



# Interventional Protocol

Social inclusion and  
common values:  
the contribution in the  
field of education and  
training



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## 1. Introduction

The ‘best interests’ of the Child (BIC) principle was already known when the UN Convention on the Rights of the Child was being drafted. It has already been included in a number of other international human rights documents, most notably the 1959 Declaration on the Rights of the Child and the 1979 Convention on the Elimination of All Forms of Discrimination Against Women.

In the 1989 Convention on the Rights of the Child (CRC) four principles were crucial: “The best interests of the child shall be a primary consideration in all actions affecting children (Art. 3 of the UN Convention on the Rights of the child (UNCRC) adopted by Resolution 44/25 of the GA of the UN on 20 November, 1989 and entered in to force 2nd of September 1990.), there shall be no discrimination on the grounds of race, colour, sex, language, religion, political or other opinions, national, ethnic or social origin, property, disability, birth or other status (Art. 2, Convention on the Rights of the Child, Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989, entry into force 2 September 1990, in accordance with article 49), states Parties recognize that every child has the inherent right to life and shall ensure to the maximum extent possible the survival and development of the child (Art. 6, Convention on the Rights of the Child, Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49) and children shall be assured the right to express their views freely in all matters affecting them, their views being given due weight in accordance with the child’s age and level of maturity”.

This document presents the created and tested of innovative, up-to-date and attractive educative assets for school leaders and teachers. The document includes a toolkit on how to create and sustain structure and administrative practices for Securing the Best Interest of the Child in Educational School Administration inside and around schools as well as a toolkit on who to drive and put into practice the SEBI program. Educative assets were developed, tested and fine-tuned within a whole school framework, involving all key-actors from different systemic levels and respective interactions.



This document contains the guidelines and the necessary supporting tools for implementation of the activities of development, testing and fine-tuning of educative assets. It includes details on the strategy and action plan to be adopted by all partners regarding the development of the educative assets.

The set of educative assets that have been developed within the document includes the following features: a user-centered approach; a consistent theoretical/ practical balance; collaborative and open pedagogy, encouraging teamwork and exposing end-users to challenges and project-based learning; as well as step-by-step, digital supported, diverse, innovative learning methods/ techniques and contents that address their needs.



## 2. SeBI Training material regarding the Best Interests of the Child (BIC)

Training materials are a necessary part of any program or activity that involves knowledge acquisition and retention.

Training materials in teaching are crucial to the success of student achievement. "Training materials" is a generic term used to describe the resources teachers and parents use to deliver instruction. Teaching materials can support student learning and increase student success. The developed training units have been tailored to the content in which they're being used, to the students in whose class they are being used, and the teacher.

SeBI training units refer to a number of teacher children and parents' resources. The training units consist of learning tools, games, quizzes, learning videos etc. that help students develop new knowledge and support them at school, at home and out of learning environment.

Based on the report produced at the first phase of the project, the training units have been generated explaining effective methodologies, teaching techniques, tools, activities to create an inclusive environment for Securing the Best Interest of the Child in Educational School Administration.

The training materials of the SeBI project appear to users as nine training units with different topics, which are aimed at creating, improving and changing the quality of the inclusive environment system to ensure the best interests of the child in the administration of the educational school.

### Thematic Unit 1: A Rights-Based Approach to Secure BIC in Schools with the Participation of Children

The Unit aims to explore and discuss the application of the Principle of the Best Interest of the Child (BIC) within the school context, with a specific focus on the participation of children as a main requirement in securing it.

The Unit provides an overview of the components which secure BIC within the school setting. The first sub-unit refers to the acknowledgment of all the conditions/ situation of the child in various environments and for his/her present and future life. It also presupposes evaluating the impact of any decision in all the rights of the child, as rights are interrelated and interdependent, along with an examination of possible conflict of interests with the rights of other individuals or groups. Additionally, it discusses the participation of children as such, naming the conditions needed to be constructive and meaningful. Sub-units 2 and 3 aim to enhance understanding about the importance of building a school culture that promotes and facilitates children's participation, via the discussion on the establishment and functioning of two specific mechanisms within the school community: the students' councils and the complaints' mechanism. The fourth sub-unit enables the participants to investigate how BIC has been incorporated within the school regulations of his/her country/county. Sub-unit four concludes with a number of suggestions related to procedures and mechanisms for securing BIC for all children within the school setting, with



the participation of children as an important precursor and a prerequisite for the successful implementation of BIC.		
Sub-Unit 1	What is the Principle of the Best Interest of the Child	
	Short theoretical background	3 Activities
Sub-Unit 2	Student Councils	
	Short theoretical background	3 Activities
Sub-Unit 3	Establishment of Mechanisms and Procedures for Complaints	
	Short theoretical background	1 Activity
Sub-Unit 4	School Regulations	
	Short theoretical background	2 Activities
Post-Assessment		
References		

## Thematic Unit 2: Children’s participation in the process for securing BIC processes and practices

“Children’s participation in the process for securing BIC / Processes and practices” is an online unit that provides training to headteachers and teachers so that they acquire the needed competences in order to foster children’s participation in the school context. It is envisioned that they will gain knowledge, skills and attitudes so that they know why and how to enhance children’s participation in the process for securing processes and practices for their best interest. On completion of the unit, it is expected that participants will be more competent in lobbying for enhanced student participation in the school context.

Sub-Unit 1	The right for children’s participation: its meaning and significance	
	Short theoretical background	2 Activities
Sub-Unit 2	Forms of children’s participation in school	
	Short theoretical background	1 Activity
Sub-Unit 3	Concerns and challenges for children’s participation	
	Short theoretical background	1 Activity
2 Final Assessments		
References		



## Thematic Unit 3: Establishing processes to secure BIC within classroom

The Thematic Unit concerning ‘Establishing processes to secure BIC within classroom’, is divided in the following three Sub-units entitled:

- Promoting BIC through instruction: Differentiating instruction to meet different student needs
- Promoting BIC through classroom climate: Establishing a rights-respectful classroom climate
- Promoting BIC through children empowerment: Teaching children about their rights in school

Each Sub-unit’s specific objectives serve the project’s general aim intending to provide teachers with adequate training so as to embrace, secure and promote the children’s best interest within their classroom.

Sub-Unit 1	Children's Rights: feedback and important points		
	Short theoretical background	Short theoretical background	2 Activities
Sub-Unit 2	Student empowerment		
	Short theoretical background	4 Activities	Short theoretical background
Sub-Unit 3	Overcome Fears that Keep you from Empowering Students		
	Short theoretical background	2 Activities	1 assessment
Final Assessment			
References			

## Thematic Unit 4: The BIC principle in school for children with delinquent behavior

The unit 4, subdivided into four sub-units, deals with current issues such as dating violence in adolescence (App Liad@s and "Que no te quieran tanto"), cannabis use with adolescents who have a moderate/severe history of use (Quo Vadis, Cannabis?, and the documentary "Ritmos de la Coma" which presents the protagonist participation of children at school through motivational curricular activities and finally, a campaign against bullying from the perspective of passive spectators "#IChooseToBeAWitness". These four themes are addressed through applied and audiovisual exercises, in an attempt to encourage critical thinking, reflection and, above all, the shaping of a responsible identity.

