

MIRA

Metacognition · Inner life · Resilience · Agency

Implementation Guide for Schools

The process step by step: five meetings, between-session assignments, leadership-team roles and success criteria for the first cycle

For senior leadership teams and pedagogical coordinators

MIRA pilot school network · First implementation cycle

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MIRA pilot school network

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1. Why this process

Your school already has a clear diagnosis and an agreed pedagogical framework. It knows it needs to improve academic results, make the way it teaches and assesses more coherent across all stages, and address the diversity of its students with shared criteria throughout the staff.

What is missing is neither conviction nor analysis. What is missing is engineering: turning that agreement into concrete, progressive practices that are sustainable over time. That is the purpose of this process.

The central challenge: to build real internal pedagogical coherence in a staff with diverse practices, led by the senior leadership team, advancing simultaneously on the three fronts that structure the teaching-learning model.

A school that implements MIRA in a pioneering way takes on a role that goes beyond its own benefit: it generates practical knowledge, real evidence and a model transferable to other schools in the pilot network. Being a pioneer is not a privilege—it is a responsibility and an opportunity for pedagogical leadership.

The MIRA model	The learner profile it develops
Defines HOW learning happens in the classroom: ● Metacognition ● Inner life ● Resilience ● Agency	Defines WHO the school wants to form: ● A student who knows how they learn ● A student who connects with what they learn ● A student who manages error ● A student who produces and transforms

This distinction is fundamental: the profile the school pursues orients the formative horizon; the MIRA model makes it concrete, observable and assessable in the classroom. Without the model, the profile is a statement of intent. Without the profile, the model is a technique with no meaning.

2. How many school years your school needs: the route by size

The duration of the implementation process is not the same for every school. The determining criterion is size: how many groups per year the school has directly conditions the speed at which the pilot can scale to the whole staff without losing quality or generating resistance.

	Schools with 1-2 forms (up to 2 groups per year)	Schools with more than 2 forms (3 or more groups per year)
Total duration	2 cycles · 2 school years	3 cycles · 3 school years
Cycle 1	Bounded pilot: one group per stage. 5 meetings · Year 1	Bounded pilot: one group per stage. 5 meetings · Year 1
Cycle 2	Generalisation to the whole staff. Institutionalisation in documents. 5 meetings · Year 2	Expansion to more groups and stages. Consolidation of instruments. 3 meetings · Year 2
Cycle 3	—	Full institutionalisation. Whole-staff training. Review of programmes. 3 meetings · Year 3
At the end of the process	The model is operational across the whole school	The model is school culture

2.0 Time horizon: three years, three PDCA cycles

Full implementation of MIRA requires three school years. Each one applies the PDCA cycle (Plan · Do · Check · Act) to the previous year's work. The pace varies with the size of the school — not because of capacity, but because a staff's culture changes slowly and scaling too soon produces cosmetic, not structural, change.

	Schools with 1-2 forms	Schools with more than 2 forms
Total cycles	2 cycles · 2 years	3 cycles · 3 years
Year 1 · Pilot	5 meetings	5 meetings
Year 2 · Extension	5 meetings · whole staff	3 meetings · expansion
Year 3 · Consolidation	—	3 meetings · full institutionalisation

2.0.1 The PDCA cycle in each implementation year

Year	P · Plan	D · Do	C · Check	A · Act
Year 1 Pilot	School diagnosis. Proposal of criteria and instruments by stage.	Pilot in selected groups. Systematic gathering of evidence.	Reading the evidence. What worked? What didn't? What to adjust?	Activated in Year 2 from the pilot's evidence.
Year 2 Extension	Expansion plan based on Year 1 evidence. Which groups to bring in.	Extension with already-validated instruments. The school carries more of the process load.	Year 1 vs. Year 2 comparison. Differences between pilot groups and new groups.	Adjustment of instruments. Preparation for Year 3 institutionalisation.
Year 3 Consolidation	Whole-staff training plan. Incorporation into institutional documents.	Full institutionalisation. MIRA runs autonomously across the whole school.	Three-year impact evidence: assessment, methodology, student outcomes.	The school operates in autonomous continuous improvement. Final report for the pilot network.

