with the purpose of improving student learning;
- b. Continue working with **new** TAMAM schools/ teams (TAMAM phase II schools) and their coaches to build their leadership capacity for school based reform to serve their students to be life-long learners ready and able to flourish in the 21<sup>st</sup> century.

**C- Expand TAMAM to new schools and countries.**

- a. Explore the possibility of including a new country to TAMAM
- b. Build collaboration channels with universities in KSA.

- c. Expand TAMAM to new independent schools in Oman.
- d. Recruit new universities in Egypt to establish TAMAM in new Egyptian schools.

**D- Continue refining the evolving grounded theory for school-based reform and building the evidence-based design of TAMAM professional development activities** focused on improving students learning.

- a. Monitor closely the progress of school teams and support their coaches especially those engaged in new activities

**E- Build coaching capacity for TAMAM in the countries** of the participating schools by refining TAMAM coaching and monitoring design, and recruiting then training new coaches from among members of participating schools and universities and from among the larger educational community in the region.

- a. Refine and finalize the coaching and monitoring design in TAMAM with all the resources needed for the coaches (whether TAMAM lead teams or university coaches) who are in charge of ensuring follow up with school teams in the same schools and/ or across other schools.
- b. Organize yearly training workshops/gatherings for building capacity of current and prospective TAMAM Coaches.

**G- Work on securing funding for TAMAM to ensure its transformation into a sustainable reform movement in the region.**

- a. Increasing TAMAM visibility
  - i. Introduce TAMAM to associations and agencies serving the educational sector in the region.
  - ii. Keep the TAMAM webpage up-to-date and remain active on TAMAM social media by continuously updating TAMAM's Facebook page.
  - iii. Disseminate the TAMAM promotional video to the educational community in the region.
- b. Network with NGOs and other Institutions in the region that provide services to the educational sector
  - i. Reach out to consulting companies providing in-service training to schools to exchange expertise while communicating the research based practices that were learned from the TAMAM experience.
  - ii. Reach out to NGOs working with schools to network, share experiences, and collaborate to jointly offer complementarily their respective services to improve student learning.
- c. Maintain the TAMAM existing network
  - i. Organize yearly gatherings for all the TAMAM community.

