

TDC PROGRAM 2018



Teacher Development Coordinator Handbook

LIC 2

Look for Understanding
and Respond

Name of the Teacher Development Coordinator: _____

Name of the School/Zone: _____



मनीष सिंसोदिया
MANISH SISODIA



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

Deputy Chief Minister, NCTD
Delhi Secretariat, J.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

TABLE OF CONTENTS

SECTION ONE: About TDC Program	2
Introduction	3
Overall Roles and Responsibilities	4
Specific Details of roles of Teacher Development Coordinator	6
Academic Resource Team	7
School Objectives - January 2018 -March 2018	8
Stories to Learn from LIC 1, 'Connect'	9
SECTION TWO: Activities for TDC Co-Learning Sessions	23
Building Facilitation Skills: Active listening and Asking Appropriate Questions	24
Reflection from Last Cycle	26
SECTION THREE: Look for Understanding Program Plan	29
General guidance for you to plan your interaction with teachers	29
TDC Activity Calendar	30
Introduction to second LIC Theme: Look for Understanding and Respond	32
SECTION FOUR: Building Facilitation with Engagement	41
Phase 1: Identifying challenges in and implementing classroom strategies to solve issues around 'Look for Understanding' within the classroom	44
Phase 2: Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Look for Understanding'	50
Phase 3: Sharing and Evaluation of the classroom strategies implemented across the school system	58
NOTES	69

SECTION ONE

About TDC Program



IN THIS SECTION

- Introduction
- Overall Roles and Responsibilities
- Specific Details of roles of Teacher Development Coordinator
- Academic Resource Team
- School Objectives :- January 2018 - March 2018
- Stories to Learn from LIC 1, 'Connect'

Teacher Development Coordinator Program

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, Chinnauti 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 is an initiative introduced by the SCERT as part of the flagship Mentor Teacher Program with the vision of creating a collaborative network of teacher educators for Teacher Professional Development of all the teachers teaching in DoE schools with the following vision and Priorities:-

'An education system where everyone learns together.'

To fulfil this vision, following priorities are set:-

- Improve students' foundational skills (Literacy and Numeracy levels)
- Achieve learning outcomes through child centred 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 Professional 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.

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 level 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

DIET 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."

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 Co-Learning Sessions 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
- ⊙ Support visits by MTs during school ART meetings
- ⊙ 2x monthly support visit by MTs during various other forms of engagement (30min daily meetings, faculty meetings, one on one support 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

ACADEMIC RESOURCE TEAM (ART)

Since the official formation of Academic Resource team takes place in this cycle, it is important to revisit the envisioned role and composition of ART.

Envisioned Role of ART members: ART members (Academic Resource Team): *"I lead by example in trying to improve my 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

Academic Resource Team (ART):

WHO: A diverse group of secondary teachers (at least 10 % of total teachers with minimum 5 teachers) who have come forward voluntarily to implement and share new classroom strategies on the theme.

HOW: The composition is to be decided by TDC with support of HoS and Mentor Teacher

WHAT do they do:

- 1) ART works with TDC and HoS to build the culture of ACADEMIC discussions within the schools
- 2) Be part of monthly ART meeting with TDC. Implement the strategies discussed in these meetings to role model for other school teachers
- 3) Support TDCs in effective facilitation of 30 minutes sessions (Subject wise discussions, classwise discussions, students specific discussions)

SOME CURRENT MODELS OF ACADEMIC RESOURCE TEAM

How do they look like:

- 1) A team representing at least one teacher from each subject (TGT/PGT), who attends monthly ART meeting and facilitates different 30 minutes' sessions subject wise/classwise.
- 2) A team representing at least one teacher from each secondary class (TGT/PGT) who attends monthly ART meeting and facilitates different 30 minutes' sessions subject wise/class wise with TDCs support
- 3) A team representing at least one Senior (PGT) faculty from each subject who attends monthly ART meeting and facilitates different 30 minutes' sessions subject wise/class wise with TDCs support.

How are they functioning:

- 1) Monthly attending ART meeting and Implementing Classroom Strategies based on the current theme. Creating a weekly/monthly plan for 30 minutes' sessions, where ART members -
 - Facilitate 30 minutes' sessions for teachers of same subject, teachers of same class, etc.
 - All teachers are participating daily in separate groups of subjects or class
- 2) Monthly attending ART meeting and Implementing Classroom Strategies based on the current theme. Creating a weekly/monthly plan for 30 minutes' sessions, where ART members -
 - Facilitate 30 minutes' sessions for teachers of same subject, teachers of same class, etc.
 - A group of teachers (subject specific, class specific) attends session once - twice a week depending upon their turn as per monthly/weekly plan.

Note

- Teachers from subjects as Physical Education, Music and Drawing etc. can also be part of ART, if they fulfil the criteria.
- In some schools PIs also attend ART meetings. They are most welcome to do that on voluntary basis but won't be counted as an official ART member.

School Objectives

January 2018 – March 2018

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

Term 2 Objectives (January – March):

Considering that it is assessment time of the year, in the second term we will explore classroom strategies around 'Look for Understanding and respond' through reflective practices and practicing growth mindset.

- A **teacher** engages with "WHY" of assessment and implements classroom strategies to gauge children's understanding and respond accordingly.
- A **TDC** further develops their capacity to engagingly facilitate large groups during ART meetings and 30 minutes session focused on the program's priorities.
- An **MT** plays the role of a mentor for TDCs by supporting them in ART meetings, 30 minute sessions and coaching calls focused on program's priorities.
- Effectively initiate the functioning of Academic Resource Team in building a culture of learning together within the schools.

