

# TDC Program 2017



## Teacher Development Coordinator

HANDBOOK 1

## LEARNING IMPROVEMENT CYCLE 1 'Connect'

Name of the Academic Co-ordinator:

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Name of the School/Zone:

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**मनीष सिंसोदिया**  
**MANISH SISODIA**



उप मुख्यमंत्री, दिल्ली सरकार  
दिल्ली सचिवालय, आई.पी. एस्टेट,  
नई दिल्ली-110002

Deputy Chief Minister, GNCTD  
Delhi Secretariat, I.P. Estate,  
New Delhi-110002

Dear friends,

Delhi's Education Reforms have come a long way with your support over the past two years. In this period, we have made several strides towards making provide quality and accessible education to our children through government schools. School infrastructure is in the process of an overhaul that will take care of our needs at the current rate of enrollment for the next ten years.

The government has also reimagined the way teacher training workshops are conducted. Through the Mentor Teacher Program launched last year, the foundation for a long term academic support system for teachers has been laid. The discourse in our schools has begun to focus more on learning outcomes and how we as educators can achieve them.

In order for us to build on this strong foundation, our goal has to be to transform the classroom experience for our children. The role of Teacher Development Coordinators (TDCs) and Mentor Teachers (MTs) in influencing the teaching learning methodologies used in classrooms is crucial. In the months and years to come, as TDCs and MTs you have your tasks cut out for you.

I welcome you into this role and assure you complete support and backing of the government in the process of achieving our joint goals in education. The government is delighted to have driven, passionate and dynamic teaching professionals on board for such programs. I wish you the best in this mission.

Warm regards,

Manish Sisodia

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# SECTION ONE

## About TDC Program



### IN THIS SECTION

- Introduction
- Vision, Mission, Values

# TDC Program : An Introduction

The Government of Delhi, began reforming school education in Delhi in 2015, starting with 54 pilot schools. Since, then we have come a long way, by designing and successfully implementing large scale programs such as 'Every Child Can Read' campaign, Chunauti 2018, Mentor Teacher Program, School Leadership Program and now the Teacher Development Coordinator program. All these programs are aimed at deeply embedding culture of learning in the schools.

Teacher Development Coordinator program is an initiative introduced by the SCERT as extension of flagship Mentor Teacher Program with the vision of creating a collaborative network of teachers teaching in all DoE schools. This program will also focus on teacher professional development through multiple platforms. So, everyone will get an opportunity to experience the journey of professional growth and take 'TDC Program', which means 'first flight' in Urdu.

## *An education system where everyone learns*

To fulfil this vision, following priorities are set :-

- **Improve students' foundational skills (Literacy and Numeracy levels)**
- **Achieve learning outcomes through child centered pedagogy as well as the overall student learning outcome**
- **Improving teachers' classroom practice to be more engaging and support learning with understanding**
  - ⊙ Classroom observation and support through constructive feedback
- **Teacher's collective and individual capacity and career development**

Over the course of this year, we will work collectively to achieve the vision. The TDC will get system's support to lead the changes in her/his school in the form of Mentoring and skill development. S/he will identify and lead the Academic Resource Team in her/his school with support of Mentor Teacher(MT), Head of School (HOS) and District Officials.



# SECTION TWO

## Teacher Development Coordinator Development Program



### IN THIS SECTION

- Overall Roles and Responsibilities
- Specific Details of roles of Teacher Development Coordinator
- School Objectives :- August 2017 – March 2018
- Stories of Engagement
- Activity Calendar of TDCs

# Overall Roles & Responsibilities

**Teachers:** *"I work hard to make my classroom practice more engaging and support other teachers to do the same."*

- Observe each other's classrooms to gain perspective about classroom practices
- Choose practices to bring to their own classrooms based on observations
- Be part of school levels drives to bring positive changes to school and classrooms

**Academic Resource Team (ART) Members:** *"I lead by example in improving our classroom practice and influence other teachers in my department to do the same."*

- Open to trying new classroom practices and sharing their experience with colleagues
- Focus on all students' learning, and encourage a growth mindset
- Welcome colleagues into their classrooms to observe them

**Teacher Development Coordinators (TDCs):** *"I lead focused, structured teacher collaboration and provide feedback to improve classroom practice in our school and teacher professional development."*

- Facilitate teachers to share learning and experience of classroom practice
- Provide developmental, focused feedback following classroom observations
- Focus on improving teaching across the school

**Head of School (HoS):** *"I ensure that teachers are given the opportunity to collaborate and actively sustain a focus on improving classroom practice."*

- Regularly invite teachers to share teaching ideas that they have found to be effective with the wider staff
- Ask teachers about their teaching regularly and model a focus on teaching and learning
- Encourage teacher innovation and creativity and Champion teachers who go the extra mile

**Mentor Teachers (MTs):** *"I provide feedback to teachers through classroom observations and support TDCs to lead effective teacher collaboration in their schools"*

- Provide excellent coaching to TDCs focused on helping them be more effective in improving teaching in their schools.
- Provide access to resources and ideas to help TDCs think through different elements of their pedagogy
- Model excellent facilitation to TDCs and spread a positive, constructive tone focused on improving teaching and learning



# Overall Roles & Responsibilities

**Facilitators:** *“I lead the facilitation of TDCs development session and use my influence to ensure they have the backing of the system in leading improvement in classroom practice at their schools”*

- Model excellent facilitation to TDCs and spread a positive, constructive tone focused on improving teaching and learning
- Act as champions within the system to avoid TDCs and teachers being distracted from improving teaching – ensure that all meetings/ discussions relate to improving learning
- Regularly communicate to the DIET, DDE and others in the system about the progress they are seeing teachers make

**Program Managers (PMs):** *“I lead the facilitation of TDCs development session and work to align everyone in the system around the main priorities.”*

- Actively work to support the DIET and DDEs in aligning their District teams around the agreed priorities – structure meetings and agendas in to this end
- Provide resources and platforms to recognise teachers' and schools' progress and share knowledge
- Provide useful data to all stakeholders and set up structures to analyse and plan based on the data

**DDEs:** *“I keep everyone in the District focused on improving classroom practice, actively reduce distractions for my TDCs, HoSs and MTs and act as a positive supporter for the change being led by teachers”*

- Remain very focused on the core priorities and align all resources and meeting agendas around these priorities
- Share knowledge and ideas with other DDEs around what is effective in supporting teachers to improve learning
- Model openness to new ideas and creativity by enabling teachers, TDCs and others to contribute ideas about improving learning and recognise schools that are making progress

**DIET:** *“I will observe the functioning of the TDCs to exchange ideas on ways of teacher training and coordinate with TDCs to gain information on common challenges our schools”*

- Plan subject zonal trainings that align well with the TDCs programme
- Work closely with each TDC to plan subject group discussions

# Specific Details of the Role of Teacher Development Coordinator

*“I lead focussed, structured teacher collaboration and provide feedback to improve classroom practice in our school and teacher professional development.”*

To fulfil this broad idea of this role, Teacher Development Coordinator will :-

- **Facilitate teachers to share learning and experience of classroom practice**
- **Provide developmental, focused feedback following classroom observations**
- **Focus on improving teaching across the school**

Teacher Development Coordinators will Develop through the following means:

- ⊙ 3x 'development Sessions (Karuna Sabha) each academic year (led by Facilitator Group with the support of Mentor teachers) to set TDCs up to lead effective teacher professional development and bring a shift in classroom practice amongst teachers the schools through effective classroom observations and feedback
- ⊙ 3x Support visits by MTs during school ART meetings and reflection meetings with MTs
- ⊙ 3x support visit by MTs during various other forms of engagement (30min daily meetings, one on one sessions, etc)
- ⊙ Shared classroom observation visits with MTs to develop TDC's observation and feedback skills
- ⊙ 2x alignment meetings with MTs, DDEs and (where possible) state level representation to share learning based on data

# School Objectives

August 2017 to March 2018

Keeping the vision and priorities of the TDC Program and the following has been identified as specific objectives per team:

## Term 1 Objective (August to October):

In the first term we will explore ways of **building a connection with all individuals of a school through a commitment to learn collaboratively.**

- A **Teacher** connects with children to build trust, respect, and a safe environment where children too can connect with each other.
- A **TDC** connects with teachers to build their credibility, develop collaboration among teachers, and fosters a commitment to improving learning in the school by providing input and feedback around classroom practices
- A **MT** connects with the TDC to plan interactions with teachers and to guide the TDC around facilitating discussions about ways of building connections in the classroom

## Term 2 Objectives (November - March):

In the second term we will explore the idea of **highly engaging spaces and interactions among all individuals of a school through the act of reflective practice and collective efficacy.**

- A **Teacher** brings the classroom to life, by relating real life examples in the classroom through talk and dialogue and develop an engaging, interactive physical classroom space
- An **TDC** hones their capacity to engagingly facilitate large groups and provides feedback to teachers through classroom observations
- A **MT** reinforces the belief that teachers can impact student learning by providing examples and ways of thinking around engaging spaces and interaction

## Review Institute (October):

- Gather feedback on overall program design and support structure (through school presentations)
- Assess and problem solves key operational challenges
- School progress and presentations
- Develop individual plans for Nov - Jan based on individual standing

# Stories of Engagement

What are possible ways for TDCs to lead (or to facilitate) teacher professional development within a school?

A school is a highly busy and dynamic place and finding the space and time to work with teachers can be highly challenging. Teachers are pressed for time and belong to groups that may be hard to break into. Luckily, teacher development coordinators can learn from the experiences (and wisdom) of teachers who have operated in roles that have been similar in nature, namely Education Leader Program and Learning Manager Program and of course the Mentor Teacher Program as well.

As a TDC they could take inspiration from the following forms of engagement to facilitate professional development within their school:

## 1. Forming a Network of Teacher Changemakers: *(sense of anticipation of each NM)*

*(Critical mass is a sufficient number of adopters of an innovation in a social system so that the rate of adoption becomes self-sustaining and creates further growth.)*

Sarita Saxena, Education Leader April 2015 – April 2017 GGSSS – No.1 Gonda School, North East Delhi

*(Essay written by the education leader)*

"In the ten years of teaching in my school, I saw teacher in four categories. 1. Teachers who I did not know well 2. Teachers who I disagreed with nor respected. 3. Teachers who I agreed with and respected. 4. Teachers who I disagreed with but respected. In my eleventh year, I was chosen as an Education leader of my school by my HoS and my role was to work with teachers and train them on classroom practices. At first, I found it terrifying to work with the first two types of teachers. So, in an organic way, I found myself working with the latter two types of teachers (whom I respected but didn't quite agree with when it came to methods of teacher and learning). Together, we were a team of teachers who were committed to learning from each other around improving classroom practices so that children can learn.

As a team we met at least once a month for two hours (sometimes even more) either after the month-end-school-meeting or on one of the Saturdays. In these meetings, I took the help the education leader handbook and other resources to have focused discussions and debated on various aspects of the classroom such as behavior management, activity based learning, teaching methods, routines, etc. At the end of each meeting we would all also plan to try a new strategy or classroom practice that we were inspired by. Therefore, each month we met, most of us had something to share, which created a lot of anticipation for the next meeting. In between the monthly meetings, we would often meet spontaneously and would talk about the progress we have made.

As result of our monthly meetings, other teachers in my school who I did not know well or did not respect became curious of what our team was doing and slowly became open to trying out new practices as well and that feeling was mutual for me as well, as I became aware of my own biases towards some teachers of my school. Today, into my thirteenth year I am happy to report that I (and other teachers in the school) now only know two types of teachers: **Teachers who we agree with and respect and Teachers who we disagree with and respect**. As a result, all of campaigns like 'Chunauti', or 'reading campaigns' have taken off excellently in our school.

## 2. Creative use of existing teacher platforms and the use of natural spaces

Murari Jha Learning Manager November 2015 to April 2017 Savodaya Vidyalay No. 3 RK Puram school.

*(Transcripts of an interview)*

**What in your opinion was the main reason you were accepted as the Learning Manager in your school?**

In my role of a Learning Manager I had the uphill task of working with 80 odd teachers within my school. At the heart of it, my approach has been to put teachers in the limelight by closely observing their classroom practices and recognizing them publicly. This automatically helped in gaining the trust of teachers and changed the discourse of our discussions from staffroom gossip to education relevant topics of discussions.

