TASC

Teachers And Students improving School Climate together

Project Reference: 2020-1-IT02-KA201-079365

TASC Strategic Handbook
for the School Management
and the Teachers' Body

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1. The purpose of this handbook

The successful implementation of activities, tools and solutions to improve the climate at school, and subsequently reduce conflict, violence/abuse and absenteeism, increase mutual respect, and empathy, empower students and improve academic results, requires a strategic vision and approach. The work of single teachers taking action and empowering the students is not enough: the engagement of the whole school ecosystem is required, in order to make the implementation structural and systemic within the school context.

The TASC Strategic Handbook provides a map to support you in applying TASC throughout the whole school on a more strategic level, by addressing the school as a whole. It also offers you guidelines on how to raise awareness on the topic of enhancing classroom climate and engage the relevant actors. As such, it supports the activities of school management and the teachers' body to improve school climate through the elaboration of a school-wide strategic plan allowing you to implement TASC framework and ideas in your institution.

The Handbook therefore consists of the following content and chapters:
- How to explain the need of introducing TASC in your school (Chapter 2)
- How identify and create teams and working groups (Chapter 3)
- How to design a strategy implement TASC in your institution (Chapter 4)
- How to make your strategy operational (Chapter 5)
- How to monitor the strategy (Chapter 6)
- How to go on in the process of implementation (Chapter 7)

The strategic map proposed in this handbook is not a protocol. It is a set of ideas and questions to help you to design your own approach to the TASC method which is tailored to the specific characteristics of your institution.

The different chapters include questions, checklist and tables you can use to develop your own strategic plan, there are prepared so you can use them directly to fill in your thoughts, reflections and ideas.

Consistently with the philosophy adopted in developing the TASC method, we assume that you are the expert(s) of your school context, so what you need is getting useful insights and ideas on how to adapt TASC to your school's needs.

You are the author(s) of your institution's stories. This handbook helps you narrate the best stories about your school and all the people involved, who contribute and co-construct its culture and its values.

GO AND TELL YOUR STORY

2. How to explain the need of introducing TASC in your school

You are a school manager who believes that the classroom and school climate is a topic that should be addressed in your institution.

Or, for example, you are a teacher - or a group of teachers - that believes that enhancing the climate in their classroom would ease their work and the quality of the relationships with your students.

You learnt about TASC, and you would like to introduce its ideas, practices and philosophy within the context of your school.

SO HOW CAN YOU DO THAT?

This is not a simple question. TASC is innovative because it addresses a topic which is not so much considered at school. Not so many people have ever thought that addressing the classroom and school climate is a way to improve the quality of life at school for all the actors involved on many levels (relational, transference of knowledge, etc.).

Also, in introducing TASC ideas in your school context you need to be aware of the reasons inducing you to do that. You need to move from the idea that working on classroom and school climate is important in general, to the reflection on:
- WHY your school needs working on this topic,
- WHAT are the practical goals you want to achieve
- HOW you think TASC could help you reach such goals.

"Climate and school classroom" is a very wide and general term that needs to be declined considering the specificity of your institution and the practical benefit it could get by focusing on this topic.

To start your journey in introducing TASC ideas in your school, we have developed a series of questions which help you to define in a clear way why your school should consider the classroom and school climate of utmost importance. The answers to the questions not only contextualise your own strategic roadmap but are powerful messages in your interactions with all involved in the design and future implementation of the roadmap and allow you to interact and convince them and other stakeholders of the soundness of the journey you have embarked on.

Describe the reasons why you think your school should consider the topic of classroom and school climate.

Express these in terms of benefits for the school, the teachers, and the students.

Question	Answer
Why should your school focus on the topic of classroom and school climate, considering curricular and extracurricular activities? Express the reasons using terms such as: to reduce, to improve, to increase, to decrease etc. focus on the overall school level and policy.	
What are your goals while introducing activities related to the management of the classroom and school climate in your institution? Focus as much as possible on concrete goals, on the basis of the knowledge you have of your school's environment. For instance, saying that "enhancing the classroom climate would lower the risk of bullying practices" is more concrete that saying that "enhancing classroom climate would make students feel better"	
Why should your teachers focus on the topic of classroom and school climate? *Which type of benefits could they get from it?* Express the reasons using terms like: to reduce, to improve, to increase, to decrease etc… Focus on the improvements of teacher skills and capacities.	

What are the benefits of using TASC ideas in working on classroom and school climate?
 	