Year 3 is not bureaucracy — it is the time culture needs to change. Scaling too fast produces cosmetic change: the model exists in the documents but not in the classroom. In schools with 1–2 forms, the Year 1 pilot has already touched, directly or indirectly, almost all teachers, so the Year 2 generalisation is not a big leap — it is consolidating what already exists.

2.1 Why size matters

In a school with 1–2 forms, the Year 1 pilot has already reached, directly or indirectly, almost all teachers. The staff is small, departments have less inertial autonomy and the leadership team knows each classroom's practice personally. The Year 2 generalisation is not a big leap: it is consolidating what already exists across most of the school.

In a school with more than two forms, the Year 1 pilot has touched only a fraction of the staff. There are departments with their own cultures, cycle coordinations with real autonomy and teachers who have not taken part in any session. Scaling in Year 2 without having built enough critical mass is the fastest route to silent failure: the model existing in the documents but not in the classroom. Year 3 is not bureaucracy — it is the time the culture needs to truly change.

The success of the first cycle is not measured by how much the school has changed, but by how much it has learnt about how to change. That difference, multiplied by the size of the staff, is what determines how many cycles the process needs.

2.2 The Cycle 2 meetings in large schools: fewer, not worse

In schools with more than two forms, Cycle 2 has 3 meetings instead of 5. This is not a cut: it is a logical consequence of the process already being well established. The leadership team knows the dynamic, the instruments are validated and the pedagogical coordinator no longer needs to design from scratch.

Meeting	Focus	What changes relative to Cycle 1
R2-1 · October	Review of the pilot and design of the expansion	The starting point is the Cycle 1 pilot report. There is no new reference proposal: work is done on what already exists and a decision is made on which groups or stages to bring in.
R2-2 · February	Reading the evidence from the expansion	The leadership team presents how the new groups have responded. Differences from the pilot are detected and instruments are adjusted if necessary.
R2-3 · June	Partial institutionalisation decisions and design of Cycle 3	The consolidated agreements are incorporated into the school documents. The focus of Cycle 3 is defined: what remains to be generalised and what needs specific staff training.

In large schools, Cycle 2 is the moment when the leadership team moves from learning the process to leading it with real autonomy. The pedagogical coordinator remains available for technical support, but the weight of the process now rests with the school.

3. The starting point: what your school needs before beginning

MIRA does not require a radical transformation of the school or any external accreditation. But it does require three starting conditions without which the process cannot be sustained:

#	Condition	Why it is necessary
01	A committed and available leadership team	The leadership team is the internal engine of the process. Without its active leadership — not just its support— implementation never gets off the page. The pedagogical coordinator accompanies; the leadership team leads.
02	At least one lead pedagogical coordinator per stage	Agreements are built with teachers, not over them. You need at least one person per stage with real pedagogical authority and the will to lead change in their team.
03	A willingness to share what is learnt —including the mistakes —	The pilot network learns from what pioneering schools do and from what does not work. A school that hides its resistances or failures generates no transferable knowledge. Honesty is part of the commitment.

3.1 Minimum profile to begin

You don't have to have changed anything yet. You have to know why you want to change, be clear about who will lead the process in the school, and be willing to start with a bounded pilot —one group, one term— before scaling to the whole staff.

Diagnostic question	What your answer reveals
In which stage is it most urgent to improve assessment coherence?	That is the stage where the pilot begins. You don't have to start with all of them at once.
Which teachers already have practices close to MIRA even if they don't call them that?	Those are the natural allies of the process. The pilot works best with those already closest.
What likely resistances will appear in the staff?	Naming them beforehand is more useful than discovering them later. Resistances are not a problem: they are information about the design of the change.
How much real time can the leadership team dedicate to this process?	A two-hour meeting every two months and the between-session assignments. If that is not possible, the process cannot be sustained.

