

TAMAM phase III **BACKGROUND**

The project is continuing to move forward in phase III with its pioneer and new cohort of private and public schools in the six participating countries 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 39 schools 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.

In this phase, TAMAM is focusing on several operational goals entailed under the TAMAM four strategic goals. The activities which we completed between March 2016 and May 2016 entailed under these goals are:

TAMAM project 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 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 in the following schools:
 - i. Al-Asriyyah School-Jordan
 - ii. Lebanese International School- Lebanon
 - iii. Al Kawthar High School-Lebanon
 - iv. Oman public schools
- e. Conduct research on the impact of TAMAM on student achievement and attainment of 21st century skills in the following schools
 - i. Al Asriyyah School- Jordan
 - ii. Hariri High school-Lebanon
 - iii. Al Ezdihar Public School-Oman
- 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;
 - i. Provide support to Al Assriyah School (Jordan) lead team in expanding TAMAM and institutionalizing its processes and approach within the school in order for improvement and development to become continuous and self-sustained to enhance students' continuous achievement and the learning of the knowledge, skills, and attitudes required for the 21st century.
 - ii. Follow up with Asriyyah school on the impact of TAMAM improvement projects and their impact on student achievement and attainment of the essential personal characteristics and attitudes to be lifelong learners ready and able to flourish in the 21st century.
 - iii. Follow up with the new lead team from the EDUVATION School Network.
 - iv. Monitor the progress of expansion in Al Kawthar High School and build the coaching capacity of their lead team members.

- v. Follow up with DAS's implementation of the TAMAM Pillars and their impact on 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 21st century.
 - i. Complete the capacity building for the new school teams in Lebanon (Hariri High School II and Lebanese International School) and explore with the schools' principals the prospects of expanding TAMAM in their schools with the focus on enhancing student learning.
 - ii. Continue with building leadership capacity of the new school teams of Princess Noura Schools in KSA to plan for improvement projects that are focused on improving student achievement and incorporating the 21st century skills in classrooms.
 - iii. Finalize the capacity building of current school teams in Qatar in collaboration with Qatar University.
 - iv. Follow up with Oman coaches on institutionalizing and expanding TAMAM within current Omani schools.
 - v. Follow up with Egypt to ensure the project continuation in the Egyptian schools.

C- Expand TAMAM to new schools and countries.

- a. Explore the possibility of including Bahrain as a new country in TAMAM and of collaborating with the Bahraini Ministry of Education, Bahrain Teachers College and Bahraini public schools.
- b. Build collaboration channels with Princess Noura University (PNU) between faculty members from PNU School of education and TAMAM.
- c. Follow up with Oman coaches on collaboration with the Supreme Education Council for expanding TAMAM to new independent schools in Oman.
- d. Contact the Qatar Supreme Educational Council [SEC] and explore the possibility of expanding TAMAM to new schools in collaboration with Qatar university (selection of the schools, and their coaches, role of QU, and procedures for coordination between PST, SEC and the schools)
- e. 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
 - i. Follow up with the expansion of TAMAM in Jordan
 - 1. Support the team members who take on the role of coaches in expanding TAMAM to other new schools in Jordan
 - 2. Initiate, develop, and refine the work of TAMAM Jordan network (شبكة تمام في الأردن)/Jordan Hub that includes all TAMAM schools in Jordan.

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.
 - ii. Organize public and specialized information lectures about TAMAM research findings.