Stories to Learn From

LIC-1 (Connect)

You have shown a great resilience in successfully carrying out the first term on 'Connect'. Your experiences of successes, mistakes and failures have provided a collective opportunity for all of us to learn and move forward in the next term. From our limited experiences, we have tried to capture some stories which might be beneficial for all of us. We would encourage all of you keep sharing your experiences from classrooms or schools which might help others learn through your MTs, WhatsApp group in various forms in upcoming cycle as well. It could be in the form of an experience-based case study, TLMs you found useful for current theme, your video stating your experience, some video where you tried some activity in the classroom on current theme (Let's also be cognizant of having minimum disturbance in the learning process while shooting anything) or pictures with small descriptions about them.

Classroom Strategies

School- GSV Sector-6, Rohini / Principal- Dr. G.S. Sharma

TDC- Mrs. Renu / Mentor Teacher- Mrs. Preeti Nanda

Steps taken by the TDC

Among so many problems, the present challenge for us is:

1. To prepare the students of class tenth face exams which is going to be a board based exam first time after so many years.
2. To enable every child attain a minimum learning level under RTI (Chumauti 2018).

The boards challenge:

With the consent and worthy help and guidance of my HOS and the mentor teacher, I, as TDC, took a head start in the following manner:

- a) **Know your students:** All the class teachers were told to maintain "Student Profile" collecting data about the student's family conditions, health, hobbies, passions, future aim etc. It helped the teachers know their students better and the students in turn found themselves more attached with their teachers.
- b) **Performance Chart:** Performance Charts were made and posted on the front wall so that the students could see the improvement in their performance all the time before them and get motivated to perform better in future. Different colors were selected for different subjects and performance was marked with the help of stars weekly. The students were found taking interest in getting a star before their names.
- d) **Making WhatsApp groups:** WhatsApp groups of tenth class students including their subject teachers have been made. The students are checked randomly anytime to check whether they are following the timetable (already given to them) or not. Through this group we are in direct contact with their parents too.



30-Minutes Session

School- GSV Sector-6, Rohini / Principal- Dr. G.S. Sharma / TDC- Mrs. Reena

Mentor Teacher- Mrs. Preeti Nanda

Challenge- To bring regularity in 30-minutes meeting

In consultation with HOD, Mentor Teachers and Teachers

This schedule of meetings during the half hour span is fixed. On every Monday and Thursday our language teachers sit together to discuss their problems and achievements. Similarly, Tuesdays and Fridays have been fixed for Math and Science faculties and Wednesdays and Saturdays for Social science and Sanskrit subjects.

This helped teachers to plan their engagements as per the schedule. Teachers do not have any confusion around where to sit and start their 30-minutes session. As a TDC I do not have to run around and daily to organize the 30-minutes session.

Our Biggest Achievement : The 30 Minutes Session

TDC, RPSKV Rithala- Shikha Gupta

It is said that change is inevitable but growth is intentional. One reason people resist change is because they focus on what they have to give up, instead of what they have to gain. At RPSKV Rithala bringing teachers together for a 30 minutes talk daily was indeed a challenge. Grouping teachers and convincing them to spare their crucial 30 minutes for subject discussions was a milestone. However, under the leadership of our revered Principal Mrs Manju Kochhar and Vice Principal Mrs. Soniti Vaid, this huge task also seemed like a cake walk. Sitting together with the mentor Mrs Preeti Nanda and pondering over the appropriate way out was the next step. Subgrouping as much as a staff of 120 teachers into small functional subject specific groups was not very easily manageable. The teachers – without a doubt initially remained skeptical about the program's success in general and the students' success in particular. Gradually the teachers themselves experienced the sweet taste of success with their pupils and began to believe that miracles can indeed happen, with hard work and lots of faith. It gives me immense pleasure to see how our teachers have begun to sit together and discuss problems, challenges they meet and even make efforts to find solutions for the same. Not only innovative teaching methods are discussed but content is taken up and peer group teaching is also attempted.

Indeed,

NOTHING WILL CHANGE IF NOTHING WILL CHANGE



The theme for this trimester was MISSION CONNECT with the aim to develop further the student-student link, student-teacher link and teacher-teacher link through everyday interaction and provide a conducive learning environment for holistic development of children.

For this, we created a shared VISION and SMART goals involving all the stakeholders of education. We succeeded in developing a CONNECT with each child of the school. It is evident from the most recent statement of MLA Mr. Pawan Sharma who attended our Annual Day on 16th December 2017 and said "The Prize distribution was longest among all the schools he attended till now". The reason being we were able to identify the unique talents of our students and providing them a platform where they could flourish further.

What worked for us?

- Each student was asked to make a NAME TAG based on a theme such as favourite fruit, flower, vegetable, sports, personality, ambition in life etc. This enabled the others to be familiar with not only the student but also get to know about her likings. The students were asked to say a few words about their choice of picture on their name tag. This enabled the students to express their thoughts and come out of their shell.
- Instead of just one or two monitors, we made many in charges in a class such as for uniform, cleanliness, subject wise etc. This enabled more students to learn to take up responsibility. These in chargeship can be rotated so that maximum number of students gets a chance to showcase their leadership skills.
- For Primary children, we laid more emphasis on active participation of each child and developing a classroom culture of mutual understanding, respect and support.
- For Secondary students, it is providing expression to each child by reading, writing, singing, dance etc. and conduct activities to keep them interested in learning and connect better with each other by helping each other.
- For Senior Secondary Classes, the emphasis was on developing collaboration among students for better results and leadership qualities.
- To make the learning process interesting, we have decided to have one day of a week as ACTIVITY DAY for one subject. Such as Monday- science, Tuesday- English... This strategy helped in raising the spirits of the students as they looked forward to an activity each day of the week.
- The students were divided into groups so that they learn peer group study. This was useful to some weak students who sought help from bright students but some of them just copied the work done by bright students.
- Faculty meetings are held every fortnightly where subject teachers discuss examination pattern, scoring topics etc. The teachers also exchange activities done in the class and their response and impact on the students.
- The participation of students in the morning assembly was given more emphasis. The students are encouraged to read self-composed poems and stories. This enabled the students to unleash their latent literary talent.
- The participation of each child became necessary as prizes were announced for whole class cleanliness, reaching school on time and finishing the assigned tasks on time which ignited the belly fire to do it themselves and then push the fellow mates to perform better.