Sub-Unit 1	Risk factors and lack of protection in the Best interests of the child		
	Short theoretical background	1 Activity	1 Quiz
Sub-Unit 2	Change and conflict management in the classroom		



	Short theoretical background	1 Activity	1 Quiz
Sub-Unit 3	Socio-educational actions for the inclusion of children and adolescents at risk in the classroom		
	Short theoretical background	1 Activity	1 Quiz
Sub-Unit 4	Good practice. Materials developed for intervention in areas of special attention		
	Short theoretical background	5 Activities	1 Quiz
Final Assessment			
References			

## Thematic Unit 5: Building and promoting a positive school climate for children in disadvantaged home and neighborhood as protective factor (supportive teacher)

A positive learning environment is one of the most critical components of a skills-based health education classroom. A positive learning environment is created when you value participatory teaching and learning and when there is trust and rapport among students and between yourself and students. To establish trust that leads to true participation and engagement in learning, you first need to set the stage by establishing a learning environment in which all students feel valued, safe, and supported. A positive climate at school is a guarantee not only of good psychological health of participants in the educational process, but also to increase the efficiency of teaching and improve the quality of students' learning.

The student body is a powerful means of forming a personality, but only when the psychological and educational climates in it are positive, conflict-free. That is why studying a positive climate is very important. After all, it affects the upbringing, the harmonious development of students' personalities, largely determines the character traits of individual students and relationships in the team.

	Formation and development of a positive climate in the classroom				
Sub-Unit 1	Short theoretical background	1 Pre-assessment	5 Activities	1 Assessment of sub-units for students and 1 for teachers	
	Developing a positive relationship between the school and the parents				
Sub-Unit 2	Short theoretical background	1 Pre-assessment	5 Activities	1 Quiz	1 Assessment of sub-units for teachers
Sub-Unit 3	Developing a positive relationship between the teacher and the students				



	Short theoretical background	1 Pre-assessment	5 Activities	1 Quiz	1 Assessment of sub-units for students and 1 for teachers
Sub-Unit 4	Developing a positive relationship between the teachers				
	Short theoretical background	1 Pre-assessment	5 Activities	1 Assessment of sub-units	
Final Assessment					
References					

## Thematic Unit 6: Identifying and determining BIC in school

In this training unit participants will, broadly speaking, learn about how to identify and determine BIC in school. In specific, special attention will be paid to effective observation practices as well as on the evaluation protocol for assessing BIC practices in school. It is primarily addressed to head teachers.

The units developed in Unit 6 are based on an interdisciplinary tool that was devised by Kalverboer & Zijlstra (2006) in order to assess the child's best interests based on a number of factors including pedagogical ones. This so called 'Best Interests of the Child' Model includes 14 environmental conditions for the optimal development of children.

The units developed through this training unit are devoted to four of these conditions which are considered as most relevant to educational settings, namely a) the principle of non-discrimination and respect b) the need to provide to the students a safe wider physical environment c) suitable education based on the talents and the personality of the child (talented and gifted) d) adequate examples in society that play a role as models and mediate to the child important societal values.

Sub-Unit 1	Non-discrimination and respect			
	Pre-assessment	Short theoretical background	2 Activities	5 Quizzes
Sub-Unit 2	The best interest of the child in education: Safe wider physical environment			
	Short theoretical background	4 Activities	4 Quizzes	2 Evaluations
Sub-Unit 3	The best interest of the child in education: The case of gifted and talented children			
	Short theoretical background	3 Activities	5 Quizzes	
Sub-Unit 4	The best interest of the child and adequate examples in the society. The case of role models			
	Short theoretical background	2 Activities	1 Quiz	
Final Assessment				
References				



## Thematic Unit 7: Establishing collaboration practices between teachers, headteacher and other supportive experts to secure BIC in school

Training unit provides head teachers with information related to the role of experts collaborating in the school, present good practices on collaboration between different actors (teachers, headteachers and supportive experts) to secure BIC, and provide examples of how some challenges in the school have been overcome. The collaboration in school among teachers, headteachers and supportive experts as school psychologists is an essential task and the only way to ensure a full understanding and application of BIC in school. The collaboration is not a simple task to be completed and then set aside, it's an ongoing process and ever-changing.

The beauty of collaboration is not only the ability to come in contact with different perspectives and ideas, but also to share responsibility for our students' wellbeing and learning. The more the school and the headteachers invested in fostering collaboration between the parties by establishing clear procedures, the better the chance that student has to have a positive climate and see their best interests guaranteed.

	Role of supportive Experts to secure BIC in School system		
Sub-Unit 1	Short theoretical background	1 Pre-assessment	1 Activity and 1 exercise
	Good collaboration practices in school		
Sub-Unit 2	Short theoretical background	1 Pre-assessment	1 Quiz
	How to overcome challenges		
Sub-Unit 3	1 Pre-assessment	1 Pre-assessment	1 Quiz
Final Assessment			
References			

## Thematic Unit 8: Collaboration with parents for securing BIC

Children represent the future of our society and, as such, are arguably the world's most important investment. They provide the social, intellectual, economic and political capital that will sustain our society into the future. Parents are vital partners in education. They influence their children's attitudes to learning, and support learning at home. They are a vital link between home and school. And when they get involved in the life of the school, they make our schools better places to learn, grow and thrive. Parental involvement increases student achievement, and to do this, parents need to be welcomed and respected as partners. Educators and parents generally agree that positive, supportive and open relationships between home and school, parents and teachers are desirable. In this training unit, we start from the motivation that promoting positive child development and supporting parents will enhance future growth and to this end we will provide teachers and headteachers with key information, practical advice and activities that can support collaboration with parents to ensure BIC.



Sub-Unit 1	Parenting that respects and promotes the rights of the child in the family			
	Short theoretical background	Lecture on parenting that respects and promotes the rights of the child in the family	1 Quiz	
Sub-Unit 2	Teacher-Parent collaboration			
	Short theoretical background	Lecture on teacher-parent collaboration	1 Activity	1 Quiz
Final Assessment				
References				

## Thematic Unit 9: Establishing processes to secure BIC beyond school. Collaboration with various stakeholders (effective collaboration & coordination practices)

This training unit includes activities that support the collaboration of schools with various stakeholders to promote inclusive and democratic learning environments inside schools. Through its learning material and activities, teachers and head teachers will realize its importance and explore creative ways of collaboration with important and useful stakeholders, with the aim to strengthen students on many levels. As such, one of the goals of the guide is to promote a sense of community and interconnections between schools and other organizations and stakeholders that work together to improve and preserve a safe and healthy learning atmosphere. An additional goal is to raise awareness of existing challenges and problems in the field of safe schools and try to tackle these problems.

The specific aim of this guide is to encourage partnership between school, home, and community in order to develop collaborations with helpful experts directly related to BIC and:

- reduce students' isolation,
- increase students' social interactions and self-confidence,
- invest in parental collaboration,
- connect curriculum with real-world experiences,
- raise students' voice,

and contemplate students' rights and needs.

Sub-Unit 1	Social interactions			
	Short theoretical background	1 Pre-assessment	2 Activities	1 Assessment
Sub-Unit 2	Care for the environment			



	Short theoretical background	1 Pre-assessment	2 Activities	1 Assessment
Sub-Unit 3	Psychological and physical safety			
	Short theoretical background	1 Pre-assessment	1 Activity	1 Assessment
Final Assessment				
References				

Training materials are important because they can significantly increase student achievement by supporting student learning and encouraging teachers and enhancing parent’s involvement in school education and create an inclusive environment for Securing the Best Interest of the Child in Educational School Administration.

Training materials can also add important structure to lesson planning and the delivery of instruction. Particularly in lower grades, learning materials act as a guide for both the teacher and student in that they offer a valuable routine.

Instructional differentiation is also a part of the learning experience in the classroom. The learning materials differentiate according to the types of learning styles. Differentiation of instruction is the tailoring of lessons and instruction to the different learning styles and capacities within your classroom. Learning materials such as worksheets, group activity instructions, games, or homework assignments all allow you to modify assignments to best activate each individual student's learning style.