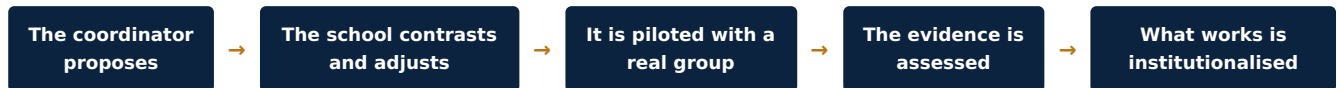
4. The guiding principle: assessment pulls teaching along

Teachers are not asked to change their methodology directly. Common assessment criteria and instruments are agreed, and the classroom changes as a consequence.

If we agree what learning evidence we are looking for and with what criteria we value it, the teaching methodology aligns itself. Assessment pulls teaching along.

4.1 The logic of the process: deductive and action-oriented

To accelerate the process, before the first meeting the pedagogical coordinator draws up a concrete —not generic— reference proposal that serves as a starting point. The sequence is as follows:



5. The five meetings: overview

The process is structured into five meetings across the school year, separated by periods of internal work. Each meeting has a precise focus, a concrete deliverable and an assignment for the between-session work.

No.	Meeting	Main focus	Key deliverable
R1	Contrasting the proposal with the school's reality · October	The pedagogical coordinator presents the reference proposal: criteria by stage, instruments and objectives. The leadership team maps where current practice converges and where it diverges.	Annotated proposal with divergences and improvements. Prioritised list of adjustments by stage for R2.
R2	Adapting criteria and instruments by stage · December	The leadership team presents the adjustments agreed internally with cycle and department coordinators. Proposal v1 is validated. The expected methodological impact is anticipated.	Proposal v1 with stage adaptations validated. Note on methodological impact.
R3	Piloting the proposal in selected groups · February	The leadership team presents the pilot plan: groups, instruments, leads, schedule. The evidence-gathering instruments are agreed.	Pilot plan by stage. Gathering instruments. Confirmed start date.
R4	Reading the evidence and scaling decisions · April	The leadership team presents the pilot results: student response, changes in teaching practice, detected resistances. Decision on what is generalised, adjusted or discarded.	Pilot report by stage. Minutes of decisions with leads and deadlines.
R5	Institutionalisation and design of the next cycle · June	Incorporation of validated agreements into school documents. Assessment of the methodological change generated. Systematisation of learning for the pilot network. Design of Cycle 2.	Updated school documents. Learning report for the network. Call for Cycle 2.

R1 · October — Contrasting the assessment proposal with the school's reality

The pedagogical coordinator presents the reference proposal: assessment criteria by stage, instruments and learning objectives. The leadership team, with the cycle and department heads, maps where current practice converges with the proposal and where it diverges. Improvements are gathered and the necessary adjustments are prioritised.

Deliverable: Annotated proposal with the school's internal divergences and improvements. Prioritised list of necessary adjustments by stage, in order of urgency.

Assignment: Between R1 and R2 — the leadership team works with the cycle and department coordinators on the adjustments to criteria and instruments by stage, and analyses the expected impact on teaching practice.

R2 · December — Adapting criteria and instruments by stage

The leadership team presents the concrete adjustments agreed internally with the cycle and department coordinators for each stage. The non-negotiable elements and those that allow variation are validated. Proposal v1 is approved. The expected methodological impact in the classroom is anticipated.

Deliverable: Assessment proposal v1 with stage adaptations validated by the leadership team. Note on the expected methodological impact in the classroom.

Assignment: Between R2 and R3 — the leadership team designs the pilot plan —groups, instruments, leads, schedule— with the pedagogical coordinator's technical support.

R3 · February — Piloting the proposal in selected groups

The leadership team presents the pilot plan: in which groups the new criteria and instruments are applied, who leads in each stage and how evidence is gathered. The pedagogical coordinator accompanies the design. The instruments for gathering evidence of assessment and of methodological impact in the classroom are agreed.