It was a great trimester for us which could not have been completed without help and collaboration of each stakeholder and it has remarkably affected the school environment, attitude of teachers and learning levels of children.

School has developed an open and positive professional learning culture, and supported staff to analyse and discuss teaching and learning more successfully.

School ID 1821015(SKV No 2 Palm Village) / TDC-Adi Liximi

In my School daily 30 minutes session help us to develop professional learning and enabling environment in school. As a TDC always seek support from ART members and promote them to share their classroom practices in 30 minutes session. In hinging took time to connect with ART members and explaining them about their role and support in TDC Program. Mr bala and Preeti really help us to summarise and support to establish program very well. When i started name Tag activity in my class and share the experience front of teacher in 30 session it was really impactful for me to connect with teacher and ART members. I always emphasised & tried to connect with ART members through ONE on ONE and promote them classroom innovation and share their knowledge and best practices in 30 mi session. After the few months ART members taking efforts to establish and organized 30 mini sessions in regularly. In 30 mi session gave Teacher access to video clips, resources and discussion questions focused on dialogic teaching. Connect Teachers then came together to reflect, discuss and learn before implementing the new strategies in their own classrooms.

We caught up with every day 6 teacher to find out about his experience of Connect innovation and how this innovation helping to teachers in classroom.

Connect: Why effective?

As a TDC It works because it ties into what we are already doing. teacher realized that we should connect with children through different classroom innovation such as Name TAG activities, classroom tree etc this innovation becoming part of the classroom practices and student really enjoying and sharing their problem and concern front of teachers because they have established good relationship with teachers. Daily 30 mi session and ART members concept would help in school because teacher giving extra time in school and thinking about student learning and classroom practice.

My Journey as a Teacher Development Co-ordinator

Dr. Anita Singh (TDC) / RPVV Sec-10 Dwarka

After my selection as a teacher development coordinator (TDC) for the school, I had discussion with principal regarding my new role, his expectations and challenges, I might face. Three days TDC orientation workshop in the month of August 2017 further enlightened about the aim, objectives and ideas behind TDC program. After introductory meeting of this program in school, those staff members who were willing to lead, mentor, guide, motivate and coach other staff members became Academic Resource Team (ART). ART was expected to innovate, value and encourage reflection and new ideas in others. Regular discussions and deliberations were held on "realising the importance of basic human values" like listening, enabling environment, putting others before self, empathy connect, effective communication and feedback. During these, everyone agreed and felt that we all need to strengthen our connect with each other and students to improve classroom strategies. There were inhibitions among few at the start of program but as our connect got strengthened, other teachers happily came forward to share their ideas and good practices. They were also ready to explore new ideas. A culture of learning support for each other has been created and entire focus has shifted from "teacher" to "learner".

Myself and HOS has always considered ourselves a co-passenger, guide and facilitator in the educational journey of students. Education is meant to realise inherent potential present within. We shared the idea of teacher being facilitator with ART and motivated them to become role models for others. ART adopted this method that is based on reflective questioning and understanding deeper meaning. Such thought provoking

questions improved listening ability, removed inhibition, students opened up and exposed their weaknesses, thus made them authentic. Students also prepared PPT presented and shared with their classmates. Staff members also realised that student grooming doesn't occur only through teaching them, hence many of them also adopted this method. Also, different methods were applied for different learners. Facilitation method has produced confident self learners with effective communication skills and excellent subject knowledge. Students have emerged out as leaders and their overall personality has improved immensely. There has been a consistent and significant improvement in learning outcome. The continuation of facilitation method is going to bring remarkable impact in the coming years ahead.

Preeti Batra (Mentor Teacher) / South West B

I am Preeti Batra, working as Mentor Teacher in Department of Education, Govt of Delhi. As a mentor I got excellent opportunity to learn a lot during Capacity Building Workshops and Value Based Learnings from several organisations like Jeevan Vidya, Pratham, Jodo Gyan, Joy of Learning etc. These learnings helped me a lot in connecting with Students, Teachers and HoS and to further enhance the process of education reforms initiated by the government of Delhi. Recently the concept of TDC (Teacher Development Coordinator) is introduced. The idea was that a competent teacher will be assigned within each school who will work as a mentor only for that school and play a big role in overall academic and systemic improvements working closely with Teachers and Students.

I have been assigned five schools and in all of my mentee schools TDCs are working very well and are a great addition to the team. We are working as dedicated team determined to bring about a positive change.

All the TDCs are in touch with me regularly and share their challenges individually. I along with TDC of the school and HoS try to solve these. We have identified specific target areas in each school. Focussing on these areas we make our future plans. For example, in one school strength of teachers was less and they were unable to give extra time/assign separate teachers for non-readers. I along with the TDC motivated the staff to adopt 2 students each and help them in learning. With little effort and motivation all the members are now willingly teaching two or three students. Similarly TDCs are doing one to one interaction daily with the teachers in their schools and help to further build connect with the students.

