

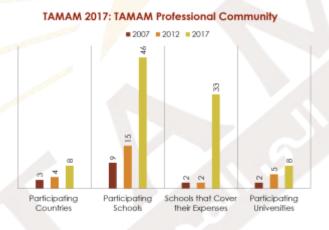


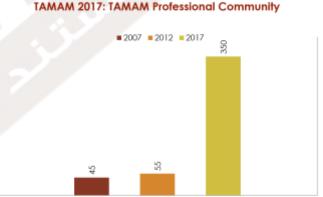




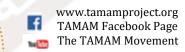
What is TAMAM?

TAMAM Project is an educational reform movement in the Arab region combining research with development to bring about and support school based initiatives for sustainable school improvement. Its title is derived from the initials of the Arabic translation of the phrase "school-based reform" [Al-Tatweer Al-Mustanid ila Al-Madrasa]. In the context of Arab countries, TAMAM adopts an approach to reform that breaks the current trend of the prescriptive "top down" approaches for school improvement and promotes an alternative model where "bottom-up" improvement initiatives receive "top down support" to facilitate the effective implementation and sustainability of innovative practices. This is made possible through the partnership among policy makers, university researchers and practitioners at the school level that TAMAM established as a critical principle for the project.





Educational practioners trained on leading school based improvement





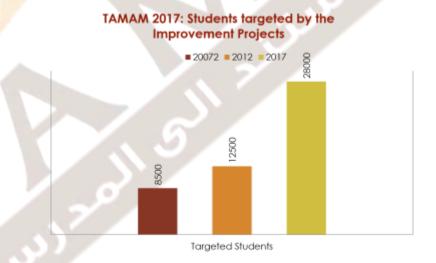






What is TAMAM?

This partnership facilitates the process of change through the constructive interplay of power, knowledge and practice: i.e. university researchers encourage school practitioners to identify problematic challenges in their practices and coach them to plan for and implement change initiatives at their schools. These practitioners concurrently partake in knowledge production while policy makers accommodate the resulting changes through system and structural modifications. The ultimate goal of TAMAM is to build educational institutions that are organized as professional learning communities populated with teachers that are inquirers and reflective practitioners, who have the capacity to collaboratively initiate and plan school-based reform that addresses the needs of the learners and those assisting them. The ultimate goal of TAMAM is to empower those closest to the teaching learning core to enhance the quality and outcome of the learning experiences of students.













TAMAM's Strategic Goals

The TAMAM project has five strategic goals:

- 1. Build leadership capacity for school based reform
 - a. Build leadership capacity for school based improvement in a team
 - b. Build institutional capacity for school based improvement
 - c. Build capacity for school based improvement beyond the educational institution
 - d. Build a network of coaches
- 2. Introduce capacity building for school based improvement into preparation programs
 - a. Trigger improvement in the design of pre-service Teachers and Educational Leaders preparation programs
 - a. Trigger improvement in the design of in-service professional development programs
- 3. Introduce an inquiry based approach to large scale educational reform initiatives that connects schools, ministries, and policy makers
 - a. Integrate the TAMAM model in the design of large scale reform initiatives at the ministry level
 - b. Establish a TAMAM educational network that includes educators from all levels.
- 4. Build a knowledge base on school based improvement grounded in the Arab context
 - a. Develop empirically "grounded" theoretical understanding of the processes for school based reform
 - Disseminate the knowledge produced in TAMAM to the regional and international scholarly community
- 5. Ensure the TAMAM Movement's sustainability
 - a. Build a strategy for sustainable funding for TAMAM PST operations
 - b. Establish country Hubs
 - c. "Brand" TAMAM and increase its visibility











TAMAM's Strategic Goals

TAMAM strategic goals

Build leadership capacity for school based reform

Build leadership capacity for school based improvement in a team

Build institutional capacity for school based improvement

Build capacity for school based improvement beyond the educational institution

Build a network of coaches Introduce capacity building for school based improvement into preparation programs

Trigger improvement in the design of preservice Teachers and Educational Leaders preparation programs