**Now, what would you think were more specific reasons? And when and how did you find the time to work as a Learning Manager?**

**Firstly**, I worked closely with the Head of the School to **understand the timetable** better so that I could make the best use of free periods. This was a continuous process between us and I am thankful for HoS for having been transparent and for being involved in this process. This helped in finding many other opportunities to work with teachers, which was outside the timetable.

**Secondly**, after having gained the trust of teachers by sharing their successes with everyone. Teachers had started to welcome me into their meetings. Therefore, I was part of most of the **subject faculty meetings** which was a very effective way for me to understand their challenges and be part of creating solutions. A lot of times I was not even facilitating the meetings, there were champions in almost each groups who led the meetings. I feel it is very important to not assert power loosely instead empower as many people to be leaders. Which is why I felt the more teachers facilitate themselves the better. Asserting power has not worked in the last 100 years and there is no research that shows how that might improve education.

**Thirdly**, it was the **one-on-one conversations** with teachers which has been one of the most useful methods because I have worked in this school for a long time and therefore have a relationship with everyone. I would run into a teacher and sometimes it would lead into hour long discussions about what we can do for our children. I would often feel inspired to try something new in my classroom as a result and so would the fellow teacher.

**Lastly**, I think I was **just open to whatever (whichever) avenue** or platform I got. Other ways might also be to use month-end whole school meetings, grade-level meetings, PTA, etc. And, yes the daily 30mintue meetings can be useful as well if it used wisely. My only apprehension is that this meeting might just become about admin work like filling the register.

**What advice would you have for TDCs?**

I think I have said enough already! But I think what will help really is if the TDC **keeps it a two-way process**. For e.g. Just as they are asked to do classroom observations, their classroom should also be open for observations from other teachers in the school.

# SECTION THREE

## Activities for Institutes







# My learnings/notes from TDC Development Sessions

# My learnings/notes from TDC Development Sessions

# My learnings/notes from TDC Development Sessions

# SECTION FOUR

## Teacher Development Design Plan



### IN THIS SECTION

- General guidance for you to plan your interaction with teachers
- Detailed session plans developed for ART meetings

# General Guidance for you to Plan your Interaction with Teachers

## **Q#1: How to best use the design plan and what are important things to keep in mind?**

Learning from the experience of the Education Leader Program and Learning Manager Program (as seen in the experiences of Sarita Saxena and Murari Jha). The following are key recommendations:

1. Try to conduct the ART meetings first! (before you interact with other teachers)
  - Since the role of the ART is to 'lead by example' to influence all teachers in the school it is important (and would very useful) if the monthly ART meetings take place first as the ART members will get a head start in demonstrating new practices within the school
  - You will get an opportunity to practice and get feedback about how to facilitate sessions. There are many potholes on the road to facilitation and you will know better how to drive when you interact with the rest of the teachers
  - As single TDC it will be hard for you to interact with all teachers, therefore the ART members can then help in engaging all teachers for a longer stretch of time
2. Be innovative and opportunistic with finding time and platforms for teacher development
  - By being in as many meetings as you can potentially create a space for teacher development. It does not matter if the meeting is 10 minutes or 2 hours. There is always something you can learn about the teacher and something they can learn from you
  - By knowing the school timetable and helping the HoS plan the timetable you can find the time
3. Don't be shy in asking mentor teachers for advice/clarification
  - MTs have had nearly two years of experience in facilitating and finding the time and space to guide teachers in schools.
  - They can help you understand the sessions plans better if you have doubts. You could request them to even observe your facilitation if you need feedback

## **Q#2: What are the best available platforms to engage with all teachers in your school?**

### **1. Monthly ART Meetings**

Academic Resource team (ART) as the name of team suggestion is a core group of teachers who will support the academic needs of the school. On average it is best to have 10% of the school teachers of a school consisting of motivated and a highly diverse (consisting of all subject, grade, etc) to the extent possible. Through the ART is perhaps the only way you as a TDC can reach (or have a touch point) with all teachers in your school (especially if your school has more than 25 teachers). There is a detailed structured session plan given in your Handbook at page noXX for you to help run excellent ART meetings.



## 2. Daily 30-minute meeting

The aim of the 30-minute meeting is to develop a culture of academic discussions in school focused on developing it as an excellent learning organization and therefore achieving part of the overall vision of “An education system where everyone learns”.

As a TDC, it provides you with an opportunity to initiate discussions centred around the three main priorities, namely:

- A. Techniques that can improve students' foundational skills (Literacy and Numeracy levels) as well as the overall student learning outcome
- B. Classroom practices that are engaging, and supports learning with understanding
- C. Teacher's collective and individual capacity and Professional development

Therefore, each of the 30-minute meeting needs to focus on each of these priorities in each meeting.

In terms of the 2nd and 3rd priority, it is best to keep the topic focused around the objective of the months, which are as follows:

- **Phase 1 (August - September):** Introduction to the vision and this year's priority and initiation of the ART
- **Phase 2 (October):** Identifying challenges in and implementing classroom strategies to solve issues around lack of connections with children
- **Phase 3 (November):** Reflection and improvement of classroom strategies that were implemented in the classroom
- **Phase 4 (December):** Evaluation of the impact classroom strategies across the school system and the formal formation of the ART

By using the above focus you will be able to sustain your credibility of being in the role of the TDC.

### Suggestions for structuring the meeting:

- i. Make sure everyone gets a chance to participate. Therefore, you can perhaps only let 2-3 teachers to share what they've learnt out the classroom strategy they tried. And ensure they receive feedback as well.
- ii. Give ART members to the opportunity to “lead by example” by sharing their successes
- iii. Try to keep it as focused as possible to the objective of the month
- iv. Get teachers to share children's work since it will inspire all teachers to try something new and give everyone evidence of implementation
- v. Start the session with a quick energizer to get everyone's energy high.
- vi. Do a quick recap of the last meeting. Therefore, also someone take notes of the meeting (Try assigning different people to take notes each time so that everyone stays involved)
- vii. Try to avoid discussing administrative matters or things that don't fall under your 'Circle of Influence'
- viii. Invite HOS to be part of key sessions
- ix. Make sure to end the sessions with clear cut actionable(s).
- x. End the session on the high and positive note.

*You can use this format or develop your own format for the meeting: -*

### Objective of the Month

Objective for Week 1
Objective for Week 2
Objective for Week 3
Objective for Week 4

Daily 30 Minutes Session Notes	
Proceedings during the session (No. of participants and group settings, discussion pointers, highlight of the day, Presenters for next time etc.)	
Agreed Actionable obtained from the session	

### 3. One on One Sessions

One on One sessions or Individual sessions can prove to be a useful way for having more personalised discussions with the teachers in school. As a TDC, it provides you with the opportunity to :-

- **Building rapport and credibility with the fellow teachers.** And breaks the myth of a rigid hierarchy
- **Create a mentor – mentee relationship.** Teachers will eventually be more proactive in talking to you about key issues
- **Have deeper discussions on any given topic.** You might that a particular teacher may want to have longer discussions on a particular topic which other members of that meeting may not be interested. Through the ono-on-one you will now be able to address it
- **Seek and give feedback to each other.** It would be awkward sometimes to give or receive feedback in a group setting. Be open and take initiatives to seek feedback from the teachers too.

#### General Suggestions for holding an effective 'One on One' session:-

- **Being present, listening actively and clarifying:** It's very important to be present and listen attentively to the teacher. It will help you understand her/his challenge better and respond accordingly.
- **Communicating clearly, succinctly and effectively:** It's important to communicate clearly to avoid any sorts of confusion
- **Asking appropriate questions to gain understanding:** It's important to understand the other person's challenges in any such session. Asking questions that helps you build your understanding is an important skill to have.
- **Using intuition:** Sometimes we get the feeling that the person we are talking to has not expressed what they really want to say, or are not being open about their emotions. We can use our intuition to formulate appropriate questions to help the person open up a bit more.
- **Suspending assumptions:** It is best to clarify than to assume something to be true. We must use skilled questioning to enable them to express how they are thinking and feel.
- **Giving supportive feedback:** An effective Mentor, always remember to give praise, encouragement and congratulations, whenever this is genuine and appropriate.
- **Building empathy, rapport and trust:** Empathising with other person is very important to understand him/her better. For the person to open up, it's also necessary to give the safe space and build a trust between with him/her.

*To keep a track of these one on sessions, you can use the format given below under different phases. This tracker can be helpful for you to capture learnings and challenges of the teachers and discuss around this with your Mentor Teachers as well.*

# One on One Session Reflection Sheet

## Objective of the Month

Name of the Teacher	No. of 'One on One' sessions conducted	Key Reflections Discussed in the session

The recurring reflections during One on One sessions with teachers have been:-

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# Detailed Session Plans developed for ART meetings

## Objectives of each phase of the Teacher Development Design plan

- **Phase 1 (August - September):** Introduction to the vision and this year's priority and initiation of the ART
- **Phase 2 (October):** Identifying challenges in and implementing classroom strategies to solve issues around lack of connections with children
- **Phase 3 (November):** Refection and improvement of classroom strategies that were implemented in the classroom
- **Phase 4 (December):** Evaluation of the impact classroom strategies across the school system and the formal formation of the ART

# TDC Activity Calendar

Meeting	Meeting Structure	Major Actions	To be completed by (Date)
<b>Conduct PHASE 1</b> (August - September)	<b>Before Introductory Meetings</b>	<ul style="list-style-type: none"> <li>Meet the HOS and discuss their role during the session</li> <li>Inform and invite HOS and MT for the meetings</li> <li>Keep the handouts ready for the Introductory Meetings</li> </ul>	
	<b>During Introductory Meetings</b>	<ul style="list-style-type: none"> <li>To communicate the purpose of Program</li> <li>To gather the interest of teachers to join the program.</li> </ul>	
	<b>After Introductory Meetings</b>	<ul style="list-style-type: none"> <li>Work In collaboration with HOS &amp; MT whether the interested members form a diverse enough group or not.</li> <li>Set up a WhatsApp group in school of the interested teachers</li> <li>Conduct 'One on One' and 30 minutes session as per phase's objective.</li> </ul>	
<b>PHASE 2 (October)</b>	<b>Before ART Meeting</b>	<ul style="list-style-type: none"> <li>To ensure effective meetings decide the time and venue, in consultation with teachers</li> <li>Invite all the interested members to the first ART meeting. Share the purpose, date and time of the meeting</li> <li>Rehearse the meeting with the MT over call or during MTs school visit.</li> <li>If possible, invite the MT/HoS for the ART meeting</li> <li>Keep the required material for the meeting ready.</li> </ul>	
	<b>During ART Meeting</b>	<ul style="list-style-type: none"> <li>To gain a deeper understanding of overall program and the Learning Improvement Cycle (LIC)</li> <li>To conduct the first step of LIC around the theme connect.</li> <li>To share/discuss classroom strategies about how they can develop connections with their children and facilitate connections between children</li> <li>To develop an action plan to implement a classroom strategy</li> </ul>	
	<b>After ART Meeting</b>	<ul style="list-style-type: none"> <li>Reflect on ART meeting using Self – Reflection sheet.</li> <li>Use a reflection call with the MT to share your experience of conducting the meeting</li> <li>Invite potential ART members and MTs for Classroom Observations</li> <li>Share the meeting attendance tracker with your MT after getting it signed by the HO</li> <li>Conduct 'One on One' and 30 minutes sessions regularly, as per phase's objective</li> </ul>	