Training materials can be found on a specially created online platform in the form of training units that are available for free use by stakeholders. ([SeBI website](#)).

As a next step the produced material was used to train school staff, leaders, educators, and stakeholders. The training has been implemented by experts in the Best Interests of Child. Finally, the SEBI project’s material has been used in pilot actions and has been evaluated and assessed. The partners conducted a literature review on the pedagogical models and administrative structures and practices in Securing the Best Interest of the Child in Educational School Administration in their countries. Then they moved on to an in-depth analysis and evaluation of the existing Best Interest of the Child (BIC) models and practices, investigating the learning and training needs of both the target groups and the stakeholders. Finally, they provided suggestions, recommendations, and guidelines for the development of a SEBI training program and BIC model.

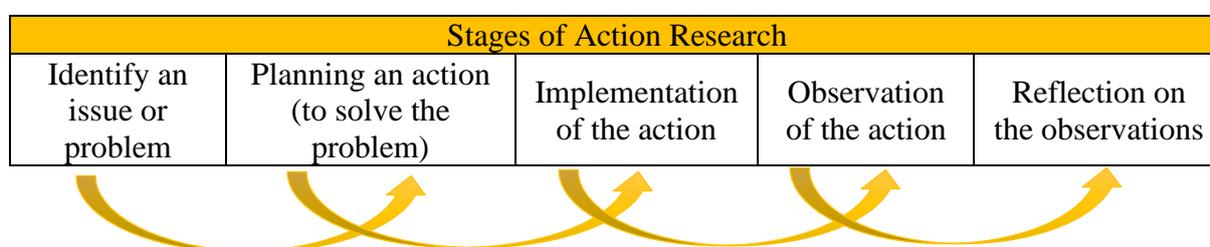


### 3. Action research in education

**Action research** is an interactive method of collecting information that's used to explore topics of teaching, curriculum development and student behavior in the classroom. Action research is very popular in the field of education, because there is always something to work on and something to improve, especially when it comes to teaching and educating others.

Action research is a method of systematic research, which teachers conduct as researchers of their own practice, it is a kind of cyclical process ([What is action research](#)).

The beginning of the process is usually a problem or situation that you, as a teacher or school, want to change. To make changes in education, you must first choose what issues teachers will work on to improve school education. The next steps will be to develop a work plan how to tackle with this problem.



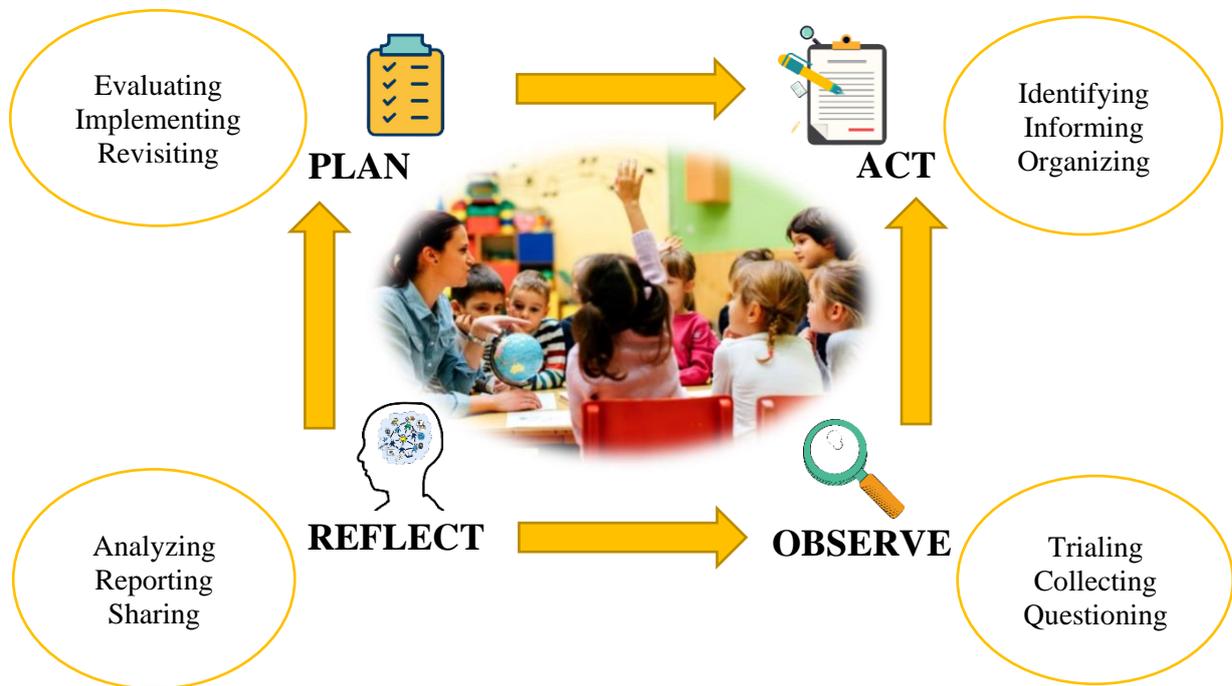
Action research plan	Methods of Action Research
Identifying the problem	Observing individuals or groups
Decide on a specific focus for your classroom research	Using audio and video tape recording, taking photography
Find appropriate research procedures: - Data collection techniques	Using structured or semi-structured interviews
Collect the data and analyze it	Taking field notes
Reflect on your findings: - Involves “shuttling back and forth between thinking and action”	Using analytic memoing
Share your findings with others	Distributing surveys or questionnaires

When do we use Action Research?	
1.	To solve an educational problem
2.	To help educators reflect on their own practices
3.	To address school-wide problems
4.	When teachers want to improve their practices

While there are various methods to conducting action research, there are also various types of action research in the fields of education, including individual action research, collaborative action research and school-wide action research. For instance: Collaborative action research



involves a group of teachers or researchers working together to explore a problem that might be present beyond a single classroom, perhaps at the departmental level or an entire grade level ([Action research](#)).



Picture 1. Action Research Interacting Spiral

### Seven-step Cycle for Action Research

1.	Initiation	→	The teacher notices a problem in class
2.	Preliminary Investigation	→	The teacher spends time observing the class and taking notes of their behavior
3.	Hypothesis	→	After observation, the teacher forms a question or hypothesis as to the cause of the problem
4.	Intervention	→	The teacher tries several strategies to solve the problem
5.	Evaluation	→	After some weeks, the teacher conclusively observes or measures the class again to see if there has been any improvement
6.	Dissemination	→	The teacher shares his findings with others
7.	Follow-up	→	The teacher looks for other methods to solve his original classroom problem

## The Action Research Process

### Step 1-Selecting a Focus

The action research process begins with identifying and researching a topic or topics that need special attention, which will lead to improved schooling. Choosing a focus, the first step in the process, is vital. Choosing a focus begins with what the research teacher or team of researchers wants to explore and thus improve in school education.

### Step 2—Clarifying Theories

The second step involves identifying the values, beliefs, and theoretical perspectives the researchers hold relating to their focus.

### Step 3—Identifying Research Questions

The next step is to generate a set of personally meaningful research questions to guide the inquiry.

### Step 4—Collecting Data

The fourth step involved in conducting action research includes collecting data to use in answering your research questions. This data may consist of teacher-made surveys and standardized test data. Data may consist of surveys and interviews. Collected data may also consist of student portfolios, observations, and other sources of information. The data you collect may also consist of research conducted to identify best practices, or research tested techniques. This is an opportunity to learn from others that may have been trying to unpack the same problems or challenges.

