

The EIP - CP Integrated version



Stage - Preparation		
School Implementation team	EP Coach	EIPSI recommendations
Uses the self-assessment tool and identifies the EIP maturity level of the school.	n/a	<ul style="list-style-type: none"> The self-assessment tool can be used by a school manager or by any interested staff member, parent, member of the community or decision-maker, as long as it is done so from an institutional perspective. The self-assessment tool can be discussed and agreed upon at school level during one/two meetings and can offer a great opportunity for engagement with the EIP approach. For reference, please consult the self-assessment tool (EIP-SAT) in the Resource package.
Consults the EIP guidelines.	n/a	<ul style="list-style-type: none"> The guidelines should be consulted in correlation with the school's strategy so that it makes it easier to integrate EIP in pre-existing structures and plans. For reference, please consult the EIP guidelines (EIP-IG) in the Resource package.
Decides on implementing the EIP.	n/a	<ul style="list-style-type: none"> Identify, this decision should involve of relevant partners: management, staff, students, parents, authorities etc. The higher the initial buy-in/higher percentage of early supporters and adopters, the higher the chances to succeed. For reference, please consult the EIP Implementation Plan (EIP-IP) in the Resource package.
Decides on applying the coaching plan to help support the EIP-IP.	n/a	<ul style="list-style-type: none"> At this point, given each school's particular context, priorities and resources, the school can decide to just try and check off as many boxes in the EIP Implementation plan (starting at the level identified through the self-assessment tool) by simply addressing them in their day-to-day activities and practices, without creating formal and specific processes and procedures. In this case, the Coaching Plan can be used as a supporting tool, resources to guide some specific activities in your school and a form of self-coaching (from an institutional perspective). If the school decides to employ the Coaching Plan to support the desired change, it continues on with the Preparation, Implementation and Evaluation stages, as further described. For reference, please consult the Coaching guidelines for implementing EIP in your school of the Coaching Plan.
Assigns/identifies an EIP School Champion.	n/a	<ul style="list-style-type: none"> If you identify an external coach (expert coach), or if the school leader will take on the role of the coach for the school, this step can be postponed and implemented. If there is no/more member of the staff that matches the EIP-SC profile, you can consider assigning them the coaching role (peer-coaching). For reference, please consult the EIP School Champion(s) and peer-coaching section of the Coaching Plan.
Identifies coach for EIP Implementation (EIP-CF)	Responds to the request for support and initiates communication and engagement.	<ul style="list-style-type: none"> As previously mentioned, the EIP-CP can be either the EIP School Champion, the vice/principal, the school counsellor or an external coach. The EIP-CP will have a different approach/structure depending on who is assigned this role.
Session 1-3: The coach provides an orientation to the coaching process in the context of EIP Implementation (EIP-CP).		
Note: Each session comprises three main stages: observation, reflection and feedback, and follow-up.		
Requests initial meeting/ conversation with the coach to better understand the topic and the process.	Provides a presentation on the topic of EIP for inclusion and on the EIP guidelines and implementation plan.	<ul style="list-style-type: none"> Identify, the coach has received training on the topic of EIP for inclusion and/or was part of the pilot schools in the EIP project. However, the coach can provide a series of available resources to shape a general framework of the subject. For reference, please consult: https://eipcp-project.eu/
Establishes an EIP vision for the school.	Offers support and engages in specific approaches that can help the school define their vision (e.g. design thinking).	<ul style="list-style-type: none"> One of the most important steps in preparing for the EIP-IP - as it sets the foundation for everything else it also has a motivating effect on it contributes to shaping an EIP culture. We recommend getting everyone involved in the defining and establishing of your EIP vision, even though it can take a longer time this way, it is worth it in the long run.
Sessions 4-7: Early coaching sessions with a focus on rapport building, needs' assessment, collaborative goal setting, and action planning		
Designs and implements a comprehensive needs' assessment.	Supports the school in designing the comprehensive needs' assessment, identifies and shares relevant resources.	<ul style="list-style-type: none"> Depending on the school's strategy, priorities and resources, the school might decide to solely use the self-assessment tool rather than also a comprehensive needs' assessment. This is a valid approach, but it should be noted that it will have an impact on the EIP-IP, as well as on the EIP-CP. For further reference, please consult the Comprehensive Needs' Assessment section of the Coaching Plan.
Progresses research-based indicators to guide the process.	Assesses needs together with the school.	<ul style="list-style-type: none"> After running and analysing the comprehensive needs' assessment, which helped you prioritise specific needs, you can also use the levels defined within the self-assessment tool to set your general goal. For example, if you are at level 2 you wish to reach level 3, adopt the level 3 description as your general goal, as it is relevant for your school.