Meeting	Meeting Structure	Major Actions	To be completed by (Date)
PHASE 3 (November)	<b>Before ART Meeting</b>	<ul style="list-style-type: none"> <li>To ensure effective meetings decide the time and venue, in consultation with teachers</li> <li>Invite all the interested members to the first ART meeting. Share the purpose, date and time of the meeting</li> <li>Rehearse the meeting with the MT over call or during MTs school visit.</li> <li>If possible, invite the MT/HoS for the ART meeting.</li> <li>Keep the required material for the meeting ready.</li> </ul>	
	<b>During ART Meeting</b>	<ul style="list-style-type: none"> <li>To practice second step of LIC (Reflect and Update) by reflecting on our efforts to connect with children.</li> <li>To build on our understanding of the theme “CONNECT” and discuss ways to be available, anticipate difficulties and give feedback for effort.</li> <li>To discuss and share ideas and create an action plan</li> </ul>	
	<b>After ART Meeting</b>	<ul style="list-style-type: none"> <li>Reflect on ART meeting using Self – Reflection sheet.</li> <li>Share your experience of conducting the meeting - in a reflection call with the MT</li> <li>Invite Potential ART members and MT for Classroom observations</li> <li>Support teachers to implement strategies and remind them to reflect on their strategies using self-reflection sheets in the portfolio.</li> <li>Encourage Potential members to support each other in implementing different strategies to promote collaboration.</li> <li>Share the meeting attendance tracker with your MT after getting it signed by the HOS.</li> <li>Conduct 'One on One' and 30 minutes session regularly as per phase's objective.</li> </ul>	

Meeting	Meeting Structure	Major Actions	To be completed by (Date)
PHASE 4 (December)	<b>Before ART Meeting</b>	<ul style="list-style-type: none"> <li>To ensure effective meetings decide the time and venue, in consultation with teachers</li> <li>Invite all the interested members to the first ART meeting. Share the purpose, date and time of the meeting.</li> <li>Rehearse the meeting with the MT over call or during MTs school visit.</li> <li>If possible, invite the MT/HoS for the ART meeting.</li> <li>Keep the required material for the meeting ready.</li> </ul>	
	<b>During ART Meeting</b>	<ul style="list-style-type: none"> <li>To recap the overall aims of the LEARNING IMPROVEMENT CYCLE</li> <li>To share presentations as School teams or working teams about the 'CONNECT' strategies they have introduced in their classrooms and schools</li> <li>To provide an opportunity to think about how teachers can use learning from other schools' presentations to improve their own 'CONNECT' techniques</li> </ul>	
	<b>After ART Meeting</b>	<ul style="list-style-type: none"> <li>Reflect on ART meeting using Self-Reflection sheet.</li> <li>Share your experience of conducting the meeting - in a reflection call with the MT.</li> <li>Invite Potential ART members and MT for Classroom observations.</li> <li>Support teachers to implement strategies and remind them to reflect on their strategies using self-reflection sheets in the portfolio.</li> <li>Encourage Potential members to support each other in implementing different strategies to promote collaboration.</li> <li>Share the meeting attendance tracker with your MT after getting it signed by the HOS.</li> <li>Conduct 'One on One' and 30 minutes session regularly as per phase's objective.</li> <li>Finalise the Academic Resource Team for the upcoming session.</li> </ul>	

# SECTION FIVE

## Guidelines for Phase-wise Engagements



### IN THIS SECTION

- Phase 1: Introduction to the vision and this year's priority and initiation of the ART
- Phase 2: Identifying challenges in and implementing classroom strategies to solve issues around lack of connections with children
- Phase 3: Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Connect'
- Phase 4: Evaluation of the impact classroom strategies across the school system and the formal formation of the ART

# PHASE 1: Introduction to the vision and this year's priority and initiation of the ART

## INTRODUCTORY MEETING

### OBJECTIVES

1. To communicate the overall vision, priorities and purpose of the program.
2. To gather the interest of teachers to join the ART.

### PRE-INTRODUCTORY MEETING ACTIVITIES

1. Keep the handouts ready
2. Fix the date and venue with HOS and MT and invite them for the session.
3. Inform HOS about the expectation from him/her during the session (Introducing the program and TDC). Have a good discussion around how the introduction is powerful yet it doesn't build an idea of hierarchy

### HOW DO SUCCESSFUL INTRODUCTORY MEETINGS LOOK LIKE

1. It is conducted as per the given timeline in activity calendar
2. It has not less than 10 and not more than 40 teachers
3. HOS is present for part of the meeting. S/he communicates the purpose of the program and introduces the TDC to the teachers.
4. The Sessions have lively discussions and teachers leave with a sense of hope and excitement.

### STRUCTURE OF INTRODUCTORY MEETING

Flow of the meetings	Details
<b>Step 1: Welcome and Introduction (10 mins)</b>	HOS welcomes everyone in the meeting and give the introduction of the program
<b>Step 2: Credibility Building of TDC (10 minutes)</b>	HOS introduces TDC to the teachers and ask him to take the teachers further through the session
<b>Step 3: Activity of Emphasis of collaboration (10 mins)</b>	TDC conducts the activity emphasizing the impact of collaboration between different stakeholders of 'TDC Program'
<b>Step 4: Experience of the program (15 mins)</b>	Experiential activity to give a flavour of an ART meeting
<b>Step 5: Gather interest from participants (10 min)</b>	Teachers express their interest through a small Interest Form.
<b>Step 6: Next Steps (10 mins)</b>	HOS and TDC thank teachers for being a part of the meeting and inform them of a date _____ by which teachers will know if they are part of the ART

# Detailed Session Plan for a one-hour meeting

STEP ONE	WELCOME AND INTRODUCTION (10 min)
A. Tracker	<ul style="list-style-type: none"> <li>• Get the HOS to welcome everyone and introduce 'TDC Program'.</li> <li>• Make sure that the HOS communicates the following points :-               <ul style="list-style-type: none"> <li>a) <b>Improve students' foundational skills</b> (Literacy and Numeracy levels) <b>as well as the overall student learning outcome</b></li> <li>b) <b>Improving teachers' classroom practice to be more engaging and supportive learning with understanding</b></li> <li>c) <b>Teacher's collective and individual capacity and career development</b></li> </ul> </li> <li>• S/he emphasizes that it is a state wide program aiming towards better students' learning outcomes through building a network of motivated teachers and officials, who will lead this program. As explained in the circular as well, this network will ultimately evolve as Academic Resource Team.'</li> </ul>
STEP TWO	CREDIBILITY BUILDING OF TDC (10 min)
	<ul style="list-style-type: none"> <li>• HOS introduces the TDC to the teachers, highlighting her/his qualities</li> <li>• TDC takes the chance to introduce themselves using the “power introduction” framework they learnt at Karuna Sabha</li> <li>• TDC thanks the HOS for the introduction and takes the meeting forward.</li> </ul>
STEP THREE	CORE VISION OF 'TDC Program' (10 mins)
	<p>For this activity, you will need 8 volunteers from the participants.</p> <ul style="list-style-type: none"> <li>• Begin by calling two teachers from among the participants and ask them to stand at two different points (A and B)</li> <li>• To build the context, ask everyone to imagine that:               <ul style="list-style-type: none"> <li>◦ both the teachers are teaching the same grade in the same school</li> <li>◦ both are facing a challenge with engaging children in Science lessons</li> <li>◦ both had tried out a new idea but did not see any substantial benefit or impact</li> </ul> </li> <li>• Get two more teachers to stand by her/him as teachers from the same school.</li> <li>• Now, go and stand behind them, stating yourself to be Teacher Development Coordinator.</li> <li>• Lastly, call the sixth, seventh and 8th teacher one by one and ask participants to imagine them as Head Teacher/Principal, Mentor Teacher as representative of DIET/SCERT respectively. Request all of them to stand beside the teacher standing at point A               <p>Meanwhile the teacher at point B will still be standing alone</p> </li> </ul>

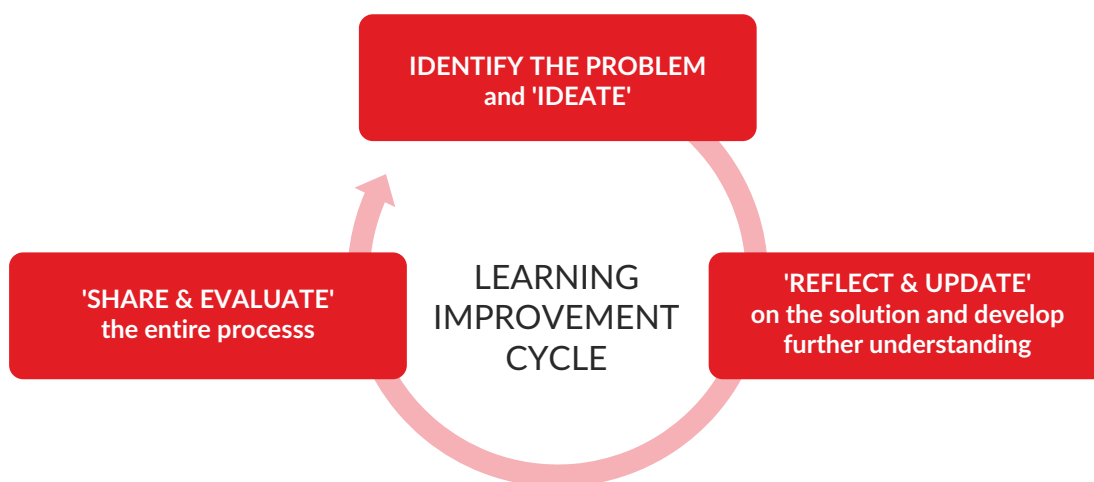
	<ul style="list-style-type: none"> <li>• Ask participants to share: <ul style="list-style-type: none"> <li>◦ How does teacher-A's situation differ from teacher-B?</li> <li>◦ In which situation would a teacher perform better &amp; feel motivated and why?</li> </ul> </li> </ul> <p><b>DEBRIEF:</b> Summarize the activity by saying "Teacher-A was fortunate enough to be a part of the system which is collaborative in her/his zone. S/he is able to reach out to her/his colleagues to help her/him think through the challenge s/he is facing in her/his classroom. S/he has a group or network of supporting fellow teachers and Teacher Development Coordinator to guide her/him to come up with ideas to address classroom-related challenges and an encouraging Head Teacher/Principal and Mentor Teacher to acknowledge her/his effort at every step while DDE works in collaboration with TDC, MT and HOS to bring policy changes as per feedback."</p> <p><i>"On the other hand, teacher-B doesn't have the same supportive ecosystem and therefore, has to face all the challenges alone and often her/his efforts go unnoticed and unappreciated."</i></p> <p>Explain to teachers that today we are here to build a network of teachers like A.</p>
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STEP FOUR	EXPERIENCE OF THE PROGRAM (15 mins)
	<p>Explain to the teachers present that in the last step we learnt about, how an education system where everyone learns could function. Now, we will try to get a flavour of what we will be doing as an ART.</p> <ul style="list-style-type: none"> <li>• Distribute the classroom strategy handouts to everyone present in the meeting.</li> <li>• Ask everyone to skim through the handout and chose one classroom strategy which they find relevant for their classroom</li> <li>• Ask everyone to get divided in groups as per the strategies they have chosen. Ensure that group size doesn't exceed 5 people</li> <li>• Once the groups have been formed ask them to discuss and give feedback to each other within their groups:- <ul style="list-style-type: none"> <li>(a) What made you chose this strategy as opposed to other strategies?</li> <li>(b) How would you go about implementing this in your classroom? (Discuss, If you want to adapt the strategy as per your classroom)</li> </ul> </li> </ul> <p><b>DEBRIEF:</b></p> <ul style="list-style-type: none"> <li>• Summarise by saying, "We just experienced how, through collaborative brainstorm we were able to come up with as well as adapt classroom strategies..."</li> <li>• ... For more of such collaboration to take place, we are going to go through a process that will enable the entire education system to work better in tandem...</li> <li>• ... And that process is the Learning Improvement Cycle (LIC)." Showing them the LIC diagram on pg no. of TDC Handbook</li> </ul>



**The Learning Improvement Cycle** comprises of three stages:

1. Identification of a problem and selecting/adapting/creating a new strategy to address an identified problem.
2. Reflection after the strategy has been implemented and improving it
3. Evaluation of the change and impact that has taken place in the classroom and sharing with the larger education system



- This LIC process will take place in the span of 3-4 months. Being a potential ART member our overall role is to lead by example in trying to improve our classroom practice and influence other teachers in our school to do the same.
- Ask teachers, if they have any questions.