I take a common meeting with all the five TDCs and we share our learning and challenges and brainstorm possible solutions, thus helping each other. All the TDCs are very enthusiastic and try to put their best foot forward. So we are able to come up with unique and innovative solutions.

I must admit that with the combined efforts of TDC and Mentor Teacher a lot of positive change is visible whether it be the mindset of the teachers or the connect with the students.

MT and TDC - Bridge to a Bright Future

Gaurav Kumar (Mentor teacher) / South West B

Once in a lifetime it happens that one witnesses something so inspiring, so innovative that it changes the course of his life.

Yes, it is happening to me.

I'm talking about my life as a Mentor Teacher. I have always seen teaching as the most respectable profession. As a teacher, it's not the salary that I am getting, it is the satisfaction that I feel within when I see my students (mostly first generation learners) achieving the confidence and skills to live a better life.

For last one and a half years, as a mentor teacher, I am now getting the opportunity to share the vision and ideas of my fellow mentee school teachers with all the teachers of Directorate of Education.

Following points would further explain how beautiful this unique concept of Mentorship is-

- As a mentor I get continuous opportunities of my own capacity building. Credit goes to the efforts and commitment of the government
- I get chances to share my ideas and practices with my colleagues as well as with our honorable Education Minister, Directors and other officials.
- I get chances of Academic Observation of my fellow teachers (in my mentee schools), which gives me the opportunity to learn from them and share their innovative practices with other teachers.
- As mentors, we get the chance to develop the content for our students by understanding their levels and challenges.
- We get the chance to serve as a bridge between the resource center (DIET) and the schools thus making it possible to process the needs of our teachers and students on time.

This bridge of Mentorship which had been catering to the needs of our teaching learning requirements in the schools so beautifully, got a new lifeline, as the concept of TDC got introduced by STIR.

Teacher Development Coordinator (TDC) is the perfect example of taking the things to the roots...From Macro to Micro.

School- GGSSS Chattarpur / School ID-1923048 / HOS- Ms. Sadhna

TDC- Ms. Mandeep Walia / MT- Ms. Asha Khurana

My journey as TDC has been an uphill task. We are a big school comprising 2800 students and 96 teachers (6th to 12th). The school runs in three different blocks-A,B and C (C being the new three storey building) All the three blocks are placed at a distance. So, I started with making 'Connect' with the teachers. I talked to as many as I could each day, finding time as and where possible (in the free periods, in the recess and in between the class change in the corridors). The point was to make them understand the vision and goals of the department. These interactions helped me so that I was finally able to select a group with a same vision and objectives to work as ART in the school. It was sometimes a happy moment when a teacher discussed the problems she was facing in the class and followed the suggestions and sometimes I was left dismayed when some teachers gave no response. Not all have been supportive, some showed resistance and opposition also. At such times I was completely lost but with the support of the HOS, the Vice-principle and the MT, I was back with more enthusiasm.

Right from the beginning when I was fumbling in what to do I realised that the only place I could start real work was with the Neo Nishtha Group. With 201 students in class 6th to 8th, it was a challenging work. Students are irregular to school and lack concentration. I started interacting with teachers teaching those classes to work out some strategy. We started meeting weekly to discuss our efforts and progress. The teachers teaching these classes offered support and have put in efforts. This is showing the results and the students, though not all but many are showing improvement in foundational skills.

I also understood that for bringing a change in teaching learning methodologies, teachers need to share their experiences. Many teachers were already using activities and interactive teaching. Others had also always known all these. It only needed to be brought back to the classroom. For this I put in all efforts to bring the big staff of 96 teachers in their respective faculty meetings. It was difficult to convince all fellow teachers to assemble in the assigned meeting rooms everyday after the school. For this instead of the faculty rooms classrooms in the block A ground floor were allotted. It was easy for me and the HOS to monitor with all the staff at one floor in the rooms in line. I could easily hop around in the rooms, interacting and encouraging discussions everyday. Slowly few started being regular and others followed. Today the faculty meetings are effectively being conducted everyday and classrooms experiences, strategies and methodologies are being shared. So much so that last month it was a happy moment to learn that the mindset is changing. A teacher sought help on a particular topic and opened her class for another teacher. The teacher went to her class and taught the topic in her presence. This really made my day. All the hard

work seem to be paying. Today the teachers in my school also look happy and contented being in their subject faculties and seem to be enjoying the meetings.

The TDC program has been a life changing experience for me. On the personal level I am more agile, active and learning management skills everyday. At times it seems to be a rollercoaster ride, running around in the school and carrying work at home. Difficult, Yes it is but at the end of the day it is also satisfying.

In G.S.KV, Pulbangash our Mentor Teacher, Mr. Tripathi under whose guidance along with our Vice Principal, Dr. Renu Bala and our appointed TDC, Mrs. Ritu Mathur under their specific guidance four ART's Members we're elected in our school namely Ms. Ranjana Nanda (P.G.T. History), Mrs. Madhu Gupta (T.G.T. Maths), Ms. Monika (T.G.T. Home science), Mrs. Sonam Goel (Asstt. Teacher) under their expert guidance learning outcomes charts and models were prepared with the help of students. These were used in the classes from primary to eighth. It was seen that there was a lot of improvement in the students. Using the aids, the students were able to understand the lesson easily. Learning capacity of Nishitha students were also improved they developed confident in the class and got good marks in class test and PSA exam.

For Neo Readers under the guidance of Mrs. Sunita Bhasin (T.G.T. Hindi) in Chunauti programme daily first three periods were held separately for the students in Hindi, English, Maths subjects. Individual attention was paid to every Students by the Teachers of the school and students were keen to learn and a lot of changes and improvement were seen.