Data collection techniques		
1.	Journals / Diaries	<ul style="list-style-type: none"> <li>Regular dated accounts of teaching/learning</li> <li>Includes personal feelings, reflections, philosophy, observations, thoughts, and feelings</li> </ul>
2.	Learning logs	<ul style="list-style-type: none"> <li>To include a variety of data, such as observations, analyses, diagrams, sketches, quotes, student comments, scores</li> </ul>
3.	Documents	<ul style="list-style-type: none"> <li>Written or printed information on a related topic</li> </ul>
4.	Observation	<ul style="list-style-type: none"> <li>To write down what is actually occurring</li> <li>Don't interpret what is being observed</li> <li>Use of a checklist typically works well</li> </ul>
5.	Field notes	<ul style="list-style-type: none"> <li>Involves writing / taking notes while the research is taking place</li> </ul>
6.	Recording	<ul style="list-style-type: none"> <li>To document in writing or other permanent form (e.g., audio)</li> </ul>
7.	Transcription	<ul style="list-style-type: none"> <li>A written or printed version of something spoken</li> </ul>
8.	Survey /Questionnaire	<ul style="list-style-type: none"> <li>Research instruments consisting of a series of questions or other prompts for the purpose of gathering information</li> </ul>
9.	Interview /Discussion	<ul style="list-style-type: none"> <li>A meeting at which information is obtained</li> <li>Talking in order to reach a decision or to exchange ideas</li> </ul>

### Step 5— Analyzing Data



After identifying your focus and collecting data, you'll need to analyze and make interpretations from your materials. In this you'll want to describe or summarize the data clearly. You'll also look for consistent patterns or themes across the data. Finally, you'll want to use the data to answer your research questions and/or prove your hypotheses.

### Step 6 —Taking Informed Action

Action planning is the last step in the action research process, is very familiar to most teachers. When teachers write lesson plans or develop academic programs, they are engaged in the action planning process. What makes action planning particularly satisfying for the teacher researcher is that with each piece of data uncovered (about teaching or student learning) the educator will feel greater confidence in the wisdom of the next steps ([Steps to conducting action research](#)).

The Action Research Process is cyclical, the above steps should be repeated as necessary until a solution is found.

## Individual Action Research, example

### Step 1: Identify the Problem

The primary school teacher found a problem in his classroom, which was that some students do not have much experience working on their own, and always rely on someone else's opinion without expressing their own. To do this, teachers need to be given more opportunities where the child can work both individually and, in a group, at the same time not be afraid to express their opinion. So, as a teacher, you want to assess your students' skill set and observe their general approach to individual and group work. As you do this, you feel that the next time you offer individual group work, you will gain a new understanding of what works well and what needs to be improved in your classroom.

### Step 2: Devise a Plan

Your plan is to show and teach students to work individually and not be afraid to express their opinion. In doing so, you hope to explore a variety of information, such as how students brainstorm, how they interact with each other in a group and individually, how they share tasks with each other, and who takes more responsibility in answering questions, which student finds it harder to work independently, etc. You provide them with a worksheet and time frames for work in a group.

### Step 3: Act to Implement a Plan

You act by dividing your students into groups and giving them tasks to work on. This step can also be seen as initiating and executing a plan.

### Step 4: Observe

During this step of the action research process, you observe the groups of students working together and individually. You take note on how they are progressing and what types of issues they are having, watch them brainstorm and form interesting ideas and even observe some students not getting along, arguing and not participating altogether, how they express their opinion and who is afraid to talk. This is the observation and data collection phase.



## 4. Model of school development planning

This Interventional protocol provides materials that will help headteachers and teachers seeking to change and update the pedagogical process through an online training platform. School principals and teachers will find tips for improving innovation management and building the readiness of teaching staff to innovate.

A quality school is the result of the head's work on the development of the institution. The way a principal adjusts management processes directly affects the quality of education in the school he or she heads.

Motivating teachers, working on their professional development and work improvement, improving the educational environment, cooperating with the founder on the development of material and technical base, forming a transparent system of assessment of students' learning outcomes, arranging child-friendly school life are not exhaustive lists of tasks and responsibilities of the principal.

An important part of the work of the principal as a manager is the formation of a strategic vision of school development. Strategic management is a continuous process, a mandatory part of which is the development of an educational institution development strategy. The development strategy makes it possible to determine the directions of movement of the educational institution to achieve the main goal - to ensure the quality of education.

Strategic management of the school is implemented through two areas - the development of an internal system of quality assurance in education and strategic planning. The first allows us to study and evaluate the educational process as a system, and the second - to determine areas of activity in the medium and long term.

The purpose of this unit is:

- To outline the basic framework of the school development planning process
- To summarise the key operations
- To suggest ways of adapting the basic framework

### School Development Planning Process:

An effective tool for improving school performance is an action plan. It indicates what measures need to be taken on the way to the goal. It outlines a set of tools to achieve the goals and ensures the regularity of the work performed.

The development strategy of the educational institution should include the following blocks:

**Values of the school.** Values are a filter of behavioral patterns of all participants in the educational process. They determine what human and social values are important to the school. For example, among the values of the school - the safety and comfort of the child. In this case, in the process of implementing the strategy, special attention should be paid to



creating a safe and comfortable environment, building trusting relationships between students, teachers, parents and school administration.

**The mission of the school.** The mission answers the question of why the institution exists, what is the purpose of its activities and for whom educational activities are carried out. It details the status of the school and provides direction and guidelines for determining the goals of the institution. For example, the school's mission may be to ensure equal access to education for all children.

**The vision of the school.** The vision determines where the educational institution is moving, where it wants to be. The formulation of the vision will make it possible to answer the questions of what goals the school seeks to achieve in the medium term, at what level it wants to be, what it aspires to. For example, creating an inclusive educational environment in which every child, regardless of gender, special needs, social status or other characteristics, will be able to learn comfortably.

**Strategic goals of the educational institution.** Strategic goals determine what the school should look like in a few years, set directions for development and record what the school seeks to achieve. They identify areas in which the efforts of the school administration and teaching staff should be focused. Strategic goals must be correlated with the vision, as their implementation brings the institution closer to achieving it. For maximum effectiveness, goals should be formed on the basis of SMART criteria and, accordingly, be specific, measurable, achievable, relevant and defined / limited in time.

**Operational goals.** Operational goals determine how the institution will achieve its strategic goals and what steps need to be taken to do so. For operational purposes, the strategy of the institution moves from general to specific. For example, operational goals in school strategy may be:

- develop a forecast of the expected number of children with special educational needs;
- to establish relations with the inclusive resource center;
- to adapt the educational space;
- provide the necessary organizational and methodological training;
- develop the necessary adaptation measures for students and parents;
- teachers to undergo advanced training in areas related to work with children with special educational needs.

When working on the development strategy of the school, it is very important to take into consideration the real state of affairs and resources of the institution. The SWOT analysis tool will help the head to identify the strengths and weaknesses of the school, as well as the opportunities that open up to the institution and the existing or potential threats.

For the successful implementation of strategic management, it is important to convey the development strategy of the educational institution to all participants in the educational process, especially those who are directly involved in its implementation. Strategic management also needs to change approaches to interact with teachers. They should be directly involved in defining the strategic and operational goals, mission, vision of the



institution and take them as personal. Only in this way can they become partners of the director in achieving these goals.

The development strategy of the institution is also an important guide for the founder: what development points the school has, what the institution needs resources for, what areas of school work the founder needs to strengthen, and so on ([The pedagogical model](#)).