## STEP FIVE

### GATHER INTEREST OF THE TEACHERS WHO WANT TO JOIN THE ART

With sense of passion and excitement use the following points to emphasise the **NEED** for the ART:

- As a TDC I need your support to bring meaningful changes to the classroom culture and it starts with me and each one of us.
- The members of the ART we need to lead by example by improving our classroom practice and influence other teachers in school to do the same.
- To lead by example we will need to:
  1. Open to trying new classroom practices and sharing their experience with colleagues
  2. Focus on all students' learning, rather than just a few top students
  3. Welcome colleagues into our classrooms to observe and observe their classroom if they trust us to do that
- So, whosoever is interested in being part of the ART, please fill out the small form given below and submit it to me. The HOS and I will review the applications and form a suitably diverse team.

## Interest Form

Name: \_\_\_\_\_

Contact No.: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Classes being taught: \_\_\_\_\_

Subjects being taught:

What classroom strategy did you choose today? What was your rationale for choosing it?

In not more than 100 words, write about why would you like to be a part of this network?

## STEP SIX

## THANKS AND FUTURE STEPS

Thank all the teachers and HOS for coming to the meeting and showing interest. Tell them that you will get back with the formal announcement of formation of Potential ART team before \_\_\_\_\_(date)

# Handout for the Meeting

It's very important that children feel connected to the teachers and feel safe and valued within the classroom environment. The below strategies is the first step to achieve this :-

## A) Name games to get to know children's names and help them get to know each other

Knowing and using children's names is a really basic but very effective way to help children feel valued in your class. And the great news is that in getting to know all your children's names you can have some great fun that also contributes to creating a positive classroom culture. Here are just a couple of 'name game' ideas but there are many more. Can you invent any yourselves?

- Whilst doing the daily register, rather than just asking children to say 'present', ask them to answer you by telling you something about themselves. For instance, the mood they are in, their favourite song, their favourite fruit, etc.
  - Teacher (doing register): Gopal?
  - Gopal: Yes, Ma'am, I, Gopal am here and I like mango
  - Teacher: Neha?
  - Neha: Yes, Ma'am, I, Neha am here and I like watermelon

**NOTE:** This activity can be used very effectively by the class teachers during Attendance time period. Subject teachers can tweak the same activity as per their need and instead of adjective, relate it with the subject content.

## B) Greeting children as they arrive in class

Making children feel welcome as they arrive in your class has a big impact on how they will approach their day or lesson with you. The way you greet children at the start of the class sets expectations for the rest of the class. If you greet children by name and ask them how they are, the children will feel valued and will want to work hard for you; they will feel like you care about them and their learning.

*"You can use the greeting to engage students briefly and build rapport: "Loved your homework, David"; "Nice game last evening, Shayna"; "looking for great things from you today, Mr. Atri."*

**NOTE:** You won't have time to say something like this to every child but you can pick a few each day, over time connecting with each student and reminding them all you know them as individuals.

## C) Name Tag Activity

Ask children to draw their own personalised identity tags. You can ask them to write their Name and draw their own picture or their favourite animal or anything else. The idea is to make it a fun activity and use these identity tags in the class. It will help you to learn and remember Children's name easily over a period of time.

**NOTE:** The activity will be more effective, if you also use the name tag during the activity. Children will be more excited to do the activity if they see the teacher to be part of it as well.

### D) Class Tree

You can create a class tree in which the students' name and teachers' name of that class and their pictures is pasted on the chart. The chart can be pasted/hanged in the classroom providing a sense of togetherness among the students and teachers.



### E) Making Children's work visible

You can paste or hang any material pertaining to the classroom learning in the class. This gives children a sense of ownership for the class. Try using this material during your lectures as well and try having a rotation policy for students to make these materials to ensure that all the students become part of this process and there is a sense of inclusivity as well.

# 30-minute meeting for Phase 1

**Objective of the Month: Introduction to the vision and this year's priority and initiation of the ART**

Objective for Week 1	
Objective for Week 2	
Objective for Week 3	
Objective for Week 4	
Daily 30 Minutes Session Notes	
<p>Proceedings during the session (No. of participants and group settings, discussion pointers, highlight of the day, Presenters for next time, etc.)</p>	
<p>Agreed Actionable obtained from the session</p>	

# One on One Session Reflection Sheet - Phase 1

Objective of the Month: **Introduction to the vision and this year's priority and initiation of the ART**

Name of the Teacher	No. of 'One on One' sessions conducted	Key Reflections Discussed in the session

The recurring reflections during One on One sessions with teachers have been:-

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# PHASE 2 (October): Identifying challenges and implementing classroom strategies to solve issues around lack of connections with children

## LIC Theme - 'CONNECT':

Teachers need to know their children and children need to feel valued and safe in the classroom.



## MONTHLY ART MEETING - 1

### OVERALL OBJECTIVE OF THE MEETING





- To gain a deeper understanding of overall program and Learning Improvement Cycle (LIC)
- To execute the first step of LIC (Ideate) around the theme connect.
- To share/discuss classroom strategies about how they can develop connections with their children and facilitate connections between children
- To develop an action plan to implement a classroom practice that can improve


# Simple Facilitation Guide

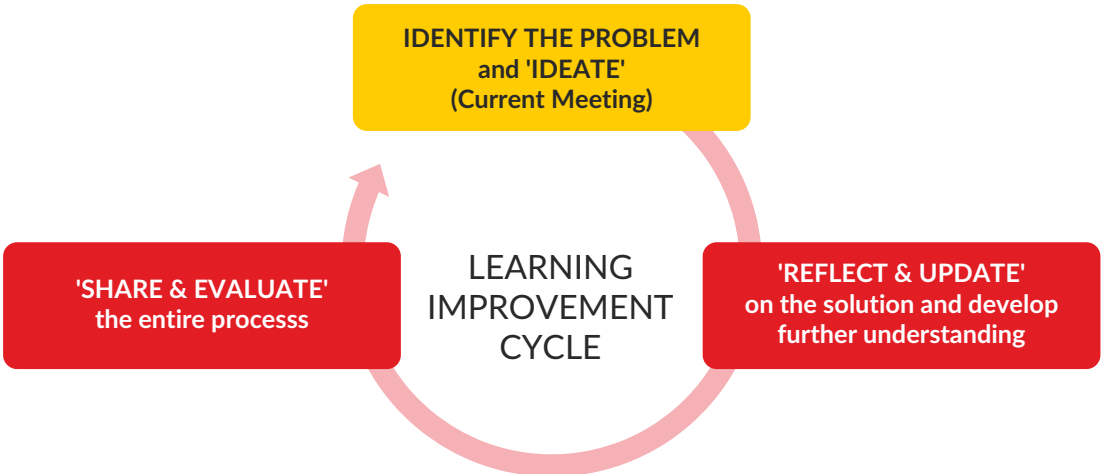
Key Steps	Time	Area of Discussion
<b>Step-1</b> Welcome, building bond and Introduction to the programme	15 minutes	<ol style="list-style-type: none"> <li>1. Welcoming teachers to the First ART meeting</li> <li>2. Community Agreement</li> <li>3. Energizer – Knowing each other</li> <li>4. Brief about the first meeting               <ol style="list-style-type: none"> <li>i. Meeting structure</li> <li>ii. Meeting aims</li> </ol> </li> </ol>
<b>Step-2</b> Sharing, Support and Feedback	15 minutes	<ol style="list-style-type: none"> <li>1. Knowing the concept of Learning Improvement Cycle</li> </ol>
<b>Step-3</b> Develop Teachers Professional Behaviours and Mindset	30 minutes	<ol style="list-style-type: none"> <li>1. Great Teachers :- ‘Born or Made’</li> <li>2. Introducing the theme: <b>Connect</b></li> <li>3. <b>Activity:</b> Know Your Children</li> </ol>
<b>Step-4</b> Create an Action Plan	20 minutes	Create an Action Plan ( <i>choose a micro-innovation to implement in your classroom or school</i> )
<b>Step-5</b> Closing and Next Steps	10 minutes	Closing and Reminders



# Detailed Instructions for ART Meeting - 1

STEP ONE	WELCOME, BUILDING BOND & INTRODUCTION TO THE PROGRAMME (15 mins)
<p><b>Welcome</b></p> 	 <ul style="list-style-type: none"> <li>• Welcome your teachers to the journey and specifically to the Learning Improvement Cycle (LIC) which focuses on the theme: Connect!</li> <li>• Thank teachers for coming and in a special way recognize the teachers who came on time</li> </ul>
<p><b>Agenda and Aims for the Meeting</b></p>	<p>Start with explaining the 5 steps of the meeting and the expected outcome from the meeting (Refer to simple facilitation guide, page No.-XX, you can write in a chart paper and hang it in front, refer to it at different stages of the meeting)</p> <p><b>Meeting Aims:</b></p> <ul style="list-style-type: none"> <li>• To gain a deeper understanding of overall program and Learning Improvement Cycle (LIC)</li> <li>• To execute the first step of LIC (Ideate) around the theme connect.</li> <li>• To share/discuss classroom strategies about how they can develop connections with their children and facilitate connections between children</li> <li>• To develop an action plan to implement a classroom practice</li> </ul>
<p><b>Community Agreement</b></p> 	<ul style="list-style-type: none"> <li>• Say to the participants, "To achieve the explained objectives effectively, we are going to create a set of mutually agreed rules which we will follow throughout the meeting. Let's call these rules as Community agreements..."</li> <li>• ...We will keep on updating these rules if required for better functioning of our meeting"</li> <li>• The idea behind community agreements is :- <ul style="list-style-type: none"> <li>✓ Everyone takes responsibility for keeping the meeting on track.</li> <li>✓ Regulate behaviours of participants</li> <li>✓ Ensure mutual respect and avoid conflicting situation</li> </ul> </li> </ul> <p><b>Few examples of community agreements are given below:</b></p> <ul style="list-style-type: none"> <li>✓ Avoid putting down of yourself or others (<i>everyone has their own perspective</i>)</li> <li>✓ Be willing to try new things (doing so will help you innovate)</li> <li>✓ Listen well</li> <li>✓ Participate fully – (try not use cell phones at this time)</li> <li>✓ Be willing to share your reflections</li> </ul> <div data-bbox="295 1800 651 1864">  <b>NOTE</b> </div> <div data-bbox="383 1864 1449 1972" style="background-color: #fff9c4; padding: 10px;"> <p><i>Write these in a chart paper before starting the meeting (to save time) and ask teachers to read and mutually agree on it, if needed teachers can add or delete few.</i></p> </div>

<p><b>Introductory Activity</b></p> <p><i>"Let's Draw Together"</i></p>	<ul style="list-style-type: none"> <li>• Begin by giving each teacher a paper and a sketch pen/pen. Ask them to write their name and one highlight for them of that week.</li> <li>• Ask the teachers to make a drawing of themselves – a self-portrait. Remember the time-limit is 3 minutes.</li> <li>• After 3 minutes, ask teachers to paste their drawings on the wall for everyone to see.</li> <li>• Once the drawings are there on the wall, ask teacher to look at each other's drawings and qualities. (Request them not to remove the drawing afterwards)</li> <li>• Get into a discussion in groups of 5-6 and ask teachers to share their experience of the activity and the value of doing this in their classroom</li> <li>• Ask teachers what they observed and how they felt seeing different drawings on the wall and what qualities of fellow teachers did they observe specifically.</li> </ul> <div data-bbox="300 627 651 698">  <b>DEBRIEF</b> </div> <div data-bbox="384 685 1452 868" style="background-color: #d1c4e9; padding: 10px; border-radius: 10px;"> <p><i>Summarize the session by stating "This activity encourages interaction with each other and allow the participants to know each other. It also generates a feeling of collective as each member brings in something unique to make the group even more special!"</i></p> </div>
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STEP TWO	SHARE, SUPPORT AND FEEDBACK (15 mins)
<p><b>Understanding LIC</b></p>	<ul style="list-style-type: none"> <li>• Explain teachers that we are going to understand a concept that we will use throughout our upcoming program. It's called Learning Improvement Cycle (LIC). We are going to understand it through an activity. Draw the LIC diagram on the blackboard and follow the steps:-</li> </ul> <div data-bbox="352 1231 1458 1705" style="text-align: center;">  <pre> graph TD     A[IDENTIFY THE PROBLEM and 'IDEATE' (Current Meeting)] --&gt; B['REFLECT &amp; UPDATE' on the solution and develop further understanding]     B --&gt; C['SHARE &amp; EVALUATE' the entire process]     C --&gt; A     subgraph LIC [LEARNING IMPROVEMENT CYCLE]         A         B         C     end </pre> </div> <p><b>Role Play:</b></p> <ul style="list-style-type: none"> <li>• Ask 5 teachers to volunteer for and ask the remaining group to look at the LIC diagram and discuss around what they understand from it.</li> </ul> <p><i>You get a call from your friend in evening that she is in town and is willing to meet you at your place in 2 hours. So, you invite her and her partner for dinner. To prepare delicious dinner for them, you explore the available ingredients and decide to make Pulao for them.</i></p>

After you finish cooking, you taste it and realise that it can use some more salt. You are convinced that it tastes good but want to be sure so you run to your neighbour's place with a small bowl of your Pulao to ask their opinion. They tell you that it tastes really nice except that it was missing one key ingredient, coriander leaves. You come back and add the coriander leaves to the Pulao. Finally, the dish is ready!