Trigger improvement in the design of in-service professional development programs Introduce an inquiry based approach to large scale educational reform initiatives that connects schools, ministries, and policy makers

Integrate the TAMAM model in the design of large scale reform initiatives at the ministry level

Establish a TAMAM educational network that includes educators from all levels. Build a knowledge base on school based improvement grounded in the Arab context

Develop empirically "grounded" theoretical understanding of the processes for school based reform

Disseminate the knowledge produced in TAMAM to the regional and international scholarly community Ensure the TAMAM Movement's sustainability

Build a strategy for sustainable funding for TAMAM PST operations

Establish country Hubs

"Brand" TAMAM and increase its visibility



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The TAMAM Capacity Building Model

The TAMAM capacity building model is based on the outcome of the ongoing research of the project steering team (PST) aimed at generating grounded theoretical understanding of school-based improvement. It consists of professional beliefs [TAMAM Pillars] and their respective competencies that the PST identified as key to building the capacity among educational practitioners to lead school based improvement initiatives. It also comprises a process to guide the improvement process as well as enhance the acquisition of the needed competency through a job-embedded process that leads to professional learning.

The TAMAM school improvement journey (Figure 2) represents both a design for professional learning experiences that help build the leadership capacity of participating team members, and a road map to be followed by those practitioners as they initiate, plan implement and sustain their school based improvement initiatives. It consists of an iterative cycle providing a structured yet flexible series of stations designed to help team members identify their need (s), set their improvement goals, design their innovative intervention, plan its implementation, implement and evaluate it, and make future decisions based on their results and on the new learning acquired throughout this journey. It is expected that after concluding one cycle, team members would have acquired and developed a considerable array of knowledge, skills and attitudes promoted by the TAMAM 11 pillars and are ready to act as leaders of change in their institutions.



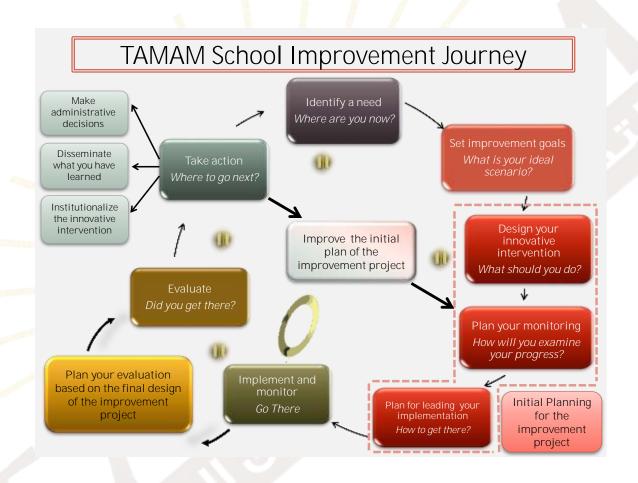


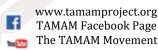






The TAMAM Capacity Building Model









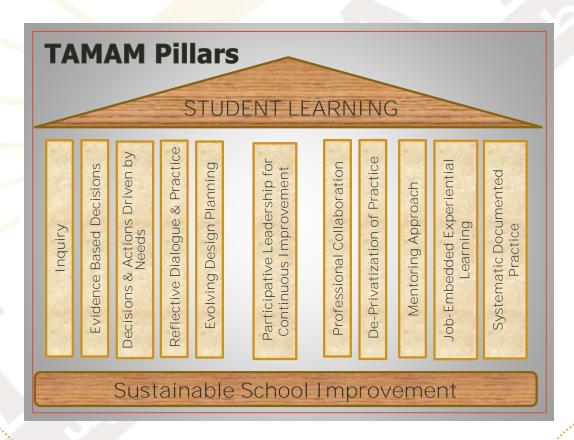


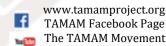


TAMAM Pillars

The TAMAM project's professional beliefs are represented in the eleven TAMAM pillars and reflected in the competencies that were identified as key for school team members to acquire and practice as leaders of school improvement at their schools.