According to Atuba Saeed (Mentor Teacher), science is not just a theoretical domain it's a conjunction between theory and practice, it's a meaning making process which encompasses an understanding of our own bodies, our surroundings and an interaction between them.

Most often the subject taught in higher grades tend to touch many fascinating theoretical aspects and logics but, partly due to pressure from syllabus and examination and partly due to lack of resources, practical route seems a miss.

"The question that gauged me the most has been whether we can practice activity based/ laboratory method approach to teaching of science subject in our schools?"

She started by talking about a few simple activities and experiments to supplement conceptual understanding pertaining to some chapters in science textbook which the students seemingly thoroughly enjoyed.

Such learning not only brought joy for children but for teachers too as this aided meaningful learning.

Shared below are some glimpses from SKV Jama Masjid No. 1.



The initiative to establish lab culture i.e. using labs for demonstrating and providing hands-on experience related to chapters in the textbooks and different topics (as much as possible) has been established with kind support from Ms. Dhanwanti (Head of School) and Ms. Garima Mathur (Teacher Development Coordinator). This has also inculcated an appreciation towards scientific attitude and aptitude of children.

'CONNECT' a tool for building bonds between teachers and students. - Monika Jagota

MONIKA JAGOTA, TDC, SKV NO.1, C-BLOCK JANAKPURI (1618017)

With the advent of the constructivist approach for teaching-learning in the classrooms, the focus shifted to the learner as an active seeker of knowledge through action and reflection within a unique set of contexts and experiences. A child is no longer considered to be a 'tabula rasa' or a blank slate; each child is different and learns differently. A teacher in the class must be aware of the unique strengths and learning styles of each student in order to achieve the desired learning outcomes.

The HOS, TDC and the ART TEAM at SKV, NO 1, C-Block, JANAKPURI believe that Connect is an endeavor to know each child in such a way that she feels valued and safe in the classroom. If a teacher wants the students to learn, behave and perform better in the class, she should learn their names. This is the simplest way to show respect, commitment and acceptance of a child irrespective of her financial and social background. It leads to better communication and fosters a sense of community. A child feels motivated and performs better when encouraged by a teacher who scaffolds her learning at an individual level.

The Strategy to use Name Tags to connect with the students has been a part of school and classroom culture for some time now. The TDC and the other Art team members have adapted it in various ways to connect with the students. The TDC used it in her English class by encouraging the learners to associate their names with Adjectives or other Nouns that describe them the best. Funny associations such as sleepy



Lovely and beauty Parlor Sheryl came up, which enabled the teacher not only to remember their names but also their main traits. The activity lowered the anxiety levels in the classroom and the students instantly connected with the teacher in a fun filled way.

Similarly, the other ART team members encouraged the students to write couplets with their names, associate the first alphabet of their names with a metal or a non metal and remember that element's properties, relate themselves with their favorite thing in nature and find synonyms for that thing, etc.

This has brought the humane side of teachers into limelight. The students, especially the shy and introvert ones, have started finding their voice in the classrooms because they know their teachers better now. They are becoming confident enough to approach the teachers with their problems, questions, dilemmas, confusions and weaknesses. The teachers on the other hand are helping them focus on their strengths and encouraging them to be spontaneous and creative. There is no dearth of challenges with some students being indifferent or mocking the others who are making the efforts.

A joyful learning atmosphere has begun taking shape, although in a small way. A beginning has been made in the right direction. The TDC-ART team members are hopeful that this endeavor will soon find its way into the other classrooms through word of mouth and sharing of best practices in the form of videos and pictures. Academic improvement, development of behavior appropriate coping skills, increase in communication, courage to persevere and all round development of the students are the expected changes that everyone is looking forward to.

Carrie B., a teacher has rightly concluded:

"Connect, connect, connect. Connect with your students, as deeply as you can. Shower them with concern and love. Prove to them you believe in them and that they have worth in your class-that you would miss them if they weren't there. They will move mountains for you."



An opportunity to lead academic improvement in school

TDC: Veena Kumari Dua, Govt. Sarvodaya Kanya Vidyalaya, Nilothi



Teacher Development Coordinator Programme started by Delhi Govt is absolutely a new concept. First, when I came to know the programme, I thought this to be a programme for upliftment and growth of teachers itself. I was the first to apply for the programme in my school, as I was interested in enriching my knowledge. However, later on, after attending the training at Rajinder Nagar, we were amazed to know the purpose was to create one resource to train other teachers as well. The training was one exceptional experience, which encouraged me to conduct a similar meeting at my school.

As the name suggests, this is a programme which enhances the growth of a teacher on professional and humanitarian front. But too much of our dismay, there was some reluctance on teacher's end to participate in the programme. Many teachers considered it a wastage of time or another task in the series of many others. Considering the hesitancy in the situation, I initiated the introductory meeting saying "Let's do as an activity for a bit of fun". We conducted activities like the NAME GAME and Association of eatables in the meeting and to our surprise - the meeting ended leaving all the participating teachers in a very cheerful, excited and participative mode. We also conducted a small play on to exhibit the connection between teacher and other stake holders & the impact of developing the connection between teachers and students on the education system at large. To further make the session captivating for the teachers, we brought the activity based on the theme "CONNECT". The outcome of this activity was overwhelming, bringing in the realization within the teachers about how ignorant they have been on the inner strengths of their colleagues prior to the activity, even though they have known each other for years.

Therefore, I believe one of the biggest success of the meeting was to make the teachers consider that the project was not a wastage of time. The teachers understood that we can raise the bar of our teaching learning process with the help of these activities.

A lot of teachers expressed their inability to remember the name of their students due to large class size, but post this session, the teachers used the inspirations from these activities to connect with their students and achieved success to a large extent. "CONNECT" has brought a lot of change in the relationship between teachers and students, thereby helping to increase the self-esteem of many



students. It encourages students to complete their work, bring in discipline and perform well in their studies. Therefore, acting as one major and important achievement.