Deliverable: Pilot plan by stage: groups, instruments, leads, start date. Agreed evidence-gathering instruments.

Assignment: Between R3 and R4 — the leadership team oversees the pilot's application, gathers evidence of student performance and of changes in teaching methodology, and prepares the report for R4.

R4 · April — Reading the evidence and scaling decisions

The leadership team presents the pilot results: student response, emerging changes in teaching practice and detected resistances. The pedagogical coordinator contributes external analysis. A decision is made on what is generalised to the whole staff, what is adjusted and what is discarded.

Deliverable: Pilot report by stage (student assessment + impact on teaching practice). Minutes of decisions with leads and deadlines.

Assignment: Between R4 and R5 — the leadership team incorporates the validated agreements into school documents (educational project, programmes, department assessment agreements) and prepares the final cycle review.

R5 · June — Institutionalisation, transfer and design of the next cycle

Incorporation of validated agreements into school documents. Assessment of the methodological change generated as an effect of the new assessment. Systematisation of learning for the pilot network—including errors and resistances—. Design of Cycle 2: deepening or opening new fronts.

Deliverable: School documents updated with the Cycle 1 agreements. Learning report for the pilot network. Call for, and focus of, Cycle 2 agreed.

Note: The first year is not measured by how much the classroom has changed, but by how much the school has learnt about how to change it. That learning is the legacy for the next cycle.

6. What happens before and between the meetings

The real work of the process does not happen only in the meetings. Two moments outside them are equally decisive: the pedagogical coordinator's preparatory work and the leadership team's internal work between sessions.

6.1 Before R1: the reference assessment proposal

The pedagogical coordinator draws up a concrete proposal of assessment criteria, instruments and learning objectives for each stage, coherent with the MIRA model and the school's graduate profile. It is not a theoretical document: it is a working material that the leadership team can read, annotate and contrast with the school's real practice before R1.

What the reference proposal contains
Assessment criteria and objectives by stage (Early Years, Primary, ESO, Bachillerato where applicable).
Concrete instruments for each stage: rubrics, authentic tasks, self-assessment with star sheet ★ or checklist.
A note on the expected methodological impact in the classroom: what changes for the teacher when these criteria are applied.

The proposal is sent at least three weeks in advance so the leadership team can work on it internally with its cycle or department coordinators. The leadership team arrives at R1 with its annotations: what it takes as is, what it needs to adapt and what it proposes to improve.

6.2 Between meetings: the leadership team as the engine of implementation

The leadership team is the agent that internally drives each between-meeting assignment: with cycle heads, with departments, with the whole staff. The pedagogical coordinator accompanies, gives technical support and follows up; the leadership team leads. This distinction of roles is fundamental to the sustainability of the process.

If an assignment could not be completed, this is communicated to the pedagogical coordinator before the meeting — without judgement— and the session's starting point is redesigned. Hiding that something has not advanced delays the process and weakens it.

7. Roles: who does what

The process works because the roles are well differentiated from the start. When the pedagogical coordinator tries to lead what belongs to the leadership team, or when the leadership team delegates to the coordinator what only it can do, the process loses traction.

Role	Leadership team	Pedagogical coordinator
Core responsibility	Leads implementation in the school. Decides what is adopted, what is adapted and what is discarded. Manages the staff's resistances.	Designs the reference proposal, provides technical support, accompanies between meetings and systematises learning for the network.
Before each meeting	Works on the assignments internally with the cycle and department coordinators. Gathers evidence and prepares the agreed materials.	Analyses the materials provided by the school, prepares the session and produces a synthesis or external analysis when required.
During the meetings	Presents the results of the internal work, makes decisions and sets the next assignments.	Facilitates the session, offers an external perspective and ensures the agreements are concrete and verifiable.
After each meeting	Drives the agreed assignments with its staff. Communicates progress and blockers to the coordinator before the next session.	Follows up on the assignments, resolves technical doubts and updates the process's shared documentation.