## Step-by-step plan for school improvement

*School improvement has the following elements:*

1. Setting goals or objectives: what result do we want to achieve?
2. Allocation of resources.

*Goal specification:*

- definition of performers
  - identification of available opportunities and tools (materials, manuals, online training platforms, staff training and education, etc.)
3. "Translation" of the declared goals into the language of specific actions on the principle of SMART (S – Specific, M – Measurable, A – Achievable, R – Realistic, T - Timely).  
Identification of executors of measures.

4. Drawing up an action plan (see below)

5. Support and evaluation

Support - ensuring progress. Evaluation is the regular review and determination of whether the activity contributes to the achievement of the set goals.

6. Definition of new tasks

### Action plan

<p><b>Smart – goal</b> What is a SMART goal? What changes will we have in a year?</p>
<p><b>Leadership</b> What will the school leadership action plan mean? What actions will school leaders need to take?</p>
<p><b>Action plan</b> What measures will be taken and when? Who performs them? Who else will be involved? Who is responsible for implementing the measures?</p>
<p><b>Cast</b> What does this plan mean for school teachers? What does this plan mean for parents? What does this plan mean for students? What do we expect from teachers and other school staff?</p>
<p><b>School staff management</b> How to involve teachers in activities (training, group gathering, salary, etc.) Motivation of teachers</p>



## Evaluation

How we are going to assess whether the action plan was successful

### Functions of the action plan

#### Action Plan

- Aimed at the implementation and realization of goals
- Shows all participants what issues are being addressed
- Indicates the way to achieve goals
- Indicates who will carry out the activity
- Assists in decision making
- Allows you to control the process of improvement, provides support and, consequently, increases the chances of success.

*Explanation:* The action plan clearly and concisely outlines the measures needed to achieve positive change in education. It provides an overview of the ongoing activities. The plan follows from the goals of the school. Thus, a direct link is established between the end result to which the school aspires, and the measures necessary to achieve the goals. This is a means by which regular checks are performed on the implementation of actions and their consequences, the correctness of the chosen path is checked. It is important to define a framework of 1 or 2 pages for each topic.

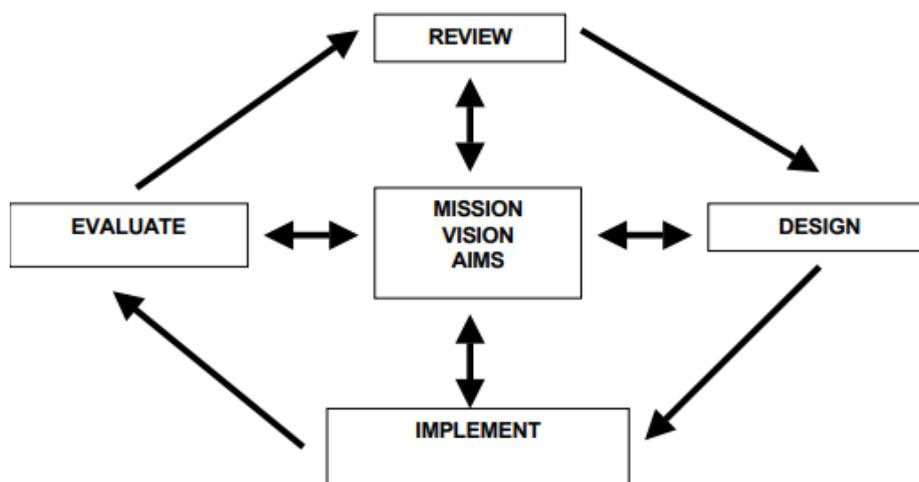
*Recommendation:* Write an action plan using as many verbs as possible (eg accepting information, gathering information, etc.). The declared action plan must lead to their actual implementation. That is why it is important to be as specific as possible, prescribing in the plan the measures necessary for implementation.

#### Drawing up an action plan

An action plan is a route that leads to the set goals, an overview of the measures to be taken. The action plan is based on measures. The time required for their implementation depends on the size of the plan.

The framework can be represented diagrammatically as follows:





Picture 1. Basic Framework of the School Development Planning Process

Criteria for clear activity

Specificity: focus on the topic

Clarity of presentation: specificity, clear framework

Controllability: can be implemented over a period of time with the involvement of existing staff

Detail.

Stages of project program implementation

Areas of activity	Stages of implementation		
	Stage 1 (Organizational)	Stage 2 (Implementation)	Stage 3 (Summary)

Consideration of the plan, verification of arguments

SMART - the principles are applied when drawing up the plan ([SMART Goals](#)).

In particular, the principles of SMART help:

1. Formulate the mission in keywords.

The mission should be formulated as:

Objectives	Who	What	When	How	Results
------------	-----	------	------	-----	---------

2. Identify the goals the school is going to work on.

3. Describe the measures for each goal / step required to achieve it

4. Indicate the final results
5. Place the activities in a logical sequence
6. Indicate who will carry out the activity
7. Identify the means necessary to achieve the goal (financial, material, human resources).

### Planning specific activities

#### Example:

The school principal sets a task: to discuss classroom work with teachers on a monthly basis.

The action plan in this case is aimed at organizing a group discussion. What measures should the school principal take to do this?

Scheme development:

Mission: What do I want to achieve in my school?

Objective: What do I want to achieve as a result of the discussion in the light of the mission?

Who: should take steps to make the discussion a success? The teaching staff should work together, but is there a need for division into groups?

Who: will prepare the discussion?

Who: will be the main one during the discussion?

What:

- will be a topic of discussion?

- should it be done before and on the day of the discussion?

- do you need to prepare?

- Should teachers prepare?

- Should teachers decide?

What information should a teacher gather?

When: is it best to have a discussion?

How: Does the principal make sure that teachers are present at the discussion and that they are sufficiently motivated?

What results will be achieved upon completion:

At the end of the discussion, the school plans to schedule a meeting in the classroom. The staff will jointly determine the time of the monthly meetings.

Ways to implement the action plan:



№	Activity	Implementation period	Performers	Notes
Information and organizational measures				
1.				
2.				
Psychological and pedagogical measures				
1.				
2.				
Methodical measures for project implementation				
1.				
2.				

### Predicting results

This should be understood: it is necessary to specify the goals that the school wants to achieve.

Examples:

- We have organized assistance for students who have problems with learning
- We made a general review of student performance in a particular class.

### Defining the functions of participants

Different people are involved in the implementation of the improvement plan. Depending on their functions, everyone should have their role. Teamwork will be more successful if everyone knows who is responsible for what.

Example:

- Who is involved in this activity? A, B, C, D, E, F
- Who is the performer? A, B, C, D
- Who is responsible? A
- Who plays a supporting role? E, F
- Who is watching the progress? C, F

### Timetable

A timetable is a calendar with dates that are important to the project, which provides an overview of the project over time and names the activities that need to be completed. The timetable shows progress and helps you stay on schedule.

Two more important questions about each stage of the plan:

- Is it possible to complete the tasks in the allotted time?
- Should I do this task in the allotted time?



Example timetable (numbers mean day, month)

10 - 02	12-03	12-04	12-05	12-06	12-08
The action plan has been completed	Start of discussion	End of discussion	Implementation of the plan	Current discussion, adjustments	Approval

Stages of project implementation:

№	Activity	Term	Responsible person
<b>I. Organizational stage</b>			
1.			
2.			
<b>Methodical measures for project implementation</b>			
3.			
4.			
<b>Stage II (timetable) (Implementation)</b>			
1.			
2.			
<b>Methodical measures for project implementation</b>			
3.			
4.			
<b>Stage III - (timetable) (Summary)</b>			
1.			
2.			

### Implementation support

As soon as the plan is completed, the school should start implementing it. This process cannot happen by itself. The person responsible for the end result must constantly take care to support the activity of those who directly implement the plan in life.