At the dinner table, you serve the dish to your friends. All of them devours the Pulao and one of them even mentioned that the coriander leaves have actually made the dish tastier. They also appreciate your cooking skills and ask you teach them the pulao recipe.

- Ask teachers, "Can you link the 3 steps of LIC with this role play?" Take few responses and conclude by building following links :-

- Identification of problem and Ideation:** To cook something for the friend and deciding to cook Pulao for them.
- Reflection and Updation of solution:** Tasting Pulao and taking feedback from the neighbours to add coriander leaves to it.
- Sharing and Evaluation:** Serving the dish to the friend and getting a response from them on how the dish tastes.
- Share that through these 3 steps one can master a particular skill (which in this case is cooking Pulao)
- Now in reference to this example, ask 1-2 teachers to share a personal experience of how you've mastered a classroom practice in your class using the steps of the LIC.



#### DEBRIEF

Summarize the discussion saying: Today we will introduce to the first step of **Learning Improvement Cycle (LIC)** (referring to the LIC diagram in this cycle) which is an improvement cycle/process designed specially to support actual change in classroom practices as well as to develop teacher professional mindsets and behaviours. By providing teachers with opportunities to see progress, create something together and work towards a shared goal, it includes all the ingredients required to build motivation and support behaviour change.

STEP THREE	DEVELOP TEACHERS PROFESSIONAL BEHAVIOURS AND MINDSETS (30 mins)
<b>Introducing the session</b>	<ul style="list-style-type: none"> <li>• Brief outline about the two activities and the theme "CONNECT" :-               <ol style="list-style-type: none"> <li>(a) Great Teachers :- 'Born or Made'</li> <li>(b) Teachers need to know their children and children need to feel valued and safe in the classroom.</li> </ol> </li> </ul>
<b>Activity 1:</b> Are great/ effective teachers born or made? (15 mins)	<ul style="list-style-type: none"> <li>• Ask teachers:               <ul style="list-style-type: none"> <li>◉ Are great teachers born or made?</li> <li>◉ Are some people naturally great teachers?</li> <li>◉ Can anyone learn to be a great teacher? If so, how?</li> </ul> </li> </ul>



- Collect responses from 2-3 teachers.
- Ask teachers to read the two case studies given on page no. XX of portfolio
- Take responses from 2-3 teachers on what they felt or thought after reading the stories and summarize, stating:
  - Nivedita started her career having always excelled previously but quickly began to fail when things did not go the way she expected.
  - Nivedita was always told that she was a 'natural teacher' or had an innate ability to teach well. But she became increasingly discouraged when confronted with the realities of the school system.
  - Santosh, on the other hand, believed he could succeed by working a bit harder. He tried different strategies and came up with creative solutions. He didn't hesitate to ask for help and guidance when he needed it.

He gradually improved as a teacher and overcome challenges. He improved his ability through effort.



#### DEBRIEF

*Tell teachers, "The discussion led to the agreement that qualities or traits can be developed through effort and hard work. Research shows that when we do things that are not easy or when we struggle with things is the time when our brain grows the most. So, the next time when you face some challenges or get something wrong, do take a pause and reflect why you got it wrong. Remember that these are actually the times that you will be growing the most."*

## DEFINITIONS

**MINDSET:** It's a theory people have about the way the world works. Mindsets come from our experiences and interactions with the world. while one cannot be blamed or held responsible for the kind of mindset they possess. Everyone can certainly change and reflect about their mindsets.

**GROWTH MINDSET OR EFFORT THEORY:** Teachers with Growth mindset think that Teaching skill is dependent upon the kind of effort we put in! That it is something we can always get better and better at by learning from our mistakes, taking on challenges, and changing our strategies.

**FIXED MINDSET OR ABILITY THEORY:** Teachers with Fixed mindset think that Teaching skill is a fixed ability which is beyond our control. We either have it or don't. It cannot be changed or improved no matter whatever we do.

Taking this idea forward, world-renowned Stanford University psychologist Carol Dweck proposed the **mindset theory** as a way to understand the effects of the beliefs that individuals hold for the nature of intelligence.

## Activity 2: Remembering Names



- Start the session in a **dramatic way** by saying to a teacher in the meeting :-
  - ◉ *"Hello everyone! So, I hope all of you are excited for what we are going to learn in the next session. Right Miss/Mr..... Sorry, what was your name?"*
  - ◉ *Once the response is given from the teacher, acknowledge it and finish your sentence.*
  - ◉ *Then in an introspective tone ask "How did you feel, I who belong to the same school didn't know your name?"*

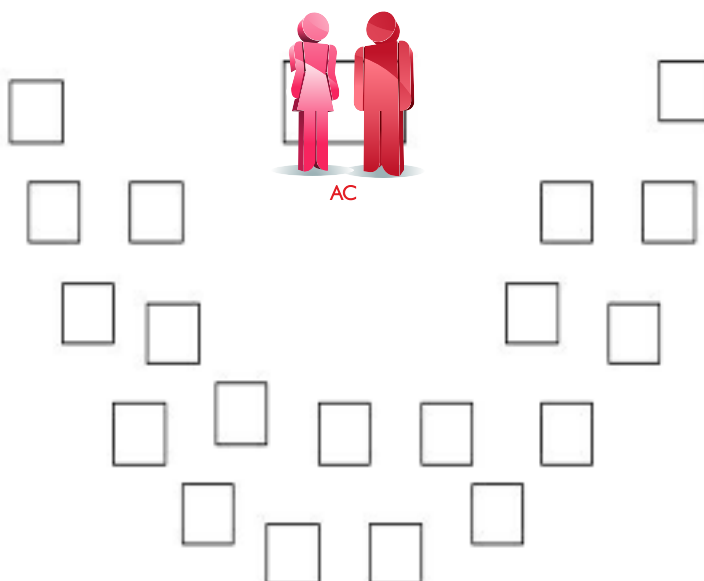


### DEBRIEF

- After having heard 2-3 more responses, conclude by saying "Yes, you are all correct. At a very simple level it would mean that the person whose name was forgotten does not feel respected and valued. The same applies for children in class. It is unlikely that they will feel valued if we do not use their names regularly."
- Research suggests that knowing and using each other's names in a respectful way builds trust and positive communication establishing a supportive group environment in classroom. Acknowledging students for their own identity and respecting them for it are prime steps towards building a trustworthy bond with your children.

### Activity: Remembering names

- Say to the teachers, "Knowing and using names regularly is easier said than done. It can be very challenging for teachers to remember the names of all the children in ever-changing classrooms." Ask teachers to refer to the teacher portfolio pg XX and use the following narration to introduce the activity. "Being seated in your chairs I want you to remember the names and qualities (from the previous session) of your fellow colleagues and write them down in the boxes as fast as you can! Whoever remembers most names within one minute wins!"
- Confirm whether the first 3 teachers who are finished writing are right or wrong and congratulate them.
- Appreciate teachers for remembering their fellow colleagues





## DEBRIEF

- Ask teachers, what was the purpose of doing this activity? Take 1-2 comments from the teachers
- Question that how can this be used in their classroom?
- Ask teachers how knowing names of children would be helpful in classroom management and on which instances they could use the names of children?
- Say, "You can fill similar diagrams given in their portfolio and paste it on your class desk."



## NOTE

**There is a possibility that there will be a concern about using this activity in large classrooms, can this be thought through?** You can use this as an opportunity to let teachers come up with tentative solutions for this.

In the last 30 minutes we have learnt two easy-to-do activities that you can use in your classroom to remember and use the names of your students and know them better. Knowing children's names is just the first step in making children feel valued in the classroom. In the next part of the meeting, we will discuss and decide other ways in which teachers can connect with their children deeply.

## STEP FOUR

### CREATE AN ACTION PLAN (20 mins)

#### Introduction to the session

*Now that we have a firm understanding of the theme 'CONNECT', let's create an action plan for how to use these strategies and skills.*

- Divide teachers into small groups. Ask them to refer to their Portfolio Page No.-ZZ. Ask them to discuss in their own groups in the next 10 minutes regarding the strategies mentioned.
- They should select one of the strategies to connect with their children. Encourage teachers to implement one strategy in their classroom before the next ART meeting.



## NOTE

*Remind the teachers that you have already looked at some of the activities in the introductory meetings but this time we will be looking at them in more details.*

- Ask teachers to share the reasons for selecting the particular strategy also do they want to alter the strategy based on their classroom situation, if yes, then what alteration they want and why?
- Identify the changes they hope to see in their classroom as a result of using the Strategies.

	<ul style="list-style-type: none"> <li>• Give teachers 5minutes to fill portfolio on pgxx for ideation and thank them for their participation.</li> <li>• Emphasize that teachers need to work together as a team to build in collaboration. Tell them that they are a great resource for each other in school and by working together on the same activity they can help each other continue to improve, stay motivated and spread the ideas to other teachers as well.</li> </ul>
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STEP FIVE	CLOSING AND NEXT STEPS (10 mins)
	<ul style="list-style-type: none"> <li>• Referring to the portfolio, ask teachers to clearly state their plan/timeline of Strategy implementation</li> <li>• Ask teacher groups to bring the charts for their presentation next time. They can prepare for the same before hand as well, referring to guideline given in their portfolio at pageXX</li> <li>• Fill up the self-reflection</li> <li>• Remember to end the meeting on a high!</li> <li>• Tell them a story or a poem or a small energizer</li> </ul>

# TDC SELF-REFLECTION

## How Are You Developing?



It's time to reflect!

Why?

- To identify and build on my strengths as a Teacher Development Coordinator
- To identify my areas of improvement as a Teacher Development Coordinator
- To identify pointers for Support Call with Mentor Teachers

Dear Journal,

It has been almost one month now, since I have been working with the potential ART members. We conducted our 1st meeting today and I am going to express some of my experiences of past one month

### GENERAL REFLECTION ABOUT THE MEETING

In today's meeting, we covered the First step of Learning Improvement Cycle (LIC) which is \_\_\_\_\_ and further develop the understanding on the theme 'Connect'. To have a general sense of how it went, this is what happened during the session :-

- \_\_\_\_\_ (no. of teachers present) teachers attended the meeting out of \_\_\_\_\_ (total teachers) teachers
- \_\_\_\_\_ teachers came on time during the meeting
- The emotion that I felt right after the meeting \_\_\_\_\_ (happy, sad, excited, tired, interested, surprised, etc.)
- I felt this way because (possible reason) \_\_\_\_\_  
\_\_\_\_\_

### CONTENT OF THE MEETING

- I think the session/activity (the activity that went really well) \_\_\_\_\_ clicked very well with the teachers because I observed that (incident/observation/event that made me believe that session went well) \_\_\_\_\_  
\_\_\_\_\_ in the session
- I think that the content of session/activity on \_\_\_\_\_ did not go well with teachers as per my expectations because I observed during the session that \_\_\_\_\_  
\_\_\_\_\_



## MY FACILITATION DURING THE MEETING

- After the meeting I felt \_\_\_\_\_ (happy, confident, anxious, excited, hopeful, stressed, worried, etc.) regarding my facilitation skills.
- Our Training Institute specifically focussed on \_\_\_\_\_ related to facilitation skills.
- I think out of the above mentioned skills, I did really well in using \_\_\_\_\_ during the session. I can say this confidently because I observed *(examples, teachers' responses or observations from session that makes me believe that session went well)*  
\_\_\_\_\_  
\_\_\_\_\_
- On carefully reflecting, I remember what could have been better while conducting the session was *(Challenge I faced in facilitation skills)* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Before the next time I conduct the ART meeting, (what could help me overcome the challenge)  
\_\_\_\_\_  
\_\_\_\_\_  
could help me to overcome this challenge.