Members of the art team are working hard. They keep doing faculty meetings after school hours, listen to the difficulties faced by their fellow colleagues, plan the activities, discuss the novel ways of teaching and plan of action if there is some problem like absenteeism or excessive home work by all the teachers etc. it has been very useful in the smooth running of the school as well as increasing the student's learning curve.

Though the programme is very useful and interesting but along with remedial classes, it becomes difficult to get together all faculty members. Space is another problem in double shift schools. To meet the TDC to discuss one on one meetings as TDC has many other jobs of her own as a teacher.

Apart from all these difficulties we the teachers of GSKV Niluthi, are putting our best efforts to make all ends meet. We hope we would be able to make use of this programme in the coming session in a much better way.

30 minute की मीटिंग का सदुपयोग

30 मिनट की मीटिंग का संकुल आने के बाद इसे में किसी भी विद्यालय ने सीरियस नहीं लिया। उनके दृष्ट होमे करने जैसे 30 मिनट में क्या चर्चा होगी? बैठते-बैठते ही समय खूब ही जाया। सबको भी गैर पर देखना होता है। एक और कपटली कार्यवाही करनी पड़ेगी। यहाँ लौट कर के केवल उन्हीं कमरों में लगे रहें। थोड़ा समझने पर कॉमिटी के लिए ही राई मीटिंग होने लगे पर रॉबटर भी भरा जले लगा। मीटिंग हो या नहीं हो पर रॉबटर में अवश्य लिखा जाते लगा।

JDC और ART के मध्य के बाद मेने अपने 6 स्कूलों का एक WhatsApp ग्रुप बनाया और जिस विद्यालय में मैं जाता वहाँ के मीटिंग के बिंदु शेयर करने लगा साथ ही कुछ अन्य बिंदु जिन पर 15 से 20 मिनट चर्चा हो सकती है लाते लगा। सभी ने अपने सुझाव शेयर करने को जहाँ कुछ को one-on-one द्वारा मीटिंग करके शेयरिंग करने लगा। समस्याओं के समाधान भी शेयर करने को कुछ से विशेष निवेदन किया। अब सभी सम्प्रेषों को करने लगा वह इतना मुश्किल भी नहीं हो, बल्कि फायदा देने लगा। भी-सि विद्या की बैठक के साथ साथ अन्य विषय जैसे "मुख्य आधारित शिक्षा, ज्ञान टक्केकट टॉमिक विद डेरी लाइफ, मूपाकेटोपटी, रोल मॉडल, पत्रागाजी फॉर मिनी मित्र, इमर्टर ऑफ लर्निंग जलदकम, अरोयमेंट ऑफ लर्निंग अजुटकम" आदि पर भी चर्चा हमें लगी। ग्रुप में शेयरिंग से सभी के सुझावों का फायदा सभी को मिलने लगा। अब अधिकांश मीटिंग 10:5 इसी 30 मिनट में करने लगे। अब 30 मिनट का फायदा सभी को लभर आने लगा और ड्रवम सदुपयोग होने लगा।

राजेंद्र कुमार गोपाल, प्रवक्ता, गणित / 19900425

"Be Your Own Lamp"

Anjali (Mentor Teacher), GGSS No.2 Gandhi Nagar D31, 1003034

The demand of the new century is regeneration of man. That is possible only by building an integrated human being. The outer light can sustain us through storm and rough weather, but the inner light will sustain us forever. Ms. Savitri a true women, religious, helps the poor and destitutes, does not have feeling of malice, bonds of intimate relationship with others. This is because of more life as well as work experience. As students have not seen the other ground so they thought our ground is best, so love Savitri ma'am also. But the reality was she became the part of the Traditional System, where no one ask or search you, whether be a part of progressive world or not. After observing people of progressive world in one of the gathering, she got motivation and wanted to be a change, but unfortunately didn't try. Then incarnation of compassion appeared and very aptly said "you have to search yourself the path of liberation. How long shall I continue to guide you" but again she recurred the traditional system. Again can say qualities of a true leader reflect in their pupil if lighten their own lamp.

On the other hand Mr. Raghava was that personality for whom students hankered and surprisingly, he also have all the qualities like Ms. Savitri but except one that he wanted to be a change and worked for it. A good thing was he didn't want to be a part of Traditional System but a part of progressive world. He was also creating academic environment like Ms. Savitri, but initially he worked on self. It lead to transformational change in the way of teaching-learning process, students started enjoying the study hour and this change created change in his colleagues also as he created a positive academic environment.

He searched for the inner light and made sincere efforts in the right direction, he was Sure that he will not go towards darkness. He proved by following his own inner light that we should go on proceeding on the proper path and shall be able to reach our goal.

Shared by Mentor Teacher Ravinder Kaur

"Success is not final & failure is not fatal; it is the attitude that count with which action is taken."

Positivity is the drive which sustained me in the journey of mentorship. When you initiate some steps and the results unfold in astonishing ways, then it becomes worth sharing.

I always found teachers uncomfortable while their class is observed, be it mentor, HoS or any official. So to make them feel comfortable, I suggested the teachers to observe the classes of their colleague for TAKE AWAYS. One day of week was fixed for 1 subject faculty of the school. On the assigned day, the teachers of the faculty stays back after the assembly in the ground for 5 minutes to co-ordinate among themselves to observe the classes of fellow teacher in their free period. One free period a week was the cost to run this practice. This practice was first started in SBV MASZID MOTH and then in SKV EAST OF KAILASH NO. 2. Although teachers were not very keen for it but continuous pondering by me and TDC initiated this practice. When after 2 weeks feedback was taken, to my surprise, I found teachers appreciating their fellow teacher's practices like anything and incorporating those practices in their classrooms. Resource pool was created within the school vicinity.