The pedagogical coordinator accompanies, gives technical support and follows up; the leadership team leads. This distinction of roles is fundamental to the sustainability of the process. A process led by the coordinator instead of the leadership team does not survive the first change of coordinator.

8. The stage coordinator: oversight of the assessment system

The stage coordinator has a specific and bounded role in the MIRA model: to ensure that teachers are within the agreed assessment system and apply the structure of the proposed instruments. They do not oversee how the teacher teaches — that is professional territory, and touching it during the implementation phase would generate resistance that would compromise the process. They oversee how the teacher assesses.

If the assessment system works coherently and teachers internalise it, methodology aligns itself. The coordinator need not worry about how anyone teaches because the assessment system already produces that effect. Assessment pulls teaching along.

8.1 What the coordinator oversees — and what they do not

Dimension	The coordinator oversees	The coordinator does not enter
Assessment instruments	That the agreed instruments (A-D rubric, checklist, star sheet ★) are applied with the correct structure.	How the teacher designs the task or the teaching sequence that leads to the instrument.
Student self-assessment	That self-assessment happens before submission and that the student points to real evidence, not just ticking YES everywhere.	The pedagogical relationship between teacher and student during the process.
Criterion-based feedback	That the termly report has a real A-D profile and a concrete next step, not a generic one.	The teacher's communicative style with families.
Competence-based tests	That the A1-A2-B-C block structure respects the system and that tests rotate. Intervenes only if the structure does not fit the criteria.	The disciplinary content of the test or how the teacher prepares it with their group.
Stage milestones	That each stage's milestones —Mini-Exhibition in P5, Exhibition in Year 6, Personal Project in Year 10 (4.º ESO) and Research Project in Bachillerato— follow the structure of the four MIRA phases.	The internal dynamic of each preparation session.

8.2 The coordinator's instruments

All the instruments the coordinator uses for this oversight are accessible without needing to be present in the classroom. Oversight is documentary and happens at natural moments of the school calendar, not as observation visits.

Instrument	What the coordinator verifies	When	How they access it
Observation and "Learning Hands" (Early Years)	That systematic observation is carried out with the agreed structure and that the child's self-assessment (Learning Hands) and the explorer's questions are recorded with no connotation of result.	Termly review of a sample	Reading the group observation sheets per classroom
Portfolio (Primary)	That the student's self-assessment and progression are documented with the structure agreed by cycle.	Termly review of a sample	Reading a sample of portfolios per group
Project portfolio (ESO)	That projects have the MIRA-phase structure and the checklist completed by the student before submission.	At the close of each project	Reviewing submissions in the shared repository
Student checklist	That self-assessment happens before submission, that the student points to concrete evidence and that the teacher works on the inconsistencies.	A sample per group per term	Reviewing checklists in the repository submissions
Termly A-D report	That feedback is criterion-based — not holistic — and that the next step is specific and actionable, not a generic phrase.	Each term, before sending to families	Reading the reports before they are sent
Bank of competence-based tests	That the A1-A2-B-C block structure respects the system, that tests rotate between years and are not repeated in the same group.	Before and after each application	Direct access to the bank — also public for the student
Graded test self-assessment (Bachillerato)	That the self-assessment cycle takes place (the student gives themselves a mark before knowing the correction) and that the calibration gap (self-mark — real mark) is recorded and tracked across the year.	After each competence-based test	Reviewing a sample of self-assessments per group
SAT sheet	That the alert is triggered when the threshold is exceeded, that the cause is diagnosed specifically (not generically) and that the school's context is correctly identified (favourable / diverse / high diversity).	When an alert is triggered	Reviewing open sheets by subject and group
Mini-Exhibition (P5) · Exhibition (Year 6) · Personal Project (Year 10) · Research Project (Bachillerato)	That the stage milestone follows the complete structure of the four-phase MIRA cycle.	Once per year, at the close of the stage	Attendance at the presentation event

8.3 The bank of competence-based tests: an instrument of equity

The bank of competence-based tests fulfils two simultaneous functions that it is best not to separate. For the coordinator it is an oversight instrument: they can verify that the block structure is correct and intervene if it is not. For the student it is an instrument of equity: they have access to all the previous tests in their subject, understand the format and know exactly what level of demand corresponds to each block.