## HIGHLIGHT OF MY SESSION (MY LIGHT BULB MOMENT )

It was a wonderful opportunity for me to lead the ART Meeting. There were definitely ups and down during the session but the incident that made my day

***(Light Bulb Moment: Incident or response that gave me sense of achievement)***

\_\_\_\_\_  
\_\_\_\_\_

It made me feel \_\_\_\_\_

*Anything and Everything I feel lie writing/drawing right now*

Date

Time

Signature

# 30-minute meeting for Phase 2

Objective of the Month: Identifying challenges in and implementing classroom strategies to solve issues around lack of connections with children

Objective for Week 1	
Objective for Week 2	
Objective for Week 3	
Objective for Week 4	
Daily 30 Minutes Session Notes	
Proceedings during the session (No. of participants and group settings, discussion pointers, highlight of the day, Presenters for next time, etc.)	
Agreed Actionable obtained from the session	

# One on One Session Reflection Sheet - Phase 2

Objective of the Month: Identifying challenges in and implementing classroom strategies to solve issues around lack of connections with children

Name of the Teacher	No. of 'One on One' sessions conducted	Key Reflections Discussed in the session

The recurring reflections during One on One sessions with teachers have been:-

.....

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PHASE 3 (November):  
Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Connect'

### LIC Theme - 'CONNECT':

Teachers need to know their children and children need to feel valued and safe in the classroom.



## MONTHLY ART MEETING - 2


### OVERALL OBJECTIVE OF THE MEETING

- To practice second step of LIC (Reflect and Update) by reflecting on our efforts to connect with children.
- To build on our understanding of the theme "CONNECT" and discuss ways to be available, anticipate difficulties and give feedback for effort.
- To discuss and share ideas and create an action plan
- To collect teachers' application for certification

# Simple Facilitation Guide

Key Steps	Time	Area of discussion	Tips
<b>Step 1</b> Welcome, building bond	20 minutes	<ul style="list-style-type: none"> <li>• Welcoming teachers to the second ART meeting</li> <li>• Reference to the Community Agreement</li> <li>• Energizer</li> <li>• Brief about the Second ART meeting aims</li> </ul>	
<b>Step 2</b> Sharing, Support and Feedback	20 minutes	<ul style="list-style-type: none"> <li>• Reflection: Learning Improvement Cycle</li> <li>• Reflection on the first meeting</li> </ul>	
<b>Step 3</b> Develop teachers professional behaviour and mindset	20 minutes	<ul style="list-style-type: none"> <li>• Activity-1: Be available</li> <li>• Activity-2: Anticipate difficulties</li> <li>• Activity-3: Feedback for efforts</li> </ul>	
<b>Step 4</b> Create an action plan	20 minutes	Develop an action in group- Select a Strategy on the basis of reflection and the new activities and make plan to implement the same in classroom.	
<b>Step 5</b> Next steps	10 minutes	Group Planning – how the team member will support each other in implementing the selected Strategies	

# Detailed Instruction for ART Meeting - 2

STEP ONE	WELCOME, BUILDING BOND
Energizer	<p><b>Kickstart the day with an activity</b></p> <ul style="list-style-type: none"> <li>• Ask teachers to stand in pairs facing each other with someone they know well. Then ask them to assign each other as “A” and “B”.               <ul style="list-style-type: none"> <li>◦ Ask “A” to create a pose of pure joy of having achieved something significant.</li> <li>◦ “B” must now must imitate the same pose</li> <li>◦ Ask all the A’s to come out of their pose and see how other B’s have made poses</li> <li>◦ Now “B” will make an expression of anger and “A” must imitate. And then B’s get to see all the A’s.</li> </ul> </li> <li>1. Ask one or two A’s, how did it feel to see all the B’s imitating their pose of joy?</li> <li>2. Ask one or two B’s, how did it feel to see all the A’s imitating their pose of anger?</li> <li>3. Each of the time a person imitated his/her partner. Your emotion was reflected in your partner. How can you relate it to the classroom settings? Take one- two responses.</li> </ul> <div data-bbox="300 1058 651 1123">  <b>DEBRIEF</b> </div> <div data-bbox="384 1112 1449 1366" style="background-color: #d1c4e9; padding: 10px; border-radius: 10px;"> <p><i>State that though it was an energizer and fun activity which makes you focused and observant but it relates to our classroom dynamics between teachers and students. The activity is an invitation to all of you present to observe our own selves and how that has an impact on children’s lives. Remind teachers that they can use this activity with their class at the start of lessons to help get them ready to listen to each other during their learning.</i></p> </div>
Meeting Aims	<ul style="list-style-type: none"> <li>• To practice second step of LIC (Reflect and Update) by reflecting on our efforts to connect with children</li> <li>• To build on our understanding of the theme “CONNECT” and discuss ways to be available, anticipate difficulties and give feedback for effort</li> <li>• To discuss and share ideas and create an action plan</li> </ul>
Welcome & Community Agreement	<ul style="list-style-type: none"> <li>• As teachers come into the meeting, ask them to write their names into the tracker and ask them to keep their portfolios handy</li> <li>• Ask teachers to remember what the community agreements were and remind them of the below. It is helpful to have these displayed on a flipchart.               <ul style="list-style-type: none"> <li>✓ Avoid putting down of yourself or others (everyone has their own perspective)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>✓ Have a Growth Mindset! Be willing to try new things (doing so will help you innovate!)</li> <li>✓ Listen well</li> <li>✓ Participate fully – (try not use cell phones at this time)</li> <li>✓ Be willing to share your reflections</li> </ul> <ul style="list-style-type: none"> <li>• Ask and add any other community agreements for the session.</li> </ul>
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STEP TWO	SHARING, SUPPORT AND FEEDBACK
<b>Learning Improvement Cycle</b>	<ul style="list-style-type: none"> <li>• DISCUSS ABOUT REFLECTION ON Month End Meeting</li> <li>• Explain that we are going to reflect on the Learning Improvement Cycle</li> <li>• As a whole group, ask teachers to answer the following questions:</li> </ul> <p><b>1. Further Understanding of Learning Improvement Cycle (LIC)</b></p> <p>Remind everyone that the Learning Improvement Cycle is an improvement process designed specially to support actual change in classroom practice, as well as to develop teacher professional mindsets and behaviours. Say, “As explained in the aims, today the main focus is on reflecting on what we implemented and further improving our understanding of the theme ‘Connect’.</p> <div data-bbox="354 1011 1458 1489"> <pre> graph TD     A[IDENTIFY THE PROBLEM and IDEATE] --&gt; B[REFLECT &amp; UPDATE on the solution and develop further understanding (Current Meeting)]     B --&gt; C[SHARE &amp; EVALUATE the entire process]     C --&gt; A     subgraph LIC [LEARNING IMPROVEMENT CYCLE]         A         B         C     end </pre> </div>
<b>Reflection on the first meeting</b>	<ul style="list-style-type: none"> <li>• Share with teachers the following quote:  <i>“We do not learn from experience. We learn from reflecting on our experience.”</i>  <i>– John Dewey</i> </li> <li>• In pairs, ask teachers to share what this quote means to them and take 2-3 responses.</li> <li>• Add to their responses that reflection involves giving deep thought to your teaching. For example, thinking about what works and what doesn’t work in the classroom.</li> <li>• Thank teachers for their participation in this activity and emphasize how this reflection is an important component to developing the skills of a Teacher Changemaker.</li> </ul>

	<ul style="list-style-type: none"> <li>• Remind teachers that in ART Meeting 1, we looked at the importance of “connect” and “teachers need to know their children and children need to feel valued and safe”. We also selected a classroom strategy to bring the idea to life.</li> <li>• Ask 2-3 teachers to recap the strategies through a short description.</li> <li>• Explain that we are going to look at our successes, struggles and consider options for change, based on the feedback that we will receive from our colleagues. Ask teachers to form groups of 3-4 and to discuss and give feedback to each other on the following. Ask them to refer to their self-reflection on ART Meeting 1 for this discussion. If they haven’t had a chance to reflect then can use this opportunity to do the same and then discuss it with teachers as well. :- <ul style="list-style-type: none"> <li>○ What strategy did you use to “connect” with your children?</li> <li>○ How did your Children react when you used this strategy?</li> <li>○ Has this strategy helped you to gain a better understanding of your Children?</li> <li>○ What was challenging about using this strategy?</li> <li>○ What changes would you make to overcome the challenges?</li> </ul> </li> <li>• Ask a representative from each group to present in three minutes. After each representative presents, give them two minutes to receive advice from the other groups on how to overcome their challenges.</li> <li>• Ask teachers to record the advice received from their colleagues in their portfolios in the last section of Self-reflection on pg xx.</li> </ul>
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STEP THREE DEVELOP TEACHERS PROFESSIONAL BEHAVIOURS AND MINDSETS	
Role Play	<ul style="list-style-type: none"> <li>• Start the session by saying: “In the last few weeks we have tried to find out or learn about our children. In this meeting, we will explore how we as teachers can position ourselves in a way that encourages children to reach out and trust us as teachers”.</li> <li>• Ask teachers a thought provoking question: “How do you show that you value your students and want them to succeed and be happy in school?” Ask for three volunteer teachers to share their initial ideas.</li> <li>• Then explain to teachers that we are going to further understand the importance of feeling valued by enacting some scenarios.</li> <li>• Ask teachers to form three groups and each group a scenario to enact (tear of scenario from appendix section, (pgxx).</li> <li>• Give teachers a total of 5 mins to prepare their scenario and 3 mins for each group to enact.</li> </ul>





## DEBRIEF

Once a group performs a scenario, ask the other groups to give suggestions on what they felt in the given scenario. Take 2-3 responses and note them down. Make sure to bring out the theme of each role play through the discussion around the questions mentioned and summarise accordingly:

- a. **Being available:** How the couple ensured that they remain available for their mother? How would have mother felt, if they couldn't do so? And how would she have felt now?
- b. **Anticipate Difficulty:** In the activity, you predicted the difficulties your uncle would have faced. How would it have helped while purchasing the phone now? Try relating it with your classroom settings.
- c. **Acknowledge effort and feedback:** What difference did you observe between both the teachers? **Please specify that one teacher praised the EFFORT and gave the constructive feedback which would have helped the morale of the student. Also explain to teachers that it ties in with Carol Dweck's research proving that if you praise children's ability, they develop fixed mindset; if you praise their effort and willingness to learn from mistakes, they develop a Growth mindset.**

- Ask the same groups who did the role play together to read respective topics of: ('Be available', 'Anticipate difficulty' and 'Acknowledge effort& feedback' given in the Teacher Changemaker Portfolio (pg XX). As they read ask them to pick out points that can be implemented in their classroom/ school to contribute to a positive classroom culture.
- Ask each group to summarise the crux to the larger group and specify 2 points from the reading which they felt was inspiring and would like to try in their classrooms. Pitch in if you feel anything is missed in the discussion.
- Explain to the teachers that they are now going to select/co-create one of these classroom strategies and continue their collective efforts to create a positive classroom culture.

## STEP FOUR

## CREATE AN ACTION PLAN

Introduction to the session

**Now that we have even better understanding of the theme 'CONNECT', let's create an action plan for how to use these strategies and skills.**

- Emphasize that teachers need to work together as a team to build in collaboration. Tell them that they are a great resource for each other in school and by working together on the same activity they can help each other continue to improve, stay motivated and spread the ideas to other teachers as well.
- Divide teachers into small groups of 3-4 people. Ask them to refer to their Portfolio Page No.-ZZ
- Ask them select one of the strategies to connect with their children. Encourage teachers to implement one strategy in their classroom before the next ART Meeting.