Express the reasons using terms such as: to reduce, to improve, to increase, to decrease etc…
Focus on several aspects of the learning process:
   - Motivational aspects
   - Learning process related
   - Skills acquisition
Evaluation and assessment of skills and knowledge
	-

3. How to identify and create teams and working groups

3.1. Why does TASC require teamwork?

If you decide to introduce TASC ideas in your school, the first thing we invite you to consider is creating one or more teams/working groups focusing on the topic of enhancing the classroom and school climate.

We highly suggest you choose this path, for different reasons.

Firstly, TASC relies on an innovative philosophy and epistemology, based on postmodern, social constructivist, poststructuralist, and narrative ideas. These ideas invite all the persons involved in the co-construction of the school climate – school managers, teachers, professionals in education, but also students, parents and all the other stakeholders you think could be relevant – to reflect upon their role and how their actions impact on the school climate condition. TASC invites all the people involved to think "out of the box" and, in some cases, to change the narratives they have about themselves, the others and the school context.

Another reason is that the topic of classroom and school climate is complex. It involves different people with different roles, knowledge, social and cultural backgrounds. Classroom and school climate is an ever flowing and ever changing process and needs to be constantly and consistently addressed. Working in a team helps to share ideas, expertise, and knowledge and to have different points of view on the topic.
So, you need to deepen the TASC framework and understand its logic.

In other words, you need a team of people who are interested in the topic of classroom climate, or at least curious about it, to design a strategy based upon TASC.

Also, these people should be able to spread the word about the importance of enhancing the classroom and school climate in your institution, in a way that creates interest and engagement.

If you are starting to include TASC ideas in your school, most likely the first teamwork you will create will be constituted by teachers and/or professionals of education, psychology, or social work. You can also involve other relevant stakeholders but, in the meantime, we recommend you involve just professionals in your institution who seem motivated or interested in the topic of classroom and school climate.

3.2. Guiding questions to identify the TASC core group members in your institution

The following table reports a set of questions that might help you in identifying which teachers and/or professionals in your institution would best fit in the core group for TASC-related activities.

Questions
Are there any teachers/professionals in your institution who you think could be more sensible to the topic of classroom and school climate?

*If **yes**, how can you clearly explain your concrete goals to them?* TIP: Discuss with them about their points of view on the topic. Trust their professionality and experience: they are in direct contact with the students and could give you useful ideas to develop an action plan which is more aligned to the school's actual needs.	*Write down your ideas on how you would do this.*
*If **not**, how can you effectively engage them in this topic?* ● How can you explain to them the importance of addressing the topic of classroom and school climate in your institution? ● How can TASC ideas help you in explaining your point of view?	*Write down your ideas on how you would do this.*
How many members should the core group have?	*Write down your ideas here.*
Which type of professionals should be involved? *Just teachers?* *Just educators/psychologists/social workers?* *A mix of all these professionals?*	*Write down your ideas here.*
Can the core group be open to students, too? TASC considers the role of Ambassador Students as the ones supporting professionals in disseminating TASC method within the school context. Most likely, in the starting phase the core group would be constituted only by professionals. However, if you manage to get positive results and a culture of enhancing the classroom and school climate spreads out in your institution, maybe you can think of introducing some students in the core group	*Write down your ideas here.*

Once you have a clear idea on who wants and needs to be in the core group, and how you will convince them to join the effort and/or explain your goals it is time to start creating the core group with whom you co-create the strategy for your school.

3.3. Understanding the TASC epistemology

The "core group" for TASC-related activities needs to know and understand the TASC epistemology, the C.L.A.S.S. framework and be acquainted with the E.P.R. methodology.
All of them can be found on the TASC website: https://www.schoolclimatetasc.eu/

As mentioned earlier, TASC epistemology draws its ideas from different theoretical and epistemological orientations: Social Constructivism, Postmodernism, Complex System Approach, Poststructuralism, Narrative Perspective and Solution Focused Approach.

TASC introduces you to an all-new, all-different mindset. However, our intention is not to push you in changing your mind and denying all your previous convictions and knowledge. We aim to widen your perspective and enrich your expertise with new and fresh ideas.
Considering whether they might be useful to you or not, it is up to you.