When the TDC program started with the first phase of CONNECT, I found myself in a tough situation of achieving it. But this practice helped to develop connect among the teachers along with sharing of good practices.

Happy to see a culture supporting academic sharing in my mentee schools!

TDC Strategy Shared by MT Bhawani Singh

*Teacher Development Coordinator (TDC) AT GBSSS C. R. PARK
1925055*

Sh. Pramod Kumar (PGT, English) as TDC initiated a cultural program on every Saturday in his school. His prime focus is to make connectivity between teachers and students. So he motivated the staff members as well as children to share their inspiring ideas and thoughts. Moreover the second priority in his mind is to develop the competency of literacy and numeracy among children of neo nishtha and nishtha groups. So motivated teachers were shared some innovative techniques one on one and assigned for teaching of foundational learning classes. His both experiments within school are running well and all children are learning with fun and joyful activities.



Success Story

G.G.S.S.S., West Jyoti Nagar, Delhi. Mrs. Anuradha Sharma, TDC

With the initiation of Academic Resource Team, the most challenging task as a TDC was to make sure that the teachers attended and participated in the 30 minutes sessions post school. In addition to taking the official route via the HoS, I realized that setting the agenda clearly and dividing the days of the week based on the subject would help the faculty to define the purpose of the 30 minute session and also keep them engaged. I also used my personal rapport with the faculty to make sure that they participated in the meetings. Use of energizers at the beginning, and concluding with encouraging and appreciative words kept the teachers motivated for the next session. The acceptance for the 30 minutes sessions amongst the teachers and the synergy it created could be seen from the way the discussions were used to overcome challenges in the classroom. The feedback from the faculty specifically mentions that the 'Connect' created with the students, helped them to strategize their pedagogy according to the needs of the students.

Ms Anju TDC, GGSS WELCOME COLONY, SCHOOL ID-1105108

The first LIC on the theme CONNECT was successfully taken to her school by the TDC Ms. Anju Gupta. She successfully overcame the initial hiccups with respect to the appointment of the TDC and the acceptance of the TDC amongst the teacher in the school.

Amongst the many strategies adopted by her to build a CONNECT with other teachers and in turn with the students, she first threw open her classroom for other teachers to observe her innovative pedagogies and how she made the classroom inclusive and enjoyable. This removed the barrier between the teachers and the TDC and a safe space was created for other teachers to discuss their challenges.

Keeping a focus on the learning outcomes of the students, with the help of the HoS and other teachers, the group strategized to adopt weak students from standard 6th-10th. They motivated the students for regular attendance and self-study.

Through the ART meetings, strategies were devised to improve the attendance of the students in the school that would in turn impact the learning outcome. Parents were regularly involved through regular Parent Teachers Meeting for weak students and increased involvement of SMC and community members.

30 minutes sessions were utilized to their full potential to keep the teachers motivated on a continuous basis. Together, they prepared subject-wise question banks to impact the learning outcomes of Nishtha, Pratibha and Neo-Nishtha children.

The key point in the 30 mins session was that it was thoughtfully structured. The agenda for the next meeting was shared a day before so as to give time to all teachers to prepare. The group was also divided basis the faculty and pedagogical planning and lesson planning for weak students was done. Division of the group also ensured that the smaller group was able to share classroom teaching in a better way. The presence of HoS in most of the sessions generated seriousness amongst the teachers and had a positive impact on the larger outcome.

In addition to the material provided, the TDC made use of resources available on the internet for innovative pedagogical practices and content capacity building.

Her tremendous efforts have paid off as a change in the attitude of the teachers can be seen. The teaching methods and the classroom environment has become more positive. Also, the students are better motivated and their attention in classrooms is improving.

SECTION TWO

Activities for TDC Co-Learning Sessions



IN THIS SECTION

- Building Facilitation Skills: Active listening and Asking Appropriate Questions
- Reflection from Last Cycle

Activities during TDC Co-Learning Session:
Active Listening and Asking Appropriate Questions

Activities during TDC Co-Learning Session:
Reflection from LIC 1, 'Connect'

My learnings/notes from TDC Co-Learning Sessions

My learnings/notes from TDC Co-Learning Sessions

SECTION THREE

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?

Let's revisit the suggestions given in the last cycle, based on the experience from EL and LM programs:-

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. This way, 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 a single TDC it will be hard for you to interact with all teachers, therefore the ART members can help in engaging all teachers for a longer stretch of time

2. Be innovative and opportunistic with finding time and platforms for teacher development

- Attending the maximum number of meetings: 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 coordinating with time table incharge and HoS, you can create space for various forms of engagements.