	<ul style="list-style-type: none"> <li>• Ask teachers to share the reasons for selecting the particular strategy also do they want to alter the strategy based on their classroom situation, if yes, then what alteration they want and why?</li> <li>• Identify the changes they hope to see in their classroom as a result of using the strategies.</li> <li>• Give teachers 10 minutes to fill the portfolio.</li> </ul>
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STEP FIVE	CLOSING AND NEXT STEPS
	<ul style="list-style-type: none"> <li>• Referring to the portfolio ask teachers to clearly state their plan/timeline of Strategies implementation</li> <li>• Reflect using the pointers provided in self reflection sheet</li> <li>• Tell your teachers that in the next meeting they will present their strategy implementation stories.</li> <li>• Share brief about the evaluation meeting:             <ul style="list-style-type: none"> <li>• Evaluation (of self and teaching) plays a critical role in enabling them to build an effective teaching career. In other words, it is a key part in teacher growth and should become a part of day-to-day activities.</li> <li>• Evaluation is a process whereby you reflect on what you've done, collect evidence for positive and negative changes that resulted from your actions, and determine the best way forward.</li> <li>• They will get a chance to present their work with the teachers and have feedback on the same. Ask the groups to look at the guidelines given on pg no. xx in their portfolio. Ask them to come prepared with the presentations in next ART meeting</li> <li>• The Head Teacher, Mentor Teacher and District officials will be encouraged to be in attendance to hear presentations.</li> </ul> </li> <li>• Remember to end the meeting on a high!</li> <li>• Tell them a story or a poem or a small energizer</li> </ul>

# APPENDIX - Scenarios for Role Play

**Scenario #1: 'Be available':** Your father and mother-in-law are visiting your home for a week. Enact how you and your family members will **make yourself available to them** despite your busy schedules. (e.g: *You can make yourself available by calling your mother-in-law on phone while you are at work, or take a few days of leave, or leave early for work and come back home early*)



**Scenario #2: 'Anticipate difficulty':** Your uncle who is rather old is keen to learn how to use mobile phones. And you have to teach him how to store names on his mobile phone. Enact a conversation where you and your family members discuss the **difficulties which you may anticipate** in teaching the old person. (e.g. *Some of the difficulties could be that he might find it hard to see the alphabets on the keys, or he might get the steps wrong*)



**Scenario #3: 'Acknowledge effort and feedback':** Few of you take role of a group of students. The scenario is that a group of students have worked hard on a project. One teacher is negative and focuses on the mistakes. Students go to another teacher who is positive, **acknowledges for the effort** and gives specific feedback on which areas they could have done better.



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# TDC SELF-REFLECTION

## How Are You Developing?



It's time to reflect!

Why?

- To identify my strengths as an Teacher Development Coordinator and build on to that.
- To identify my areas to improvement which I could work on, to fulfil my responsibility efficiently.
- To identify pointers I want to use for Support Call with Mentor Teachers.

Dear Journal,

It has been almost two months now, since I have been leading potential ART members. We conducted our 2nd meeting today and I am going to express some of my experiences from past two months.

### GENERAL REFLECTION ABOUT THE MEETING

In today's meeting, we covered the First step of Learning Improvement Cycle (LIC) which is \_\_\_\_\_ and further develop the understanding on the theme 'Connect'. To have a general sense of how it went, this is what happened during the session :-

- \_\_\_\_\_ (no. of teachers present) teachers attended the meeting out of \_\_\_\_\_ (total teachers) teachers
- \_\_\_\_\_ teachers came on time during the meeting
- The emotion that I felt right after the meeting \_\_\_\_\_ (happy, sad, excited, tired, interested, surprised, etc.)
- I felt this way because (possible reason) \_\_\_\_\_  
\_\_\_\_\_

### CONTENT OF THE MEETING

- I think the session/activity (the activity that went really well) \_\_\_\_\_ clicked very well with the teachers because I observed that (incident/observation/event that made me believe that session went well) \_\_\_\_\_  
\_\_\_\_\_ in the session
- I think that the content of session/activity on \_\_\_\_\_ did not go well with teachers as per my expectations because I observed during the session that \_\_\_\_\_  
\_\_\_\_\_

- Looking at teachers' responses during the reflection session, I think the teachers are doing well in *(what teachers are doing well in this LIC)* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

with respect to the theme but there is a scope of improvement in *(where I see scope of improvement in the current LIC)* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

with this current theme.

- With regards to the content shared by the teachers in the presentation I am getting a sense that

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### MY FACILITATION DURING THE MEETING

- After the meeting I felt \_\_\_\_\_ *(happy, confident, anxious, excited, hopeful, stressed, worried, etc.)* regarding my facilitation skills.
- Our Training Institutes specifically focussed on \_\_\_\_\_ related to facilitation skills.
- I think out of the above mentioned skills, I did really well in using \_\_\_\_\_ during the session. I can say this confidently because I observed *(examples, teachers' responses or observations from session that makes me believe that session went well)*.

\_\_\_\_\_

\_\_\_\_\_

- On carefully reflecting, I remember what could have been better while conducting the session was *(Challenge I faced in facilitation skills)* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Before the next time I conduct the ART Meeting, (what could help me overcome the challenge)

\_\_\_\_\_

\_\_\_\_\_

could help me to overcome this challenge.

- With respect to the last session, where I improved and I think I did well is \_\_\_\_\_  
\_\_\_\_\_ during the session.

#### HIGHLIGHT OF MY SESSION (MY LIGHT BULB MOMENT )

It was a wonderful opportunity for me to lead a session with my network teachers. There were definitely ups and down during the session but the moment that was my highlight of the session was (incident or response that gave me sense of achievement )

\_\_\_\_\_  
\_\_\_\_\_

It made me feel \_\_\_\_\_

Date

Time

Signature

# 30-minute meeting for Phase 3

**Objective of the Month: Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Connect'**

Objective for Week 1	
Objective for Week 2	
Objective for Week 3	
Objective for Week 4	
Daily 30 Minutes Session Notes	
Proceedings during the session (No. of participants and group settings, discussion pointers, highlight of the day, Presenters for next time, etc.)	
Agreed Actionable obtained from the session	



# One on One Session Reflection Sheet - Phase 3

Objective of the Month: **Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Connect'**

Name of the Teacher	No. of 'One on One' sessions conducted	Key Reflections Discussed in the session

The recurring reflections during One on One sessions with teachers have been:-

.....

.....

.....

.....

.....

.....

# Phase 4 (December): Evaluation of the impact of classroom strategies across the school system and the formal formation of the ART

## LIC Theme - 'CONNECT':

Teachers need to know their children and children need to feel valued and safe in the classroom.



## MONTHLY ART MEETING - 3


### OVERALL OBJECTIVE OF THE MEETING

- To recap the overall aims of the LEARNING IMPROVEMENT CYCLE
- To share presentations as School teams or working teams about the 'CONNECT' strategies they have introduced in their classrooms and schools
- To provide an opportunity to think about how teachers can use learning from other schools' presentations to improve their own 'CONNECT' techniques

# Simple Facilitation Guide

Key Steps	Time	Area of Discussion	Tips
<b>Step 1</b> Welcome, building bond	10 minutes	<ul style="list-style-type: none"> <li>• Welcoming teachers to the third ART Meeting</li> <li>• Reference to the Community Agreement</li> <li>• Energizer- <b>"Count to 15"</b></li> <li>• Aims of third ART Meeting</li> </ul>	
<b>Step 2</b> Sharing, Support and Feedback	40 minutes	<ul style="list-style-type: none"> <li>• What is evaluation and why it is important</li> <li>• Group presentation</li> </ul>	
<b>Step 3</b> Develop teachers professional behaviour and mindset	20 minutes	<ul style="list-style-type: none"> <li>• Activity - Crumpled Paper (Mistakes are part of learning)</li> </ul>	
<b>Step 4</b> Create an action plan	10 minutes	<ul style="list-style-type: none"> <li>• Incorporate the feedback to improve the strategy further</li> <li>• Strategies for debriefing among teachers</li> </ul>	
<b>Step 5</b> Next Steps	10 minutes	<ul style="list-style-type: none"> <li>• Summary of connect and moving to Next LIC</li> <li>• Group Planning – how the team member will support each other in implementing the selected Strategies</li> </ul>	

# Detailed Instructions

STEP ONE	WELCOME, BUILDING BOND
Energizer	<p>Create your own energizer and conduct it with your Network OR you can try this one:</p> <p><b>“Count to 15”</b></p> <ul style="list-style-type: none"> <li>• Ask the group to stand in their place. Announce that today we are going to count to 1 to 15 as a group. One person will start the count and the group will keep it going. Only one person will say the next number, if two people speak at the same time, we will start again at 1.</li> <li>• Let everyone know that they cannot use physical gestures to signal who will say the number next – do not point, nod, or move around. For example, Karan says 1, Rashmi says 2, Kamal says 3, and so on, but Rashmi cannot signal to Kamal to say the next number.</li> <li>• Each person must say at least 3 numbers at some point during the sequence, but one person cannot say two consecutive numbers.</li> <li>• Try to do at least 3 rounds; do not wait for the group to be able to achieve the goal.</li> <li>• Do not allow for too much time between 2 members of the group.</li> </ul> <div data-bbox="304 944 657 1015">  <b>DEBRIEF</b> </div> <div data-bbox="389 1009 1455 1461" style="background-color: #d1c4e9; padding: 10px;"> <p>Take two minutes to reflect on the purpose of the Energizer (and relate to the term) by asking teachers what they observed and why they think we did this exercise.</p> <p>You could use the following reflection questions:</p> <ul style="list-style-type: none"> <li>• What was the most difficult part of this activity for you?</li> <li>• What did it feel like to be a person who spoke at the same time as someone else, causing the group to start over again?</li> <li>• What strategy could we have used to achieve our goal?/ What strategy did you apply to achieve the goal?</li> <li>• What do you think will happen if we had more people?</li> <li>• How does this relate to the classroom?</li> </ul> </div> <p><b>Add to their responses by stressing that:</b></p> <p><i>“When your coordination as a group got better, you were able to accomplish the task easily than initial stage. The same goes for our school, if the coordination is good between students, teachers and HOS then the school functions better as a unit. Let’s work collaboratively towards the common goal of creating a space in school where everyone learns.</i></p> <p><i>Moving on, the goal for this Learning Improvement Cycle was to connect with our students. Today we are here to evaluate our work in the last 2 months to achieve this goal and to discuss strategies through which we can improve our efforts.”</i></p>

<b>Meeting Aims</b>	<ul style="list-style-type: none"> <li>• To recap the overall aims of the LEARNING IMPROVEMENT CYCLE</li> <li>• To share presentations as School teams or working teams about the 'CONNECT' strategies they have introduced in their classrooms and schools</li> <li>• To provide an opportunity to think about how teachers can use learning from other schools' presentations to improve their own 'CONNECT' techniques</li> </ul>
<b>Welcome &amp; Community Agreement</b>	<ul style="list-style-type: none"> <li>• As teachers come into the meeting, ask them to write their names into the tracker and ask them to keep their portfolios handy</li> <li>• Ask teachers to remember what the community agreements were and remind them of the below. It is helpful to have these displayed on a flipchart. <ul style="list-style-type: none"> <li>◉ Avoid putting down of yourself or others (<i>everyone has their own perspective</i>)</li> <li>◉ Be willing to try new things (doing so will help you innovate!)</li> <li>◉ Listen well</li> <li>◉ Participate fully – (try not use cell phones at this time)</li> <li>◉ Be willing to share your reflections</li> </ul> </li> </ul>