Bearing this in mind, below you will find a table, which can help you and the core group members to reflect upon the TASC epistemology and see if you understand its philosophical basis. More specifically, the aim of this table is to help you reflect on HOW you and your core team understand the TASC epistemology.
There is no "right" or "wrong" way to understand this content. What matters is what it means to you and how you can apply the TASC epistemology in the specific context of your institution.
Remember: **YOU ARE THE EXPERT OF YOUR SCHOOL**.

Please reflect upon the epistemology, what the different orientations described mean to you, and what insights or conclusions you can get from them. Please read the framework on the website and use it to fill in the table below.

Theoretical approaches	What insights / conclusions can I get from its definition?	How can I apply the insights I got in the context of improving school climate?
SOCIAL CONSTRUCTIVISM		
POSTMODERNISM		
COMPLEX SYSTEM APPROACH		
POST-STRUCTURALISM		
NARRATIVE PERSPECTIVE		
SOLUTION FOCUSED APPROACH		

3.4. Understanding the C.L.A.S.S. framework

THE "CLASS" FRAMEWORK

HELPING TEACHERS AND STUDENTS IMPROVE SCHOOL CLIMATE TOGETHER

www.schoolclimatetasc.eu

C Construct — Focus on Proactivity, Personal and Group Agency, Relationship as a co-construction of meaning, Relationship as a mutual influence process.

L Lead — Focus on Collaborative Leadership, Power dynamics in the relationship, Leading being one step behind.

A Aim — Focus on Goal-oriented approach, Future-oriented approach, Working on hypotheses.

S Support — Focus on Avoiding blame, Suspending Judgment, Empathy, Curiosity Attitude.

S Solution — Focus on Solution-Focused Approach, Problem Solving VS Solution Building Mindset.

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Below you will find a table, which can help you and the core group members to reflect upon the framework and see if you understand its logic. This is important, as the development of a strategy for improved classroom and school climate based upon TASC requires a good understanding of the framework by all that are involved in designing, implementing, and monitoring the strategy.

Please reflect upon the framework, what the different items mean to you, and if some of its aspects or constructs are already applied within your school (which can be used to anchor the strategy in already existing practices). Please read the framework on the website and use it to fill in the table below.

Framework items	What does it mean to me in the context of improving school climate?	What are the practices or activities in the school in which these can be anchored?
CONSTRUCT		
LEAD		
AIM		
SUPPORT		
SOLUTION		

3.5. Understanding the E.P.R Methodology

Below you will find a table, which can help you and the core group members to reflect upon the framework and see if you understand its logic. This is important, as the development of a strategy for improved classroom and school climate based upon TASC requires a good understanding of the methodology by all that are involved in designing, implementing, and monitoring the strategy.

Please reflect upon the methodology, what the different items mean to you, and if some of its aspects or constructs are already applied within your school (which can be used to anchor the strategy in already existing practices). Please read the methodology on the website and use it to fill in the table below.

Framework items	What does it mean to me in the context of improving school climate	What are the practices or activities in the school in which these can be anchored.
EXPLORE Doing inquiry, thanks to exploration, on classroom climate situation		
PRACTICE Practicing daily life school climate activities		
REFLECT Finding insights coming from the practices.		

3.6. Creating the core group

At this stage you should design the support structure that will be moving the further development and implementation of the strategy forward. Logic has it that the persons who will do so will come from those that have participated in the co-creation sessions and are willing and motivated to become drivers in the implementation process.

The core group should be small enough to be agile and effective, and big enough to ensure representation of school management, teachers' body, and educational support staff.
A good idea to start is asking for volunteers from the sessions and select those which show the most enthusiasm about the exercise and strategy, as they are the ones that will mobilise and motivate all the others.

The core group will also oversee the progress of the implementation of the designed strategy. This does not mean that they will take all the decisions unilaterally: for each

step in the design and implementation of the strategy you have to think which decisions can be taken by the team, and which should be consulted with the wider set of school management, teachers and educational support staff.
Find the balance between agility and efficiency and the effectiveness of involving all in crucial decisions.

It is important that all in the school have a clear idea on who is responsible for the implementation and monitoring of the strategy. The table below is an example for inspiration and highlights some of the roles in the structure, however it is up to you to find the structure and responsibilities that best fit your own situation. Make sure that the ones involved are motivated and willing to be part of the structure.