Who accesses	For what
Stage coordinator	Verify the A1-A2-B-C block structure before application. Check rotation: no test is repeated in the same group within less than three years. Intervene —without validating content— if the structure does not respect the system's criteria.
Student (public access)	Know the exact format of the instrument before facing it for the first time. Calibrate what is expected at each level: what a Block A1 is, what a Block C demands. Prepare without an advantage over any classmate — everyone accesses the same bank.
Teacher	Consult tests by other teachers of the same subject to calibrate their own level. Reuse or adapt previous tests, respecting the agreed rotation.

During the implementation phase the coordinator does not review unit programmes or enter into task design. That decision is deliberate: the staff is building trust in the system. If oversight reaches the design before the assessment system is consolidated, the risk is that teachers perceive the process as inspection. The conversation about unit design belongs to later cycles, once there is established culture.

8.4 SAT in contexts of diversity: the coordinator's adjustment

The stage coordinator has a specific role when the school operates in contexts of high socioeconomic or cultural diversity. In addition to verifying that the SAT sheet is triggered correctly, they must ensure that the step-1 diagnosis includes the analysis of context factors and that step 4 coordinates the available external supports.

School context	What the coordinator additionally verifies
Favourable (high SESI, <10% immigrant students)	Standard verification of the base protocol. Special attention to possible grade inflation: if $\geq 70\%$ of the group obtains a merit/distinction, review the level of demand of Block B-C.
Diverse (medium SESI, 10-25% immigrant students)	That the step-1 diagnosis identifies whether the cause is contextual (not only design or sequence). That in step 4 the counsellor has been contacted where appropriate.
High diversity (low SESI, >25% immigrant students, vulnerable area)	That the adjusted thresholds are applied correctly. That step 4 includes coordination with external services. That leadership is informed even if the standard critical threshold has not been reached.

SESI: socioeconomic status index.

The coordinator does not adjust the learning objectives according to context. They adjust their reading of the thresholds and verify that the teaching team has the support it needs to act. Equity is not lowering the demand: it is ensuring that everyone has the conditions to reach it.

9. Operating principles

For the process to work, the leadership team and the pedagogical coordinator agree the following principles from the start:

Principle	What it means in practice
The leadership team leads, the coordinator accompanies	The leadership team is responsible for implementation in the school. The pedagogical coordinator provides technical support, designs the reference proposal and follows up between meetings, but does not replace leadership.
Focus on the pedagogical	These meetings are not for administrative matters or the school's ordinary management. The time is reserved entirely for the process of implementing the MIRA model.
Decisions with the staff, not over the staff	Assessment agreements are built with the participation of the cycle and department coordinators. Nothing is imposed; the how is designed with the teachers.
Brief, operational minutes	Two pages maximum. Agreements, leads and deadline. No argumentative development.
Honesty about resistances	If something has not worked or generates rejection in the staff, it is said at the next meeting. Hiding problems delays the process.
Systematisation for the network	The pioneering school documents its process rigorously. What it learns—including the mistakes—is valuable for the schools that come after. That documentation is part of the assignment.

10. What this process is not

For this process to work, it is important that both teams share from the start a clear understanding of its scope:

It is not...	It is...
A change of methodology imposed on the staff	An agreement on assessment criteria and instruments, of which methodology is a consequence. The teacher still chooses how to teach; what changes is what evidence they look for.
Theoretical training about MIRA	A process of operational implementation: teachers learn MIRA by applying it, not by reading about it.
A project added to the school	The internal architecture that organises what the school already does: it orients the programmes, the assessment instruments and the staff agreements.
A process that requires transforming the space or structure	A model that operates in the existing classroom, within LOMLOE, with no external accreditation.
A definitive solution at the end of the first cycle	A first cycle that generates evidence, builds team culture and designs the next cycle with more real knowledge.