Support is an important means of successfully completing all stages separately and the plan as a whole. It is necessary that the responsible employee regularly:

- checked: execution of the plan
- asked: what is happening in the right direction, what needs to be done differently
- discussed the question: how the subordinate is going to solve this or that problem
- analyzed: what do I personally need to do to help accomplish the task?

### Evaluation

Improving schooling is a cyclical process. Performance appraisal and analysis is a necessary part of the action plan. It allows you to analyze the results. The dates of the evaluation can be specified in the action plan. You also need to participate in the evaluation.

The state of affairs can be checked by means of questions:



- Can we go further on the chosen path?
- Are we going to change anything?
- Why should we do it (or not do it)?
- What to do if part of the plan is not implemented by the specified date?

Evaluation moment:

- At the end of the period. The review is dedicated to checking what results we have achieved and we wanted to achieve, as well as identifying the next step.
- During the project implementation. To check if we are on the right track. Will we be able to fulfill the plan by the end of the term?

This assessment can be concise.

### Approval and communication of the educational plan

The pedagogical council approves the plan at its meeting.

It is important to remember that once approved, the curriculum should become a useful and practical working document, and not remain another formal part of the workflow. Therefore, the work should not be completed at the stage of curriculum approval.

It is necessary to make it public and explain to all participants in the educational process the goals and objectives to be accomplished in the coming years, to monitor, review, and refine them.

Detailed planning of the institution's work and implementation of this plan is a movement towards achieving the goals set in the school development strategy and, as a consequence, towards improving the quality of the institution's educational activities.



## 5. Pilot implementation – Training sessions

Action research is systematic multi-staged cyclical process, which seeks to improve practice through the implementation of informed and incremental change. Action research is not done in isolation but seeks out opportunities for collaboration and the participation of other agents.

Action research is a type of inquiry that is practical as it involves making change to practice and theoretical as it is informed by theory and can generate new insights. In addition, it is a methodology, which means it provides a framework for approaching a piece of research. This framework encourages researchers to look at the practice, assess where change may be valuable, to research the issues and possible actions, to implement and evaluate action steps and to articulate learning from the process.

### Session 1 - Selecting a Focus

**Objectives:** The research focus is a central idea of the action research, and it affects how the teacher will analyze and organize the information to be presented. This focus/problem can represent a concern of the teachers, school, a situation that needs improvement, or a question requiring additional exploration. It is vital for teachers/school to choose topics that they find necessary to study and improve because the thorough research necessary to develop a proper action research. Research demands focus and an understanding of various aspects that affect the issue in question.

What teachers need to understand:

- Need to formulate the research problem
- How to identify the research problem
- Steps in formulating the research problem
- Statement of problem
- Formulating research question / hypotheses
- Identify research objectives
- Delimit the Scope of research
- Expected outcome of research

During the first session, teachers will gain an understanding and methods of using the statements above.

**Moderator:** Teacher

**Target group:** Teachers

**Duration:** 3 hours



**Materials:**

- Computer and projector
- Post-it notes/ paper sheets
- Flip charts

**Methodology-Process.**

**Activity 1:** Difference between statements

Discuss and present the difference between research problem, research topic & research purpose

- research problem is a general educational issue, concern, or controversy addressed in research that narrows the topic.
- research topic – broad subject matter addressed by the study
- research purpose- objective of study
- Research Questions – specific questions the researcher would like to answer

**Activity 2:** Identify the research problem

What is your area of interest?

- Where could you look for help in deciding upon a specific research problem?
- What criteria will you apply when deciding upon a specific research problem?
- How could you narrow down your research problem?
- How might your value-judgments affect your research endeavors?

**Activity 3:** Narrowing the range of research problem

*Step 1* – On whom (students, teachers, parents etc.)

*Step 2* – At what level (primary/ secondary/ higher)

*Step 3* – On what (subjects, school environment, relationship between student-student, student-teacher etc.)

*Step 4* – On what (intelligence, attitude, aptitude, creativity, personality)

*Step 5* - Operationalize problem (study the attitude of students to the education, schoolmates, teachers etc.)

**Activity 4:** Brainstorm the ideas and concepts

In this nonverbal brainstorming method, everyone writes down three ideas that relate to the general topic of the brainstorm. Allow about four to six minutes for this process. Then



everyone passes their ideas to the person on their right (or left, whichever you prefer), who will then build off of the ideas, adding bullet points or creative strategies. After another few minutes, everyone will pass the piece of paper again until it makes it all the way around the table. Once the ideas have made it around the circle, the group discusses them and decides which general ideas are best to pursue.

This technique can alleviate two of the biggest brainstorm pitfalls—unbalanced conversation and the anchoring effect—by ensuring that everyone has the opportunity to contribute and eliminating the bias toward the first idea.



## Session 2 - Identifying Research Questions

**Objectives:** Research question is the primary question your activity research sets out to answer. Or to put it another way, the problem you are trying to solve.

Developing the research question is therefore the first step - and one of the most important - in any piece of research. It's also a task that will come up again and again, because any activity research design is cyclical. New questions arise as you iterate and progress through discovering, refining, and improving your deliverables and processes.

A research question has two essential roles in setting your activity research on a course for success.

### 1. It sets the scope

The research question defines what problem or opportunity you're looking at and what your activity research goals are. It stops teachers from getting side-tracked or allowing the scope of research to creep off-course.

Without a strong research question, school team could end up spending resources unnecessarily, or coming up with results that aren't actionable - or worse harmful to your school process - because the field of study is too broad.

### 2. It ties your work to school goals and actions

Defining your research in terms of school decisions means you always have clarity on what's needed to make those decisions. You can show the effects of what you've studied using real outcomes.

Focusing your work through a research question tied to school and students' objectives helps reduce the risk of research being unactionable or inaccurate.

**Moderator:** Teacher

**Target group:** Teachers

**Duration:** 4 hours

**Materials:**

- Computer and projector
- Post-it notes/ paper sheets
- Flip charts

**Methodology-Process.**

**Activity 1:** Choose a General Research Topic



This is the starting point for your research. You don't need to have a specific research question in mind at this point – just a general topic that you want to explore. This may be a topic you that you have chosen in the previous session.

Things to consider when choosing an area to investigate:

- Choose something that is of genuine interest to you
- Choose something that is relevant to the assignment at school
- Choose something that is significant enough to warrant research

### **Activity 2: Find Background Information**

Once you have a general topic in mind, it is important to refine your focus until you have a manageable topic.

Refining your topic can be difficult if you are not deeply familiar with your general area of interest. In order to help you focus your topic, it is important that you gather background information early on in your research.

The purpose of gathering background information is:

- To give you an overview of the topic as a whole
- To alert you to the key issues and controversies
- To provide you with a sense of how the topic area relates to other topics
- To introduce you to the specialized vocabulary relating to the topic

Specialized dictionaries and encyclopedias are a valuable tool at this stage of your research.

Specialized resources:

- Have articles that are on specific topics within a particular area
- The articles are written by experts in the field
- The articles provide bibliographies that list other sources on the same topic
- The articles typically contain cross-references to other related topics
- Provide an introduction to specialized vocabulary
- Specialized dictionaries

### **Activity 3: Translate Your Interest into a Research Question**

After gathering background information, one of the easiest ways to focus your topic is to frame it as a question. Research is not passive reporting, it is a search for answers.

There are a number of ways to focus this interest even further into a research question.

Some questions to get you started:

- Who is involved?



- Are there comparisons you can make with other schools?
- Are there Pros & Cons to your topic?

There are a number of common errors people make when formulating research questions:

- The question is too broad to be manageable.
- The question is too narrow.
- The question cannot be answered.

