

MIRA

Metacognition · Inner life · Resilience · Agency

FOR LEADERSHIP TEAMS AND COORDINATORS

How to implement MIRA without slowing anyone down

The coordinator's role, the instruments they oversee, the phases of implementation and — honestly — the real difficulty of getting the model going.

THE GUIDING PRINCIPLE

The coordinator oversees the structure, not the pedagogy

The stage coordinator ensures that teachers apply the agreed structure of the instruments. They do not oversee how each teacher teaches: that territory remains the teacher's.

What the coordinator DOES oversee

- That the instruments have the correct structure.
- That self-assessment happens before submission.
- That the report is criterion-based and has a next step.
- That the SAT is triggered when there's a signal.

What the coordinator does NOT enter

- How the teacher designs their task or sequence.
- The pedagogical relationship with the student.
- The disciplinary content of the test.
- The style of communication with families.

If the assessment system works coherently, methodology aligns itself. The coordinator looks after the system; teaching follows behind. Assessment pulls methodology along.

The instruments the coordinator reviews

Early Years

Observation and Learning Hands, with no connotation of result

Primary

Portfolio and star sheet ★: self-assessment documented by cycle

Lower Secondary

Checklist and A1-A2-B-C test bank that rotates between years

Upper Secondary

Graded self-assessment: the student marks themselves and the gap is recorded

All stages

A–D report, SAT sheet and the stage milestone (from the Mini-Exhibition to the Research Project)

The phases of implementation in the school

R1-R2	R3	R4	R5
Start-up A group of pioneering teachers tries an instrument in their classrooms. Without obliging the staff.	Extension More teachers join. The common structure of the instruments per stage is agreed.	Coordination The coordinator oversees the structure. The SAT starts to operate with the test data.	Consolidation The agreements are incorporated into the school's educational project and the department schemes of work.

Implementation is not a switch: it is gradual. You can start tomorrow with one teacher and one instrument, and grow over the terms without a big prior strategic plan.

The real resistances and how to address them

“We don't have time”

Coordination requires meetings. Answer: start small; a single shared instrument already generates a common language without long meetings.

“We already assess well”

The intention exists; what's new is traceability and team coherence. Good practice isn't questioned: it is made visible and common.

“What if not all the staff join?”

No need. MIRA starts with whoever wants to. Adoption grows by the contagion of results, not by imposition.

Honesty about the cost is the best implementation strategy. A leadership team that perceives realism trusts; one promised it's free distrusts at the first difficulty.

In one sentence

Implementing MIRA is coordinating the structure, not controlling the pedagogy. Start with whoever wants to, grow by results, and consolidate when it enters the school's educational project.

To go further: the Implementation Guide details the coordinator's role, the table of overseen instruments and the R1–R5 phases.