

## Phase IV proposal

### **Phase IV: Researching impact and Supporting Hubs (2018-2021)**

#### **Concept note**

**July 2018**

For the past eleven years, TAMAM's key strategic goal has been to build leadership capacity for change at the school level while providing the support needed to initiate and support innovative interventions aimed at improving student learning. During these years, a culturally-grounded model for capacity building was developed, implemented and tested in different contexts across the Arab region. While expanding to new schools with the purpose of building leadership capacity will be maintained, the focus will shift to experimentation and evaluation to refine and expand the Capacity Building Program that was developed, strengthen its impact and collect evidence on its effectiveness and its impact on student learning. Thus, the aim of TAMAM Phase IV [2018-2021] is to sustain the momentum of the TAMAM Movement and expand its impact while building on the achievements of the previous three phases (in terms of building human capital). The Steering Team aims to shift the focus to develop and expand the grounded theory of initiating school-based reform. Specifically, its focus is on soliciting proposals for research that informs the design of the project and understanding and examining its impact within the school and the educational community. Special attention will be given to improving the learning environment for students in different social contexts and to exploring the nature and extent of the impact on student learning. The Steering Team will also focus on exploring the strategies and resources needed to build partnerships among schools, universities and policy makers in order to develop designs that strengthen the network of participating educational entities through supporting the establishment of self-sustaining country hubs. Moreover, the Steering Team aims to develop strategies that allow Ministries of Education to scale up the services of the project within the schools served by these ministries. Accordingly, the project will focus during this phase on increasing the number of TAMAM coaches to provide the coaching capacity needed to sustain the expansion of the TAMAM network. As such, TAMAM will refine the TAMAM coaching model to support educational institutions interested in implementing the TAMAM Capacity Building Program while concurrently increasing the number of TAMAM coaches to ensure the coaching capacity needed to sustain the expansion of the TAMAM network.

**Duration of the phase:** The duration of the phase is three years (2018-2021).

#### **Strategic Goals**

The TAMAM Movement proposed strategic goals for Phase IV which are as follows:

**Strategic goal I: Build leadership capacity for school-based improvement in new contexts that support refining and expanding the TAMAM model**

**Strategic goal II: Build coaching capacity to support leadership capacity building in additional teams and educational institutions**

**Strategic goal III: Introduce capacity building for school-based improvement into preparation programs for educational practitioners in the Arab countries.**

**Strategic goal IV: Introduce an inquiry-based and school-based approach to large-scale educational reform initiatives that connects schools, ministries, and policy makers**

**Strategic goal V: Expand the knowledge base on school-based improvement grounded in the Arab context**

**Strategic goal VI: Ensure the TAMAM movement sustainability**

**I- Strategic Goals for phase IV [2018-2021]**

The TAMAM Movement proposed strategic goals for phase IV as follows:

**Strategic goal I: Build leadership capacity for school-based improvement in new contexts that support refining and expanding the TAMAM model**

- i. Operational goal I: Build leadership capacity of teams of educators for school-based improvement in new contexts
- ii. Operational goal II: Build institutional capacity for school-based improvement in TAMAM member institutions
  1. Expand TAMAM teams within the TAMAM member institutions to increase the number of teams trained on the TAMAM Competencies and School Improvement Journey
  2. Integrate TAMAM Capacity Building Program in professional development programs of member institutions
  3. Trigger policy and organizational arrangements for sustainability of change
- iii. Operational goal III: Build capacity for school-based improvement beyond the member institution
  1. Build partnerships with the member institution's external community

2. Build partnerships with local organizations involved in educational reform

**Strategic goal II: Build coaching capacity to support leadership capacity building in participating educational institutions**

1. Operational goal I: Build leadership capacity among coaches
2. Operational goal II: Establish a network of coaches to sustain their commitment and motivation
3. Operational goal III: Design a model to monitor the work of the coaches and ensure the integrity and fidelity of the implementation of the TAMAM Capacity Building Program

**Strategic goal III: Introduce capacity building for school-based improvement into preparation programs for educational practitioners in Arab countries**

1. Operational goal I: Inform the design of pre-service teacher and principal preparation programs
2. Operational goal II: Inform and influence the design of in-service professional development programs (at universities, institutes, ministry departments, etc.)

**Strategic goal IV: Introduce an inquiry-based and school-based approach to large-scale educational reform initiatives that connects schools, ministries, and policy makers**

1. Operational Goal I: Establish collaboration channels with ministries of education and professional development offices within ministries
2. Operational Goal II: Integrate the TAMAM Capacity Building Program in the design of large-scale reform initiatives at the ministry level

**Strategic goal V: Expand the knowledge base on school-based improvement grounded in the Arab context**

1. Operational goal I: Evaluate the impact of the TAMAM Capacity Building Program (on the organization, teacher learning and student learning) to refine its design and collect evidence of its effectiveness
2. Operational goal II: Expand the scope of the TAMAM Capacity Building Program and design through identifying the processes and contextual factors that enable or hinder sustainable improvement

3. Operational goal III: Expand the TAMAM research agenda to include new areas for research that support the implementation of TAMAM and promote school-based improvement
4. Operational goal IV: Disseminate the knowledge produced in TAMAM to the regional and international scholarly community

**Strategic goal VI: Ensure the TAMAM Movement's sustainability**

- 1- Operational goal I: Strengthen the institutional grounding for TAMAM movement
- 2- Operational goal II: Develop a strategy for sustainable funding of TAMAM operations
- 3- Operational goal III: Provide income-generating services to build leadership capacity of teams of educators for school-based improvement
- 4- Operational goal IV: Initiate and support country hubs (establishing the hub and finding the appropriate funds for it)
- 5- Operational goal V: Strengthen and support the TAMAM Movement's educational network
- 6- Operational goal VI: Increase TAMAM's visibility among various stakeholders

Based on the above strategic and operational goals, the Steering Team prepared a logical framework to show the activities that will be performed under each goal. In addition, the Steering Team specified indicators for each goal to be used in monitoring and evaluating the progress toward fulfilling these goals.