Supports strategic planning focusing on collaborative goal setting with regards to the EIP implementation.	Supports strategic planning focusing on collaborative goal setting with regards to the EIP implementation.	<ul style="list-style-type: none"> When setting SMART objectives:
Sets goals for the EIP Implementation (SMART objectives).	Leads the team/school through activities/exercises that will help them set their priorities.	<ul style="list-style-type: none"> SMART objectives should be:
Also, the goals should also be EIP specific (related to teaching, documentation, supporting inclusion etc.)	Offers support for the goal setting process.	<ul style="list-style-type: none"> Time based
Develops a specific action plan.	Offers support for the development of the specific action plan.	<ul style="list-style-type: none"> The specific action plan is mainly a more detailed version of the general EIP-IP, adopted to the school's specific needs, priorities and objectives. As the EIP-IP only offers schools a general framework and it is non-prescriptive, this specific action plan allows schools to tailor their process and gain ownership over the implementation. The coaching plan targets the school as a whole, with specific components for the school management, school staff/teachers, and the wider community (parents, local authorities, NGOs etc.), as reflected in the needs' assessment. For reference, please consult the EIP Implementation action plan section of the Coaching Plan.
Identifies and allocates resources for the specific action plan.	Offers support and recommendations with regards to resources.	<ul style="list-style-type: none"> In order to successfully implement the specific action plan, the school must identify and allocate:
Creates a stakeholder Analysis Matrix.	Offers support in identifying all relevant stakeholders, ensuring identification, building relationships and positive interactions.	<ul style="list-style-type: none"> Material resources (e.g. space, supplies) Human resources (e.g. assigning a steering group and a leader/project manager) Financial resources (e.g. funding to incentivise the project team and/or, as needed, in the course of the process) Time (e.g. integrating different steps within existing activities, taking off some of the work-load from the project manager/project team/EIP-SC etc.) Other resources, as needed (e.g. access to resources)
Proposes a coaching calendar considered with the EIP-IP timeline and with their specific needs and availability/resources.	Together with the school, the coach creates a coaching calendar in alignment with the EIP Implementation - action plan.	<ul style="list-style-type: none"> The calendar can be generally drafted for the entire duration of the EIP-IP and then developed in more detail for short and medium-term updates. Our recommendation for EIP-CP is to be implemented for an average of 9 months, with a minimum of 6 coaching sessions. This timeframe can vary depending on the school's needs, priorities, objectives, action plan, the level you aim for in the EIP-SAT, as well as on their level of commitment to the EIP-CP. Also, the on-site coaching can be limited to 3-4 months, whereas the preparation, the monitoring and the follow-up can be done remotely. For reference, please consult the Coaching calendar section of the Coaching Plan.



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Stage - Implementation		
School Implementation team	EP Coach	EIPSI recommendations
Starts EIP Implementation in accordance with the specific action plan.	Starts EIP-CP Implementation.	<ul style="list-style-type: none"> While these two plans have to be correlated, it is not necessary for them to completely overlap. First it must be noted that the EIP-CP should not become another strategy or plan implemented by the school, but rather a support mechanism that enables the school to successfully achieve their objectives. Similarly, the specific action plans should not be seen as a separate task, but rather an integrated approach to the existing school strategy. A final comment refers to the fact that the EIP-IP and the specific action plan are not different initiatives. The specific action plan is nothing else but a more specific and tailored EIP-IP.
Sessions 8 - to be decided: The coach offers supportive and constructive performance feedback on action plan implementation.		
Note: Each session comprises three main stages: observation, reflection and feedback, and follow-up.		
Develops communication and engagement tools.	Offers support and feedback.	<ul style="list-style-type: none"> A good starting point would be the Stakeholder Analysis Matrix, which can help the school develop a more comprehensive communication and engagement plan, which would ensure more support from all relevant stakeholders.
Assigns/identifies an EIP School Champion on the driver of change in the organisation.	Offers support in identifying the person who best fits the EIP-SC profile.	<ul style="list-style-type: none"> This step can be implemented at this point if the role does not overlap with the coaching role. Agree, for reference, please consult the EIP School Champion(s) and peer-coaching section of the Coaching Plan.