Responsibilities	*Name and contact data of the person*	*Short description of the responsibilities (The ones indicated are examples to serve as inspiration)*
Chairing the strategy committee		- Chair the strategy committee sessions. - Coordinate the implementation of the activities.
Secretary of the strategy committee		- Take notes and describe the roadmap sections. - Ensure the lists are up to date and published. - Send out invites for the strategy committee activities.
Member of the strategy committee		- Contribute to the definition and monitoring of the strategy. - Provide feedback on the evaluation.
Supervision and monitoring of the implementation of the strategy		- Monitor and ensure that the strategy is implemented as planned and within the agreed timeframe. - Monitor the KPIs y signal the chair if action is needed. - Implement the contingency plans
Evaluation of the strategy implementation		- In charge of evaluating the strategy implementation results after 1 year, including internal teacher evaluation. - Provide recommendations for future activities.

Ideally the list should be accessible in an easy way for all the teachers in the school. Notice boards in the teachers' room or storing it in the school's on-line repository are good ways to ensure access.

4. Designing the strategy

4.1. Food for thought before starting the process

We believe that the introduction of the TASC approach, to be a success, should not be just a top-down process. The strategy and approach should be carried and supported by all involved in the teaching process, i.e., school management, teacher body and educational staff. In an educational innovation process this is even more pivotal: if the implementation is not done in a coherent way across the school and with the same level of quality and motivation, it will have a negative effect on the students' learning processes.

Thus, it is vital to jointly design the strategy involving representatives of at least the three aforementioned groups. However, if you consider it relevant you can also invite other stakeholders, e.g., parent or student association representative, school inspector, representative of the educational authorities, etc. The process of jointly creating the strategy is what we call a co-creation process.

Co-creation is the collaborative development of new values (concepts, solutions, products and services) together with experts and/or stakeholders (such as customers, suppliers etc.). Co-creation is a form of collaborative innovation: ideas are shared and improved together, rather than kept to oneself.

When involving all the relevant players and stakeholders in the process of designing your strategy, the implementation process will be smoother, as management, teacher body and educational staff agree on the approach and different aspects of the plan, and all convey the same messages to others about it.

4.2. Co-creating your strategic objectives

You can use different methods to identify your objectives (e.g., focus group, brainstorming, etc.), as long as you ensure that it is a joint, co-creative development process in which all participants have possibility to expresso their own voice. Here, we propose you to use the checklist below, based on the Pro Action Café methodology.

As a conversational process, the Pro Action Café is a collective, innovative methodology for hosting conversations about calls, questions and projects that matter to the people that attend. These conversations link and build on each other as people move between café tables, cross-pollinate ideas, and offer each other new insights into the questions or issues that are most important in their life, work, organization or community.

The checklist is for a co-creation session based, involving the relevant participants. The different rounds below can be realised in different sessions or in a session of one single day.

Before the session:

- ➢ Define the number of persons to participate. Bear in mind that it should reflect the size of your institution, be big enough to be valid throughout and small enough to be efficient. *TIP: no less than 5 but no more than 15.*

- ➢ Reflect whether you only want to involve representatives of school management, teacher body and educational support staff or if you also want to invite some other stakeholders. *TIP: make sure that the other stakeholders represent only a small portion of the participants, they are not the ones that will actually implement the co-created strategy in your school.*

- ➢ Explain why you feel the addressing school climate through a comprehensive strategic approach is important and explain why you propose a co-creation approach. *TIP: keep it simple and concise, you are "selling your idea to them). If needed explain what co-creation entrails.*

- ➢ Explain the idea for developing a strategy based upon TASC to the potential participants and see who is motivated and willing to participate in the process. *TIP: make sure the invited participants are aware about TASC, and if not provide them with at least a summary.*

- ➢ Invite the most willing and motivated representatives to the first session. *TIP: explain that the design of the strategy is a process and that more sessions can be organised.*

- ➢ Design the agenda and send it out to participants well before the session.

During the session:

- ➢ The setting should promote easy communication and cooperation. *TIP: Circle with chairs is suggested for the joint sessions/ presentations. 2-4 tables with chairs for teamwork sessions (1 table per 3-5 participants). Flipcharts, paper, post-its, markers and pens.*

- ➢ Round 1: "Why should our school work on the topic of classroom and school climate?" Use the questions from section 2, and present your replies as initiator to these questions. The aim is to reach a consensus on the reasons why all feel the strategy is necessary. Expected duration: 30 to 45 minutes.

- ➢ Round 2: Based upon the reasons for working on the topic of classroom and school climate on school level, the teams define their main goal for strategy, they can write it out, draw it, etc. The ideas are then presented or put up on the wall and discussed among all. Aim is to reach maximum consensus on the overall aim and goal of the strategy. *TIP: tell teams not only to focus on a short-term perspective but also on the long term and think even 5 years ahead.* Expected duration: 30 to 45 minutes.