STEP TWO	REFLECTION AND FEEDBACK
<b>Conceptual understanding of Evaluation</b>	<ul style="list-style-type: none"> <li>• Remind teachers that we are now in the third ART Meeting and this is the final stage of this Learning Improvement Cycle which focuses on Sharing and Evaluation</li> </ul> <div data-bbox="352 1047 1453 1526"> <pre> graph TD     A[IDENTIFY THE PROBLEM and 'IDEATE'] --&gt; B['REFLECT &amp; UPDATE' on the solution and develop further understanding]     B --&gt; C['SHARE &amp; EVALUATE' the entire processes (Current Meeting)]     C --&gt; A     </pre> <p style="text-align: center;"><b>LEARNING IMPROVEMENT CYCLE</b></p> </div> <ul style="list-style-type: none"> <li>• Remind them that as a school team, we have worked together in identifying/creating and implementing classroom strategies to Connect with children in our respective classrooms.</li> <li>• We are now going to evaluate our efforts and impact we have had in terms of knowing our children and selecting/creating strategies to know them better. The presentations are an opportunity for teachers to reflect on the action they have taken this term, evaluate whether these actions have had a positive effect, and determine the best way forward to improve or continue success.</li> <li>• Make sure to keep linking back to the stage of the Learning Improvement Cycle – evaluation of the changes seen so far and created as a result of the actions taken this term.</li> </ul>

## Group Presentations

- Introduce **Connect – Disconnect – Connect** feedback to all the teachers present. It involves :-

### CONNECT – DISCONNECT –CONNECT FRAMEWORK

- a) The individual listens to what the person shares and makes notes.
  - b) The individual should try to capture something they “connected” with – the connect is something positive or strong. They should also capture something they did not connect with – the “disconnect” – which is something you feel the person could improve upon.
  - c) The feedback is given to the person in a connect, disconnect, connect structure so that the person can hear positive thing at the beginning and the end. This is more encouraging to the person and gives them a chance to accept the positive and improvement areas.
- Remind teachers that we are now in the third ART Meeting and this is the final stage of the Learning Improvement Cycle which focuses on **EVALUATION**.
  - Evaluation is a process whereby teachers reflect on what they have done, collect evidences for (positive and negative) changes that resulted from their action, and determine the best way forward.
  - Explain to the teachers that evaluation (of self and teaching) plays a critical role in improving their teaching practices. In other words, it is a key part in teacher growth and should become a part of every teachers daily development.
  - Remind them that as a school team, we have worked together in identifying/creating and implementing strategies to improve the learning environment in our respective classrooms and schools.
  - **We are now going to evaluate the efforts and the impact teachers have had through the school presentations.** The presentations are an opportunity for teachers to reflect on the actions they have taken this term, evaluate whether these actions have had a positive effect, and determine the best way forward to improve or continue success.
  - Kindly encourage your Head Teacher, Mentor Teacher and District officials to be in attendance to hear presentations.
  - Form groups of 3-4 teachers based on the classroom strategy they have chosen. Ask them to prepare their presentation in next 10 minutes. They can look at pointers for presentation in their portfolio at pg XX
  - Groups take it in turns to **present the efforts they have made, changes they have seen, and challenges they faced in their classrooms/schools** as a result of strategy they have applied to create a positive learning environment.
    - o Each group will have only 5 minutes to present.
    - o When one group presents, other teachers will observe, record their feedback in C-D-C format.
  - After each presentation, other groups will get 2 minutes to give feedback to the presenting team.



#### NOTE

*While the teachers are giving their feedback to other teachers, you could capture some of them in a chart paper to help teachers reflect on those, afterwards. Use the Connect-Disconnect-Connect framework to give feedback to other teams.*

## Reflecting on the theme:

### Connect



- Start the session by saying: “In the last few months, we have gone through an entire Learning Improvement Cycle (LIC) to create strategies which helped us know our children better and encourage trust in our relationship with them. In the last step of this LIC today, we evaluated our efforts so far to make this process a part of day-to-day our classroom practice. I now want us to think back on this cycle so far and think about what the theme “Connect” means to us.”
- Ask teachers to get in pairs and then discuss. Encourage teachers to share examples/stories for each of the questions.
  - So far, what have you done to connect with the children and how are you planning to continue the same?
  - What learning did you have from this LIC?
  - How will you share this learning with other teachers in your school?
  - How will you apply this learning to your classroom?
- Have a few teachers share their responses/reflections at the end of this exercise to the larger group.



### NOTE

*This activity serves as a reflection for teachers – to sum up the previous session on evaluation. It will also help you as an AC to gauge how much teachers could grasp and incorporate the LIC and the theme into their practice. This activity is an example of debriefing, an important tool used in experiential learning to allow students or participants to reflect on what happened, how they felt about it, what they learned, and how they can continue practising it in their day-to-day teaching and learning.*

## STEP THREE

## DEVELOP TEACHERS PROFESSIONAL BEHAVIOURS AND MINDSETS

### Growth Mindset:

“Mistakes” are a part of learning:

### CRUMPLED REMINDER

Explain that today we are going to discuss how mistakes actually give us a chance to learn.

- Ask teachers to go to Crumpled Paper Activity in their Teacher Portfolio and in the given space, write about a mistake they made in the past month/weeks while implementing their classroom strategy in the classroom and how it made them feel. They can also mention something that didn't go as per plan which led to a challenging situation at the school/classroom level.
- Once they are done writing, ask them to tear out the page, crumple it and throw it at the board/screen with the feelings they have when they make a mistake.
- Wait for sometime (around 10 seconds) and ask them to go and get back the paper, uncrumple it and highlight the portion(s) with sketch pens/markers that they feel they can change or modify the next time they try to implement their classroom strategy.

**Now, begin a discussion with the teachers:**

1. What do you think just happened?
2. What were you feeling when they were:
  - writing down the mistakes/challenges
  - crumpling and throwing away the paper
  - marking the portions that they wish to modify the next time





## DEBRIEF

- After taking responses from some of the teachers, ask all of them to keep the paper properly or stick it into the Portfolio to look at when they make a mistake during the course of the Teacher Changemaker Journey.
- This physical reminder prompts teachers to use mistakes to strengthen their efforts, every time they open their Portfolio.
- Adding on to the responses, summarize that mistakes are actually essential to learning and no one gets better at anything without first making some mistakes and going through some struggles. There is a need to recognize and acknowledge the mistakes and derive learning from the same.

*"The best thing teachers can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning."*

*- Dr. Carol S Dweck (Leading Psychologist)*

STEP FOUR		CREATE AN ACTION PLAN
Incorporating each other's feedbacks	Creating a plan which would provide an opportunity to think about how different groups can use learning from other teams' presentations and improve their own 'Connect' strategies: <ul style="list-style-type: none"><li>• Ask teachers to get into their respective groups</li><li>• Tell them to reflect on the feedback they received from other teams and add it to self reflection section on pgxx.</li><li>• Urge them to highlight when they will do it; how they will support each other; and how they will share it in their Portfolios.</li></ul>	
Recognize Head Teachers	<ul style="list-style-type: none"><li>• You should have Head Teachers present for the meeting. In a special way, recognize them for coming to the ART Meeting.</li><li>• Remind the groups to debrief their Head Teachers about key learnings from the Network Meetings and quote specific examples of Connect strategies</li></ul>	

STEP FIVE		NEXT STEPS
	<p>Thank the teachers for sharing and encourage them to continuously implement different strategies from the different learning improvement cycles that they have completed.</p> <ul style="list-style-type: none"><li>• Referring to the portfolio ask teachers to clearly state their plan/timeline of Strategies for implementation</li><li>• <b>Ask teachers to submit their applications for certification</b></li><li>• Remember to end the meeting on a high!</li></ul> <p>Excite them about the connection they have built with children through different strategies and how that is going to help them in smoothening the teaching and learning process in coming days.</p>	



# TDC SELF-REFLECTION

## How Are You Developing?



It's time to reflect!

Why?

- To identify my strengths as an Teacher Development Coordinator and build on to that.
- To identify my areas to improvement which I could work on, to fulfil my responsibility efficiently.
- To identify pointers I want to use for Support Call with Mentor Teachers.

Dear Journal,

It has been almost three months now, since I have been leading the potential ART members. We conducted our 3rd meeting today and I am going to express some of my experiences from past 3 months.

### GENERAL REFLECTION ABOUT THE MEETING

In today's meeting, we covered the First step of Learning Improvement Cycle (LIC) which is \_\_\_\_\_ and further develop the understanding on the theme 'Connect'. To have a general sense of how it went, this is what happened during the session :-

- \_\_\_\_\_ (no. of teachers present) teachers attended the meeting out of \_\_\_\_\_ (total teachers) teachers
- \_\_\_\_\_ teachers came on time during the meeting
- The emotion that I felt right after the meeting \_\_\_\_\_ (happy, sad, excited, tired, interested, surprised, etc.)
- I felt this way because (possible reason) \_\_\_\_\_  
\_\_\_\_\_

### CONTENT OF THE MEETING

- I think the session/activity (the activity that went really well) \_\_\_\_\_ clicked very well with the teachers because I observed that (incident/observation/event that made me believe that session went well) \_\_\_\_\_  
\_\_\_\_\_ in the session
- I think that the content of session/activity on \_\_\_\_\_ did not go well with teachers as per my expectations because I observed during the session that \_\_\_\_\_  
\_\_\_\_\_

- Looking at teachers' responses during the reflection session, I think the teachers are doing well in *(what teachers are doing well in this LIC)* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

with respect to the theme but there is a scope of improvement in *(where I see scope of improvement in the current LIC)* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

with this current theme.

- With regards to the content shared by the teachers in the presentation I am getting a sense that

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### MY FACILITATION DURING THE MEETING

- After the meeting I felt \_\_\_\_\_ *(happy, confident, anxious, excited, hopeful, stressed, worried, etc.)* regarding my facilitation skills.
- Our Training Institute specifically focussed on \_\_\_\_\_ related to facilitation skills.
- I think out of the above mentioned skills, I did really well in using \_\_\_\_\_ during the session. I can say this confidently because I observed *(examples, teachers' responses or observations from session that makes me believe that session went well)*

\_\_\_\_\_

\_\_\_\_\_

- On carefully reflecting, I remember what could have been better while conducting the session was *(Challenge I faced in facilitation skills)* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Before the next time I conduct the ART Meeting, (what could help me overcome the challenge)

\_\_\_\_\_

\_\_\_\_\_

could help me to overcome this challenge.

- With respect to the last session, where I improved and I think I did well is \_\_\_\_\_  
\_\_\_\_\_ during the session.

#### HIGHLIGHT OF MY SESSION (MY LIGHT BULB MOMENT )

It was a wonderful opportunity for me to lead a session with my network teachers. There were definitely ups and down during the session but the moment that was my highlight of the session was (incident or response that gave me sense of achievement )

\_\_\_\_\_  
\_\_\_\_\_

It made me feel \_\_\_\_\_

Date

Time

Signature

# 30-minute meeting for Phase 4

Objective of the Month: **Evaluation of the impact classroom strategies across the school system and the formal formation of the ART**

Objective for Week 1	
Objective for Week 2	
Objective for Week 3	
Objective for Week 4	
Daily 30 Minutes Session Notes	
Proceedings during the session (No. of participants and group settings, discussion pointers, highlight of the day, Presenters for next time, etc.)	
Agreed Actionable obtained from the session	

# One on One sessions for Phase 4

Objective of the Month: **Evaluation of the impact classroom strategies across the school system and the formal formation of the ART**

Name of the Teacher	No. of 'One on One' sessions conducted	Key Reflections Discussed in the session

The recurring reflections during One on One sessions with teachers have been:-

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YEAR 1 Term 1 ART MEETING ATTENDANCE SHEET											
					Introductory Meeting_week/month						
					ART meeting_1_week/month						
					ART meeting_2_week/month						
					ART meeting_3_week/month						
DDE & Zone:											
Teacher Development Coordinator's Name:				Full School name:				MT Name:			
SR	Network Teacher Name	Reflection with Teacher (Done/Not Done)		Introductory Meeting_1	ART meeting_1		ART meeting_2		ART_meeting_3		Reason to drop
				Signature	Signature		Signature		Signature		
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
16											
17											
18											
19											
20											

if any teacher dropped from the term then please mark the following code in front of that teacher based on reason

Transfer-1

Personal Reasons-2

Not Interested-3

Other-4

Teacher Development Coordinator Signature: \_\_\_\_\_

School Principal Signature: \_\_\_\_\_

## NOTES