The MIRA model defines the horizon and the common pedagogical dimensions; how each teacher activates them in their classroom has room for autonomy. What is non-negotiable is that the four conditions —M, I, R, A— are present in the design. How they are activated is the teacher's professional responsibility.

11. How we will know we are progressing: success criteria for the first cycle

The success of the first year is not measured by how much we have changed the classroom, but by how much the school has learnt about how to change it. At the end of the first cycle of five meetings, we will have progressed if:

#	Success criterion for the first cycle
01	The three key areas —assessment criteria, self-assessment instruments and task types— each have at least one agreed v1 document, incorporated into the programmes of every stage that took part in the pilot.
02	The teaching teams of the pilot stages know the MIRA model —even if only briefly— and have applied at least one new instrument in the classroom.
03	The leadership team can describe with precision what remains for Cycle 2: what worked, what met resistance and what needs more time or a different design.
04	The process has generated at least one transferable learning for the network: an adapted instrument, a solution to a frequent resistance or evidence of impact in the classroom.
05	The relationship between the leadership team and the pedagogical coordinator has gained density: more trust, more direct communication, more habit of mutual consultation on pedagogical matters.

The first year is not measured by how much the classroom has changed, but by how much the school has learnt about how to change it. That learning is the legacy for the next cycle and the most valuable contribution of the pioneering school to the network.

Annex A · School diagnostic sheet

Complete before R1 · Leadership team + cycle coordinators · Maximum 2 pages

Field	Content
School name	
Stages taking part in the pilot	
Leadership team responsible for the process	
Lead pedagogical coordinator	
Date of preparation	

A.1 Starting pedagogical strengths

List between 3 and 5 real strengths of the school at the moment of starting the process. A strength is something that works well today, in a sustained way, and that the process can build on or consolidate.

#	Specific strength of the school
1	
2	
3	
4	(optional)
5	(optional)

A.2 Challenges of the process

List between 3 and 5 genuine challenges. A challenge is something that does not work well today, that requires real effort to improve and that the process must address. Be honest: a diagnosis that does not acknowledge the real challenges is of no use.

#	Specific challenge for the school in this cycle
1	
2	
3	
4	(optional)
5	(optional)

A.3 Likely resistances in the staff

#	Likely resistance and planned strategy to address it
1	
2	
3	

Annex B · Meeting-minutes template

One copy per meeting · Maximum 2 pages · Distribute before the next session

Field	Content
Meeting (R1 / R2 / R3 / R4 / R5)	
Date and place	
Attendees	
Focus of the session	

B.1 Agreements of the session

Agreement	Lead	Deadline

B.2 Assignment for the next session

Assignment agreed for the next meeting

B.3 Resistances or blockers detected

Resistance or blocker · Probable cause · Agreed response

Annex C · Pilot report by stage

Complete between R3 and R4 · Leadership team + stage coordinators · One copy per stage

Field	Content
School and stage	
Groups where the pilot was applied	
Pilot period	
Report lead	

C.1 Pilot results in the students

Dimension	Observations of the teaching team
Student response to the new self-assessment instruments (phase M)	
Observed changes in student engagement with the task (phase I)	
Student response to difficulty and error (phase R)	
Quality of the products submitted and level of own decision-making (phase A)	

C.2 Impact on teaching practice

Observed change	Description and assessment
Changes in task design (what the teacher changed)	
Changes in how feedback is given to students	
Teaching-team resistances and how they were managed	

C.3 Scaling decisions

Decision	Detail
What is generalised to the whole staff (and when)	
What is adjusted before generalising (and how)	
What is discarded or postponed (and why)	

C.4 Learning for the pilot network

What has this school learnt that is transferable to others? (Include errors and solutions found)