- ➢ Round 3: Ask the teams to take the overall goal as a starting point and define the (specific) objectives, ask them to bear in mind that these should be SMART (see below). The objectives are then presented and discussed, with the aim of reaching consensus on the final set of specific objectives. Expected duration: 60 minutes.

> *What is a SMART strategy?*
> - **S** *is for Specific: directly related to the overall goal of the strategic roadmap and showing a direct relation to the use of digital tools across the school.*
> - **M** *is for Measurable: you should be able to measure whether the objective is reached or progress towards its realisation is being made.*
> - **A** *is for Achievable: make sure the objective is realistic and achievable within the set timeframe of the strategic roadmap.*
> - **R** *is for Realistic: make sure that it is realistic, make sure you are not overambitious (or under ambitious);*
> - **T** *is for Timebound: set a timespan for the objective, e.g. to be reached within 6 months, 1 year etc.*

For each objective you have defined revise whether all aspects of the above are valid, if not go back and redefine your objective until they all are.

➢ Round 4: "Where to go from now?" Joint discussion group in which the participants revise first the results from the former rounds. And ask them to answer the question:
   o What are the next steps we could take, to make the strategy a reality?
   o Who will be the main persons driving the process forward and ensure that the steps indicated in the next sections are executed?
   Tip: it might be a good idea to do this in a separate session, so participants have had time to digest the results from the former rounds and start with fresh energy.

5. Making the strategy operational

Once you have designed the strategic objectives, it is time to land the strategy and turn these strategic objectives in concrete steps. Making a strategy operational means translating each of the objectives into smaller steps, each with their own sub-objectives and deadlines.

It is important to bear in mind the boundaries present within the school, such as infrastructure, but also the time which can be freed up from the curricular and extra-curricular activities for the actual implementation of the steps defined. Do not overstretch, as this might lead to reduced motivation. Not only the core group, but everyone involved and affected by the implementation of TASC needs to be able to see the impact it is generating and what their roles and responsibilities are.

Our suggestion in this phase is to rely on the E.P.R. methodology. In fact, E.P.R. methodology does not only refer to the assessment and evaluation of the TASC implementation in the single class, but in the institution as a whole.

5.1. EXPLORE 1 – Identify the strategic objectives

The table below shows you how you could define the subobjectives and specific steps for a strategic objective, this exercise should be done for each of the strategic objectives you have defined. Again, here the approach needs to be a co-creation one and you can use the Pro Actin Café checklist of Chapter 4.2 to organise the sessions and apply the same approach. This way you ensure there is consensus in the core group on how to process.

Strategic Objective	*Define the subobjectives*	*Define the steps you will take to achieve the subobjectives*	*Define the deadline for completing the step*
Write down the strategic objective	*1)*	1.1 1.2 1.3 Etc.	
	2)	2.1 2.2. 2.3	
	3)		
	4)		
	Write as may subobjectives you think to be necessary		

Once you have completed these practices, it is time to decide which are the ones you will implement first. Of course, these need to be aligned with the subobjectives and contribute to the objectives set out.

It is not advisable to implement whatever exercise anyone wants to implement. Do this in a coherent way, consistent with the insights you have collected so far. A non-ad-hoc approach might provide results on the short term, but it will lead to a chaotic and uncontrollable situation in the longer term, with everyone doing what they see fit according with or without taking into account the goal and objectives of the strategy.

5.2. EXPLORE 2 – Identify the limits

Before selecting the practices that will be part of the strategy and operation plans you need to have a clear idea on the boundaries and limits of your reality. The table below helps you to do so, giving examples of possible boundaries and/or limits: use it to fill in the ones applicable to your school.

Question	Answer
What is the (technological) infrastructure or your school and/or classroom? How does this limit the practices TIP: Analyse the current infrastructure in terms of space, equipment and technology. Create a table in which you list all the items available. In the column next to it describe if and how it limits the adoption of certain practices. *that can be used?*	
What is the pedagogical philosophy and policy of your school and does this limit the practices that can be implemented? TIP: If the answer is no move to the next question, if yes please analyse carefully if the approach needs adaptation in view of the uptake of TASC and the implementation of the proposed practices.	
Do the educational authorities have a specific policy with regards to classroom & school climate, i.e., do they allow schools to freely follow their own ways or are there limitations? TIP: Contact your educational authorities and ask them whether they allow for you to design your own strategy or not.	
What is the level of awareness of your students about the topic of classroom and school climate? How does it affect the practices that can be selected & implemented? TIP: Analyse which practice requires a level of knowledge and/or awareness beyond the one of your students.	