The pillars provide a concrete set of professional beliefs that defines the organizational culture as well as the practices of its members. Each pillar has a "TAMAM" definition and a competency it represents that is further articulated into several descriptive elements. The elements are categorized into knowledge, skills and attitudes.













TAMAM's Unique Features

Through its pillars, journey and approach to capacity building, TAMAM brings about a model that constitutes a paradigm shift from the current practices for school reform in the region while at the same time being responsive to the unique needs of its practitioners. As such it is characterized by the following:

- A new contextualized job-embedded approach to build leadership capacity at the individual team level and within the institution.
- Continuous monitoring and support provided for teams as they pass through the entire stages of the TAMAM journey.
- Flexibility in adapting the TAMAM designs and activities suitable to the context of every country and the specific needs of every school context.
- Clear indicators guide the follow-up/ monitoring process.
- A process of gradual expansion within the institution and from one institution to another.
- Bridging the gap between educational practitioners, academic researchers, and decision makers.
- Targeting three levels to achieve sustainable change: the practitioners, the institution, and the professional culture.



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Project Steering Team



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Ms. Rayana Saad Logistics Coordinator



Ms. Noha Al Chaar Coordinator of TAMAM Lebanon Hub project and researcher



Ms. Rania El Hage TAMAM Lebanon Hub schools' coach



Ms. Hadeel Dbaibo Outreach Coordinator in TAMAM Lebanon



Expert in establishing partnerships between the school and the community



Ms. Samaya Mansour Researcher and student leadership expert



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Participating Schools

Lebanon:

- Al Kawthar Secondary School
- Hariri High School II
- Lebanese International School
- EDUVATION School Network
- Makassed Philanthropic Islamic Association

Lebanon Hub:

- Bzal Mixed Public School
- El Ghubairi Second Mixed Public School
- El Tarbiya Al Haditha Public School For Girls
- Jezzine Elementary Public School
- Kfar Roumman Second Intermediate Public School
- Rachel Edde Public School

Former Public Schools

- Nazih Bizri Public School
- Shakib Erslan Public School
- Dhour Shweir Public School

lordan:

- Ahliyyah School for Girls
- Al-Asri<mark>y</mark>ya Schools
- Al Bayan School
- Al Manhal International School
- Al Saada School
- Amman Baccalaureate School
- Amman National School
- Bishop
- Montessori
- Philadelphia National Schools
- Spring Hill International School
- The Baptist School

KSA:

- Dar Al Fikr School
- Dhahran Ahliyya School for Boys
- Dhahran Ahliyya School for Girls
- Princess Nourah University Schools – PreSchool
- Princess Nourah University
 Schools Elementary School
- Princess Nourah University Schools – Middle School

Palestine:

Al Hasad School

Sudan:

Al Ahfad School

Egypt:

- Khadija Youssef High School
- Assiut Altajribiya
- Issmat Afifi Middle School

Qatar:

- Abu Baker Asedeeq
 Preparatory Independent
 School
- Ahmad Bin Mohamed Al Thani Independent Secondary School

Oman:

- Al Ethaar Basic Education School
- Al-Ezdihar Basic Education School
- Al Mashariq Basic Education School
- Aisha Um El Momenin Post Basic Education School
- Al Wadi AlKabir Post Basic Education School
- Kaab Bin Zaid Basic Education School
- Hail Al-Awamer Post Basic Education School













TAMAM under the Spotlight

In its first phase, TAMAM project collaborated with nine private schools from three different Arab countries (Lebanon, Jordan, and Kingdom of Saudi Arabia) in addition to three public schools in Lebanon. In its second phase, 11 new private schools joined TAMAM (three from Oman, two from Qatar, three from Egypt, two from Jordan, and one from Lebanon) which added three new participating countries to the project.

After the 10th TAMAM Gathering that was held in May 2014, five new schools from Jordan joined the project. By the end of 2014, three public schools that are part of Princess Noura Bint AbdulRahman University in KSA joined the project. It must be noted here that half of the new schools that have joined the TAMAM project in its second phase funded their own participation in the project.

