

Scaffolding strategies

Just as you would try to break down student activities into small steps, so you should break down your ideas about strategies into a set of actions.

Think of all the actions needed to implement a strategy, and list them in your plan on p 44–49. Check to make sure nothing is left out.

We have provided a set of other associated attributes of each action. Where necessary, these are explained further below.

■ Personnel: Who is involved?

Define exactly who will be doing each action. Agree on this, and make it as explicit as possible.

■ Resources: What do you need?

Write down everything you need. If there is something you need that is not immediately on hand, work out how you are going to get it.

■ Responsibility: Where does the buck stop?

We suggest that this process will work best if someone is nominated to oversee the whole process and keep everyone else on track. It doesn't have to be someone usually in authority, although it can be. Our experience suggests that it is easy for priorities to get lost in the busy lives of schools, and this is one way to guard against that.

■ Start and finish dates: When will this happen?

Just as your targets are partly defined by 'when' they will be met, it makes sense to specify a timeline for starting and finishing the set of actions that contribute to your strategy as a whole.

■ Data collection: How and when do you use your data collection instrument?

You will not have something to fill in about this for every action. Just make sure you do define clearly when data is to be collected.