It is vital the implementation and thus the selection of practices fits the needs and characteristics you and your team identified in your specific institution. You need to act considering the limitations or boundaries that are marked, for instance, by the infrastructure, the pedagogical philosophy and policy of the school, the educational policies on regional or national level, etc., that might affect which practices can be implemented (and which not).

5.3. PRACTICE 1 – Selecting the practices

Once you have answered the questions above, you will have a clear idea on the boundaries with regards to the practices and the criteria that will mark the selection of the tools to be finally implemented. In essence, you have the baseline for the selection

criteria for the potential practices. You can now move to the selection of the first practices or set of practices to be implemented horizontally across your school and all students.

Question	Answer
What type of practices should be implemented first? Check out the list of the TASC practices and explain the type to start with and why. TIP: Make sure there is a consensus reached among all the participants in the core group	.
Select the practices or set of practices to start with. Which are most useful for the age or type of students, the field of studies, etc. we provide and why? TIP: Ask teachers if they have used some of the practices already maybe in other settings or slightly different manner (former jobs, other training activities) and ask or feedback if they feel they are useful in the school context.	

At the end of this process, you will end up with a list of practices or a group of practices to start improving the classroom or school climate. The list should not be seen as a closed list, but as a "living creature" that grows and expands as you move ahead into your journey.

5.4. PRACTICE 2 – Start the implementation process

Now it is time to start working on the classroom and school level, collect results and draw conclusions and insights on how to proceed further. Before starting you need to consider at least three parameters, which are listed in the table below. Such parameters allow you to develop a clear setting to start the implementation process and constantly monitor the activities. Of course, feel free to add as many parameters as you think are necessary to you and your team.

Type of participants	Reason for this choice
Students *From the same class?* *Students from different classes?* *Same age? Different age?*	
Professionals? *Teachers?* *Professionals in education and psychology?* *Blended groups?*	
Students and Professionals together	

Number of people involved	Reason for this choice
How many groups? *Just one group?* *More than one group?* *Minimum and maximum number of people involved?*	

Timeframe	Reason for this choice
How long should the implementation last? *How many practices should be proposed?*	

All the questions indicated are examples to serve you as inspiration	

5.5. PRACTICE 3 – Identify the expert teachers

The idea here is to ask teachers whether they have used some of the practices before or not, in order to create a list of practices that have been used and the teachers that have used them.

Ask the teachers on this list to indicate under which circumstance they have used the practice, whether they consider themselves a beginner or advanced user on the practice and ask permission for them to be contacted by other teachers of the school in case of queries.

Name of the practice	Name and contact data of the teacher that used it	Setting in which the practice was used	Level (According to the E.P.R. methodology)

Ideally the list should be accessible in an easy way for all the teachers in the school, notice boards in the teacher room, or storing it in the school's on-line repository are good ways to ensure access. Make sure the list is always updated, so regularly scan your teachers for new tools, new uses, or changes in levels.

Ask the teachers on the list if they would be willing to give a short session on the practice to other teachers interested.

6. REFLECT - Monitoring the implementation

6.1. Introduction

As inherent part of the strategy you need to ensure that it will be properly monitored and evaluated. In fact, we believe that strategy and operation plans are useless, unless you can assess whether progress towards its objectives is made. So, once you have co-created the strategy and defined the operation plans, it is time to reflect on the monitoring and evaluation of the strategy.

The monitoring and evaluation of the strategy needs a quantitative as well as a qualitative component.

The quantitative monitoring and evaluation are done through the use of KPIs, that is Key Performance Indicators. Choosing the proper KPIs to focus on is the first step towards measurable improvement and thus success of your strategy. What can be and is measured, gets improved. choosing the right KPIs relies upon a good understanding of what is important for the strategic roadmap of your school.