TAMAM's third phase started in 2015, by which it has expanded within its pioneering schools as well as through adding new schools and countries where the most recent one being Sudan. At the start of its third phase, TAMAM established an official partnership with the Technical Bureau of the ministry of education of the Sultanate of Oman and further expanded its practices among Omani public schools. Moreover, TAMAM Project Steering Team is currently exploring ways to introduce the TAMAM building capacity model and the TAMAM project's pillars as a model to be incorporated into the Omani ministry's school development program in collaboration with the divisions in charge of professional and organizational development in the ministry.











TAMAM under the Spotlight

Moreover, and at the onset of its third phase, TAMAM received a five-year grant from the LORE Foundation to establish the TAMAM Lebanon Hub and to expand its services to public schools in Lebanon. Through this grant, TAMAM project is working with a group of public schools to build leadership capacity to lead improvement in the schools and to build institutional capacity within the school to sustain continuous improvement. The targeted outcome of the Lore Foundation's grant is to establish in Lebanon, the TAMAM project first Hub that supports public schools.

In mid-2016, the PST signed a long-term contract with the Education Resource Center [ERC] in Al Makassed Philanthropic Association, which provides in-service training to the teachers in Al Makassed schools.

Apart from schools, academicians and educational researchers from eight different universities of Arab countries (The American University of Beirut, the Lebanese University, Queen Rania's Academy, Qatar University, Sultan Qabus University, the American University of Cairo, Asyout University, Princess Noura Bint AbdulRahman University, and the Al-Ahfad University for girls) are participating in TAMAM project. These participants play roles in designing professional development activities, researching the project's impact on individuals and institutions, training individuals and providing them with the necessary support to gain the TAMAM competencies in order to lead educational development in their institutions.

Since the beginning of the project, ministry representatives from several countries are members in TAMAM (Lebanon, Jordan, KSA, and Oman) participated in the project's activities and providing support to facilitate the work of schools in relation to TAMAM. This participation manifested in facilitating the collaboration with the Omani ministry of education and is working on forming a model that can be applied by other ministries of the participating countries.











TAMAM under the Spotlight

In addition to its development activities to spread the culture and best practices adopted in TAMAM, the Project Steering Team regularly document and disseminate the progress of their research work. Since the commencement of the project until now, the Project Steering Team completed six technical reports that document the result of TAMAM's research and its progress towards forming effective educational development theories rooted within the Arab context. In addition, there are three articles published on TAMAM's experience in international periodicals; multiple Steering Team presentations about TAMAM in several regional conferences; as well as an online book "Voices from the Field" that documents the project participants' experiences during the initiation phase of the project. Also, participating schools completed 80 reports on their improvement projects, each report recorded its team's experience in school-based reform, and these were all placed on the TAMAM website (www.tamamproject.org). From the achievements also, is that the TAMAM journey was adopted by 200 public schools in Lebanon as a design to train and prepare educational practitioners,

In addition, in 2016 the Project Steering Team finished working on an evaluative study on TAMAM's impact on Al Asriyya Schools (as one of TAMAM's pioneer schools in Jordan). The Team is also working on finalizing a Resource book, that documents the design and the processes of the TAMAM capacity building model.

The TAMAM project aspires to become an educational reform movement in the Arab World creating a professional network that combines the efforts of school and university practitioners as well as decision makers in ministries of education to achieve the desired transformation in our practices that induce organizational development in the educational system that reaches the desired level of learning for the Arab student.





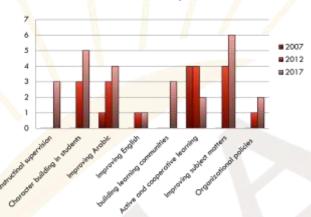




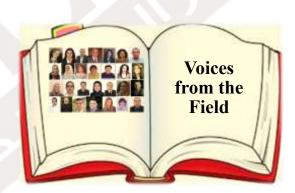


TAMAM Research Output

















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