#### **Activity 4:** Further Modifying Your Topic

You will continue to modify your topic throughout the research process. How you modify your topic will depend upon:

- Whether there is too much information
- Whether there is too little information
- Whether new issues arise during the research process that need to be addressed



## Session 3 - Collecting Data

**Objectives:** Data collection is the process of gathering quantitative and qualitative information on specific variables with the aim of evaluating outcomes or gleaning actionable insights. Good data collection requires a clear process to ensure the data you collect is clean, consistent, and reliable.

Establishing that process, however, can be tricky. It involves taking stock of your objectives, identifying your data requirements, deciding on a method of data collection, and finally organizing a data collection plan that synthesizes the most important aspects of your activity research.

The collection of data is an important step in deciding what action needs to be taken. Multiple sources of data are used to better understand the scope of happenings in the classroom or school.

There are many vehicles for collection of data: journals, individual files, logs of meetings, videotapes, case studies, surveys, records – tests, report cards, attendance, self-assessment, samples of student work, projects, performances, interviews, portfolios, diaries, field notes, audio tapes, photos, memos, questionnaires, focus groups, checklist.

**Moderator:** Teacher

**Target group:** Teachers

**Duration:** 4 hours

**Materials:**

- Computer and projector
- Post-it notes/ paper sheets
- Flip charts

**Methodology-Process.**

**Activity 1:** Define the aim of your research

Before you start the process of data collection, you need to identify exactly what you want to achieve. You can start by writing a problem statement: what is the practical or scientific issue that you want to address and why does it matter?

Next, formulate one or more research questions (what you already did in the previous session) that precisely define what you want to find out. Depending on your research questions, you might need to collect quantitative or qualitative data:

Quantitative data is expressed in numbers and graphs and is analyzed through statistical methods.



Qualitative data is expressed in words and analyzed through interpretations and categorizations.

If your aim is to test a hypothesis, measure something precisely, or gain large-scale statistical insights, collect quantitative data. If your aim is to explore ideas, understand experiences, or gain detailed insights into a specific context, collect qualitative data. If you have several aims, you can use a mixed methods approach that collects both types of data.

## Activity 2: Choose your data collection method

Based on the data you want to collect, decide which method is best suited for your research.

- Experimental research is primarily a quantitative method.
- Interviews/focus groups and ethnography are qualitative methods.
- Surveys, observations, archival research and secondary data collection can be quantitative or qualitative methods.

Carefully consider what method you will use to gather data that helps you directly answer your research questions.

Data collection methods:

<b>Experiment</b>	To test a causal relationship.	Manipulate variables and measure their effects on others.
<b>Survey</b>	To understand the general characteristics or opinions of a group of people.	Distribute a list of questions to a sample online, in person or over-the-phone.
<b>Interview/focus group</b>	To gain an in-depth understanding of perceptions or opinions on a topic.	Verbally ask participants open-ended questions in individual interviews or focus group discussions.
<b>Observation</b>	To understand something in its natural setting.	Measure or survey a sample without trying to affect them.
<b>Ethnography</b>	To study the culture of a community or organization first-hand.	Join and participate in a community and record your observations and reflections.
<b>Archival research</b>	To understand current or historical events, conditions or practices.	Access manuscripts, documents or records from libraries, depositories or the internet.
<b>Secondary data collection</b>	To analyze data from populations that you can't access first-hand.	Find existing datasets that have already been collected, from sources such as government agencies or research organizations.



### **Activity 3: Plan your data collection procedures**

When you know which method(s) you are using, you need to plan exactly how you will implement them. What procedures will you follow to make accurate observations or measurements of the variables you are interested in?

#### Operationalization

Operationalization means turning abstract conceptual ideas into measurable observations. When planning how you will collect data, you need to translate the conceptual definition of what you want to study into the operational definition of what you will actually measure.

#### Sampling

You may need to develop a sampling plan to obtain data systematically. This involves defining a population, the group you want to draw conclusions about, and a sample, the group you will actually collect data from.

Your sampling method will determine how you recruit participants or obtain measurements for your study. To decide on a sampling method, you will need to consider factors like the required sample size, accessibility of the sample, and timeframe of the data collection.

#### Standardizing procedures

If multiple researchers are involved, write a detailed manual to standardize data collection procedures in your study.

This means laying out specific step-by-step instructions so that everyone in your research team collects data in a consistent way – for example, by conducting experiments under the same conditions and using objective criteria to record and categorize observations.

This helps ensure the reliability of your data, and you can also use it to replicate the study in the future.

#### Creating a data management plan

Before beginning data collection, you should also decide how you will organize and store your data.

- If you are collecting data from people, you will likely need to anonymize and safeguard the data to prevent leaks of sensitive information (e.g. names or identity numbers).
- If you are collecting data via interviews or pencil-and-paper formats, you will need to perform transcriptions or data entry in systematic ways to minimize distortion.
- You can prevent loss of data by having an organization system that is routinely backed up.

### **Activity 4: Collect the data**



Finally, you can implement your chosen methods to measure or observe the variables you are interested in.

To ensure that high quality data is recorded in a systematic way, here are some best practices:

- Record all relevant information as and when you obtain data.
- Double-check manual data entry for errors.
- If you collect quantitative data, you can assess the reliability and validity to get an indication of your data quality.



## Session 4 - Analyzing Data

**Objectives:** Data analysis is defined as a process of cleaning, transforming, and modeling data to discover useful information for business decision-making. The purpose of Data Analysis is to extract useful information from data and taking the decision based upon the data analysis.

Methodical analysis of assessment data provides the evidence a practitioner needs to improve teaching and learning for the group and individuals within it. Accurate interpretation of the data analysis enables the practitioner to understand where learners are in the learning and to set the goals and learning intentions for the next steps in the learning process and plan the learning program.

The volume of data you can source from different sources determines the insights you can gain about how effective your school processes are working. It can also position your school team to collaborate in alignment with future trends.

**Moderator:** Teacher

**Target group:** Teachers

**Duration:** 4 hours

**Materials:**

- Computer and projector
- Post-it notes/ paper sheets
- Flip charts

**Methodology-Process.**

**Activity 1:** Cleaning the data

Once you've collected your data, the next step is to get it ready for analysis. This means cleaning, or 'scrubbing' it, and is crucial in making sure that you're working with high-quality data. Key data cleaning tasks include:

- Removing major errors, duplicates, and outliers—all of which are inevitable problems when aggregating data from numerous sources.
- Removing unwanted data points—extracting irrelevant observations that have no bearing on your intended analysis.
- Bringing structure to your data—general 'housekeeping', i.e. fixing typos or layout issues, which will help you map and manipulate your data more easily.
- Filling in major gaps—as you're tidying up, you might notice that important data are missing. Once you've identified gaps, you can go about filling them.

**Activity 2:** Analyzing the data

Finally, you've cleaned your data. The next step is data analysis. There are several types of data analysis:



### Descriptive analysis

Descriptive Analysis is the type of analysis of data that helps describe, show or summarize data points in a constructive way such that patterns might emerge that fulfill every condition of the data. It is one of the most important steps for conducting statistical data analysis.

### Diagnostic analysis

Diagnostic analytics is a form of advanced analytics that examines data or content to answer the question, “Why did it happen?” It is characterized by techniques such as drill-down, data discovery, data mining and correlations.

### Predictive analysis

Predictive analysis allows you to identify future trends based on historical data.

### Prescriptive analysis

Prescriptive analysis allows you to make recommendations for the future. This is the final step in the analytics part of the process. It’s also the most complex. This is because it incorporates aspects of all the other analyses we’ve described.