> *A KPI is a type of performance measurement (the process of collecting, analysing and/or reporting information regarding the completion of a task with application of knowledge, skills and abilities of an individual, group, organization, system or component). It evaluates the success of an organization or of a particular activity (such as the implementation and progress of the strategic roadmap).*

Make sure you choose the KPIs that are directly related to the objectives and goals of your strategic roadmap. It seems obvious, but you could get lost in detail when defining KPIs and lose sight of the bigger picture.
Examples of KPIs could be:
- Number of teachers that use TASC practices regularly,
- Number of practices used regularly,
- Number of teachers that have experience with a certain type of practices,
- Number of teachers willing to train and share their knowledge with others,
- % of improvement in the teachers' skills for managing classroom climate,
- % of improvement in perceived quality of the classroom climate by teachers
- % of improvement in perceived quality of the school climate by teachers
- % of improvement in perceived quality of the classroom climate by students
- % of improvement in perceived quality of the school climate by students.
- Etc…

6.2. Defining your KPIs

The table below helps you defining your KPIs for implementing TASC ideas in your institution.
Take the subobjectives defined in the strategic objectives and operational plans, quantify theme and identify the related KPIs for each. Get at least 3 KPIs per objective. If you need more examples go on-line and do a search for indicators related to school or classroom climate and get the inspiration you need.

Objective	Quantification of the objective	How to monitor/measure	Related KPIs
EXAMPLE: Increase the use of TASC practices by the teacher body	*At least 70% of the teachers uses TASC practices as a regular part of their activities*	*6-monthly internal survey among teacher body*	*Number of teachers using TASC practices regularly expressed as a % of the total teacher body*

Beside the quantitative measurement on the KPIs, you need a qualitative assessment. The qualitative part of the monitoring and evaluation is to gain knowledge about the perception and experience of school management, the teacher body and educational support staff in the implementation of the strategy and operational plans. There are different methods to be used, such as discussion groups; focus groups or interviews.

Also, qualitative assessment gains insight into what is behind the numbers of the KPIs. Doing this exercise once a year with the idea on improving the roadmap can be sufficient. Many schools already have these kind of evaluation processes implemented, e.g., for teacher evaluation and embedding the evaluation of implementation of the strategy into this activity is thus advisable.

6.3. Risk and contingency plans

Think about which risks affect your strategy and operational plans, which are they, how to do they affect the implementation of the plan, and what are the contingency plans you foresee to reduce the impact they have on the progress of your strategy. To get you started for each risk 2 examples have been included.

Human resources risk	Level of impact on success of strategy implementation (high, medium, low)	Contingency plan
Teacher that knows about a practice exercise leaves the school	Medium	Ensure continuous peer-learning throughout, regular training sessions. Identify alternative training courses or on-line learning
Low motivation of school staff to be involved in design and implementation of strategy and operational plans	High	Intensive awareness raising about the importance and benefits of the strategy for improved classroom and school climate. Personal dialogues with key staff members to act as ambassadors. Gain support from educational authorities (try to have the work recognised for merits).
Add as many Human Resources Risks you consider appropriate for your strategy		
Other risks	Level of impact on success of strategic roadmap (high, medium, low)	Contingency plan
Educational authorities do not see importance of the strategy	Medium	Awareness raising among educational authorities on the importance of a strategic approach to the adoption of TASC and its practices. Invite members of educational authorities to participate in the design and activities
Add as many Risks you consider appropriate for your strategy		

7. And start all over again

Following the logic of the E.P.R. methodology, from time to time you and your team should revise the strategy and operational plans, following the process defined in the present document, but using as a starting point the already existing roadmap.

Take the contents of the roadmap and reflect and re-assess all its content and update it for the latest developments, being them technological, pedagogical or political.

In this way your strategy and operational plans are always up to date and adapted to the changing environment.

The table below helps you define a timeframe for revising your strategy. It provides you with questions focused not only on what did not work in your strategy, but also on what DID work. This type of questions, beside being aligned with the TASC epistemology, help you reflect on how to effectively implement your work.

Questions	Answer
How often should you revise your strategy?	
Who is in charge of the revision?	
What are three elements that have been working in your strategy, so far?	
What are three elements in your strategy you would change?	
What are three positive things you have learnt in implementing TASC in your institution, so far?	
How could the things you learnt help you doing the strategical changes you want/need?	
What resources do you have at the moment that could help you maintaining the elements that are already working in your strategy in the future? *TIP:* *Think about all type of resources (i.e., related to people, logistics, technology, etc.)*	
What resources do you have at the moment that could help you maintaining the changes you want/need in your strategy in the future? TIP: Think about all type of resources (i.e., related to people, logistics, technology, etc.)	