Provides EIP training for staff (based on the needs' assessment).	Delivers and/or offers support in delivery of the training program.	<ul style="list-style-type: none"> As part of the staff's professional development process, it would be recommended for all to be trained in the field of EIP for inclusion at some point in the implementation (the sooner the better). This is useful for engagement, for getting staff onboard with the specific action plan, for gaining their support, as well as for improving the understanding of the importance of EIP for inclusion. Also, by involving the staff, the specific action plan set at the school level will most likely also start to be implemented in the classroom, through teachers' practice, which will contribute further to not only achieving the set objectives, but also to integrate EIP in the school's culture. For reference, please consult:
Pursues the EIP Implementation action plan.	Others and records information through observations.	<ul style="list-style-type: none"> Trainers (inclusion@eipcp-project.eu) and peer-coaching (for a self-guided online training program) (https://evidenceofteaching.org/)
Monitors the EIP-IP specific action plan and track progress.	Discusses and reflects on observation and progress.	<ul style="list-style-type: none"> The coaching process takes place in accordance with the coaching calendar and on a regular basis (if not pre-agreed). The process can be developed face-to-face, online or in hybrid settings. Also, the sessions can include only one other person, a small group or the whole staff in the school (depending on the needs, priorities, objectives, resources, etc. of the school). Each coaching session comprises different stages (Observation, reflection and feedback, and follow-up), apart from the established routine, the coach can employ other tools: observation training, positive reinforcement coaching, instructional coaching, small group coaching, teaching studies or modeling. Through these processes, the coach uses reflective planning, feedback practices, structured conversations, and questions. For reference, please consult the Coaching resources and instruments, as well as the resources referenced in this section of the Coaching Plan.
Collects, analyses and uses data from the school to review the EIP-IP specific action plan.	Offers training on relevant components.	<ul style="list-style-type: none"> While the school is focused on the EIP-IP, monitoring and tracking their progress, the role of the coach is to identify gaps in the school's capacity to deliver on the actions, to provide relevant training to develop their capacity (e.g. formative feedback, monitoring/tracking instruments). Also, an important role of the coach during this stage is to also monitor the overall dynamics of the school, the way of working, the assessment and the general engagement of all relevant stakeholders. Issues identified in these areas should be addressed during the coaching sessions through questions, feedback, structured conversations etc., aiming to improve not only on the staff's attitude, but also on their attitude and report.
	Offers relevant information and resources for monitoring/project management.	<ul style="list-style-type: none"> The coach also offers resources and training on data collection and analysis, provides them the space to review the EIP-IP and project management.



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Stage - Evaluation and transfer		
School Implementation team	EP Coach	EIPSI recommendations
Evaluates objectives, outcomes, impact and impact in accordance with the action plan.	Provides support, monitoring and multi-feedback throughout the process.	<ul style="list-style-type: none"> As the implicit scope of EIP-IP is to use evidence to inform practice, it is encouraged that data collected and analysed within the school is used in order to engage in realistic stage of the EIP-IP and to allow for the school to measure the impact that the implementation had on:
Sets in place tools to develop, test and evaluate the effectiveness of new practices based on research evidence for quality learning outcomes in diverse contexts.	Provides resources, support, feedback on the school's tools and mechanisms created as a result of the EIP-IP.	<ul style="list-style-type: none"> staff teaching-learning-evaluation processes the overall needs of the students addressing inequalities and improving inclusion
Use the self-assessment tool to identify school growth and updated EIP maturity level.	Accompanies the school in the self-assessment process.	<ul style="list-style-type: none"> There are a few tools that you can use to develop, test, and evaluate new practices based on research evidence for quality learning outcomes in diverse contexts. Some of these tools include: Action research: type of research that is carried out by teachers in their own classrooms, in the goal of improving their practice. Action research involves collecting data, analysing it, and using the results to inform changes to your teaching practice. Learning outcomes Formative assessment Mixed methods research
Review and reuse EIP-IP specific action plan and prepare for achieving the next level of the EIP-SAT.	Review and reuse the plan.	<ul style="list-style-type: none"> Another approach would be to review existing research and practices and adapt the findings on recommendations to your particular context. For reference, please consult: https://evidenceofteaching.org/
Final session: The coach reviews cumulative progress.		
Note: Each session comprises three main stages: observation, reflection and feedback, and follow-up.		
	Consult with the team and discuss what steps need to be taken to reach the next level.	<ul style="list-style-type: none"> The self-assessment tool can be used by a school manager or by any interested staff member, parent, member of the community or decision-maker, as long as it is done so from an institutional perspective. The self-assessment tool can be discussed and agreed upon at school level during one/two meetings and it can offer a great opportunity for reflecting about how the school growth their EIP maturity level. For reference, please consult the self-assessment tool (EIP-SAT) in the Resource package.
	Consult with the team and discuss what steps need to be taken to reach the next level.	<ul style="list-style-type: none"> The team should determine together if the plan and its implementation were effective in helping the school achieve its goals. At this point, it would be recommended to have a general view of the school's future objectives. The discussion with the team may include: setting specific goals developing new strategies and tactics working on individual and team skills. It may also be helpful to review the strengths and weaknesses of your team and identify areas that need to be addressed in order to reach the next level.