## **Activity 3: Sharing your results**

You’ve finished carrying out your analyses. You have your insights. The final step of the data analytics process is to share these insights with the wider world (or at least with your schools’ stakeholders!) This is more complex than simply sharing the raw results of your work—it involves interpreting the outcomes, and presenting them in a manner that’s digestible for all types of audiences. Since you’ll often present information to decision-makers, it’s very important that the insights you present are 100% clear and unambiguous. For this reason, data analysts commonly use reports, dashboards, and interactive visualizations to support their findings.



## Session 5 - Taking Informed Action

**Objectives:** An action plan is a checklist for the steps or tasks you need to complete in order to achieve the goals you have set.

It's an essential part of the strategic planning process and helps with improving teamwork planning. Not only in school management, but action plans can be used by individuals to prepare a strategy to achieve their own personal goals as well.

Components of an action plan include:

- A well-defined description of the goal to be achieved
- Tasks/ steps that need to be carried out to reach the goal
- People who will be in charge of carrying out each task
- When will these tasks be completed (deadlines and milestones)
- Resources needed to complete the tasks
- Measures to evaluate progress

Planning helps you prepare for the obstacles ahead and keep you on track. And with an effective action plan, you can boost your productivity and keep yourself focused.

Here are some benefits of an action plan that teachers should know:

- It gives you a clear direction. As an action plan highlights exactly what steps to be taken and when they should be completed, you will know exactly what you need to do.
- Having your goals written down and planned out in steps will give you a reason to stay motivated and committed throughout the project.
- With an action plan, you can track your progress toward your goal.

**Moderator:** Teacher

**Target group:** Teachers

**Duration:** 4 hours

**Materials:**

- Computer and projector
- Post-it notes/ paper sheets
- Flip charts

**Methodology-Process.**

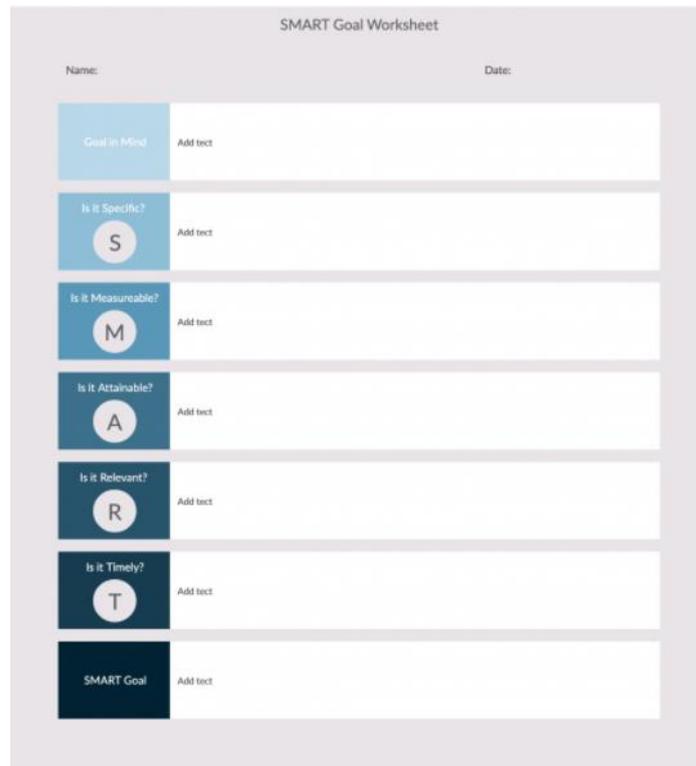
**Activity 1:** Define your end goal

In previous sessions, we have already identified the problem that teachers want to solve, so write it in the action plan. And before you move on to the next step, run your goal through the SMART criteria. Or in other words, make sure that it is:

- Specific – well-defined and clear



- Measurable – include measurable indicators to track progress
- Attainable – realistic and achievable within the resources, time, money, experience, etc. you have
- Relevant – align with your other goals
- Timely – has a finishing date
- Use this SMART goals worksheet to simplify this process ([SMART Goal Worksheet](#)).



SMART Goal Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Goal in Mind	Add text
Is it Specific? S	Add text
Is it Measurable? M	Add text
Is it Attainable? A	Add text
Is it Relevant? R	Add text
Is it Timely? T	Add text
SMART Goal	Add text

**Activity 2:** List down the steps to be followed

Create a rough template to list down all the tasks to be performed, due dates and people responsible. It's important that you make sure that the entire team is involved in this process and has access to the document. This way everyone will be aware of their roles and responsibilities in the project.

Make sure that each task is clearly defined and is attainable. If you come across larger and more complex tasks, break them down to smaller ones that are easier to execute and manage ([Action plan template](#)).

Task	Assigned to	Due Date

**Activity 3:** Prioritize tasks and add deadlines

It’s time to reorganize the list by prioritizing the tasks. Some steps, you may need to prioritize as they can be blocking other sub-steps.

Add deadlines, and make sure that they are realistic. Consult with the person responsible for carrying it out to understand his or her capacity before deciding on deadlines ([List by prioritizing the tasks](#)).

Action Plan Template

Goal:						
Action Step	Responsible	Start Date	Milestones	Due Date	Resources	Desired Outcome

**Activity 4:** Set Milestones

Milestones can be considered mini goals leading up to the main goal at the end. The advantage of adding milestones is that they give the team members to look forward to something and help them stay motivated even though the final due date is far away.

Start from the end goal and work your way back as you set milestones. Remember not to keep too little or too much time in between the milestone you set. It’s a best practice to space milestones two weeks apart.



### **Activity 5:** Visualize your action plan

The point of this step is to create something that everyone can understand at a glance and that can be shared with everyone.

Whether your action plan comes in the shape of a flowchart, Gantt chart, or table, make sure that it clearly communicates the elements we have identified so far – tasks, task owners, deadlines, resources, etc.

This document should be easily accessible to everyone and should be editable.

### **Activity 6:** Monitor, evaluate and update

Allocate some time to evaluate the progress you've made with your team.

You can mark tasks that are completed as done on this final action plan, bringing attention to how you've progressed toward the goal.

This will also bring out the tasks that are pending or delayed, in which case you need to figure out why and find suitable solutions. And then update the action plan accordingly.

## In a nutshell-A proposed action research plan for the SEBI model

### **Cycle one**

#### a) Problem

- Identify the problem that needs to be addressed in your school concerning the BIC
- Through discussion, deliberation, or even a broader understanding that something needs to change
- Make sure to include all interested parties (ie. teachers, parents, supporters and especially children)

#### b) Research

- Using various methods (i.e literature review and field study i.e observation, interviews, focus groups etc.)

#### c) Planning

- Define the steps needed for action-formulate a school development plan
- Take into consideration the SEBI learning material-how can the project outputs help you to reach your goals

#### d) Action

- Take action, implement activities that will help your school reach its goals.



e) Reflection

- Consider all steps, evaluate and reconsider
- Reflection must also take place during all the above stages

**Cycle two**

a) Problem

- Revisit the problem and the actions taken in cycle one through discussion, deliberation, or even a broader understanding that something needs to change

b) Research

- To confirm the hypotheses of step A.

c) Planning

- Reconsider- redefine the steps needed for action

d) Action

- Define the steps needed for action-formulate a school development plan
- Take into consideration the SEBI learning material-how can the project outputs help you to reach your goals

e) Reflection

- Consider all steps, evaluate and reconsider
- Reflection must also take place during all the above stages

The following cycles that can be involved in executing the activity research in education:

- These cycles resemble cycle two
- Apply as many times as needed to achieve the desired results.



## References

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