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 suggests, is a core group of teachers who will support the academic needs of the school. On average, it is best to have at least 10% of the school's most motivated and diverse set of teachers (this group could include teachers from all subjects, grades, etc.). Therefore, the ART is perhaps the only way you, as a TDC, can reach out to 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 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
- D. Having better learning outcomes in the upcoming examinations

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

With respect to the second and third priorities, it is best to keep the topic focused around the objective of the month, which are as follows:

- *Phase 1 (January): Identifying challenges in and implementing classroom strategies around 'Look For Understanding and Respond'*
- *Phase 2 (February): Reflection and improvement of classroom strategies that were implemented in the classroom*
- *Phase 3 (March): Evaluation of the classroom strategies implemented across the school system.*

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

Considering the theme of this cycle, some suggested points of discussions for the 30 minutes sessions are: -

- 1) **Objective of questions in Model Test papers:** In subject specific 30 minutes discussions, it might be helpful to engage with Model Test paper. This meeting can be facilitated by the concerned member of ART. Try engaging in 'WHAT is the purpose of asking this question?'
- 2) Discussing ways to engage with topics which are not comprehended well by students during subject specific 30 minutes sessions.
- 3) Discussing Worksheets for assessing understanding of children in various reading levels in school.
- 4) Discussing how to assess understanding of children in various reading levels which could promote an empathetic, healthy, safe and non-judgemental environment. This can focus on areas pertaining to how as a teacher we should communicate within schools.
- 5) **Having class specific discussions:** Such discussions can focus on some good practices, challenges, improvement in children's performance of particular student. This can give an opportunity to learn from each other regarding what is working and what is not, in a particular classroom.
- 6) Discussing tools for improving children's reading levels.
- 7) Discussing and sharing Students' learning profile with teachers of next class (Might be really useful in the month of March).
- 8) Discussing the Classroom strategies used in classrooms for 'Look For Understanding and Respond'

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

<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>	

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** 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 observe that a particular teacher may want to have longer discussions on a particular topic which other members of that meeting may not be interested in. Through the one-on-one sessions, 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 is 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 is important to communicate clearly to avoid any sorts of confusion
- **Asking appropriate questions to gain understanding:** It is important to understand the other person's challenges in any such session. Asking questions that help 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.

TDC Activity Calendar

Meeting	Meeting Structure	Major Actions
PHASE 3 (Homework)	Before ART Meeting	<ul style="list-style-type: none"> To ensure effective meetings decide the time and venue, in consultation with teachers Invite all the interested members to the first ART meeting. Share the purpose, date and time of the meeting Rehearse the meeting with the MT over call or during MT's school visit If possible, invite the MT/HoS for the ART meeting Keep the required material for the meeting ready.
	During ART Meeting	<ul style="list-style-type: none"> To gain a deeper understanding of overall program and the Learning Improvement Cycle (LIC) To conduct the first step of LIC around the theme 'Look for Understanding and Respond'. 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 strategy
	After ART Meeting	<ul style="list-style-type: none"> Reflect on ART meeting using Sell – Reflection sheet. Use a reflection call with the MT to share your experience of conducting the meeting Invite peers from ART/MT for doing classroom observations Share the meeting attendance tracker with your MT after getting it signed by the HO Conduct 'One on One' and 30 minutes sessions regularly, as per phase's objective

Meeting	Meeting Structure	Major Actions
PHASE 2 (Refinory)	Before ART Meeting	<ul style="list-style-type: none"> • To ensure effective meetings decide the time and venue, in consultation with teachers • Invite all the ART members for the second ART meeting of this LIC. Share the purpose, date and time of the meeting. • Rehearse the meeting with the MT over call or during MTs school visit. • If possible, invite the MT/HoS for the ART meeting. • Keep the required material for the meeting ready.
	During ART Meeting	<ul style="list-style-type: none"> • To practice second step of LIC (Reflect and Update) by reflecting on our efforts to connect with children. • To build a shared understanding on the theme "Look For Understanding and Respond". Discuss around 'Why' of assessment and strategies around it. • To discuss and share ideas and create an action plan for effectively implementing the classroom strategies around current theme.
	After ART Meeting	<ul style="list-style-type: none"> • Reflect on ART meeting using Self-Reflection sheet. • Share your experience of conducting the meeting - In a reflection call with the MT • Invite ART members and MT for Classroom observations • Support teachers to implement strategies and remind them to reflect on their strategies using self-reflection sheets in the portfolio. • Encourage ART members to support each other in implementing different strategies to promote collaboration. • Share the meeting attendance tracker with your MT after getting it signed by the HOS. • Conduct 'One on One' and 30 minutes session regularly as per phase's objective.

Meeting	Meeting Structure	Major Actions	To be completed by (Date)
PHASE 3 (March)	Before ART Meeting	<ul style="list-style-type: none"> To ensure effective meetings decide the time and venue, in consultation with teachers. Invite all the ART members for the third meeting of this LIC. Share the purpose, date and time of the meeting. Rehearse the meeting with the MT over call or during MTs school visit. If possible, invite the MT/HoS for the ART meeting. Keep the required material for the meeting ready. 	
	During ART Meeting	<ul style="list-style-type: none"> To recap the overall aims of the LEARNING IMPROVEMENT CYCLE To share presentations as working teams about the 'Look for Understanding and Respond' strategies they have introduced in their classrooms and schools. To provide an opportunity to reflect on how teachers can further update based on the feedback on presentations happened within working groups. 	
	After ART Meeting	<ul style="list-style-type: none"> Reflect on ART meeting using Self-Reflection sheet. Share your experience of conducting the meeting - In a reflection call with the MT. Invite ART members and MT for Classroom observations. Support teachers to implement strategies and remind them to reflect on their strategies using self-reflection sheets in the portfolio. Encourage ART members to support each other in implementing different strategies to promote collaboration. Share the meeting attendance tracker with your MT after getting it signed by the HOS. Conduct 'One-on-One' and 30 minutes session regularly as per phase's objective. 	

Introduction to the second LIC Theme

Look for Understanding and Respond

As a teacher, we should Assess for students' understanding and respond accordingly to improvise it.

Classroom is a dynamic ecosystem where the students and teachers are in a process of co-learning continuously. The teacher takes the responsibility of facilitating the students' learning but in the process s/he ends up learning as well. Since it's a dynamic process, it's important that there is a continuous assessment of the gaps between teaching and learning. As an educator, the responsibility falls on us to adapt our teaching strategies for filling these gaps.



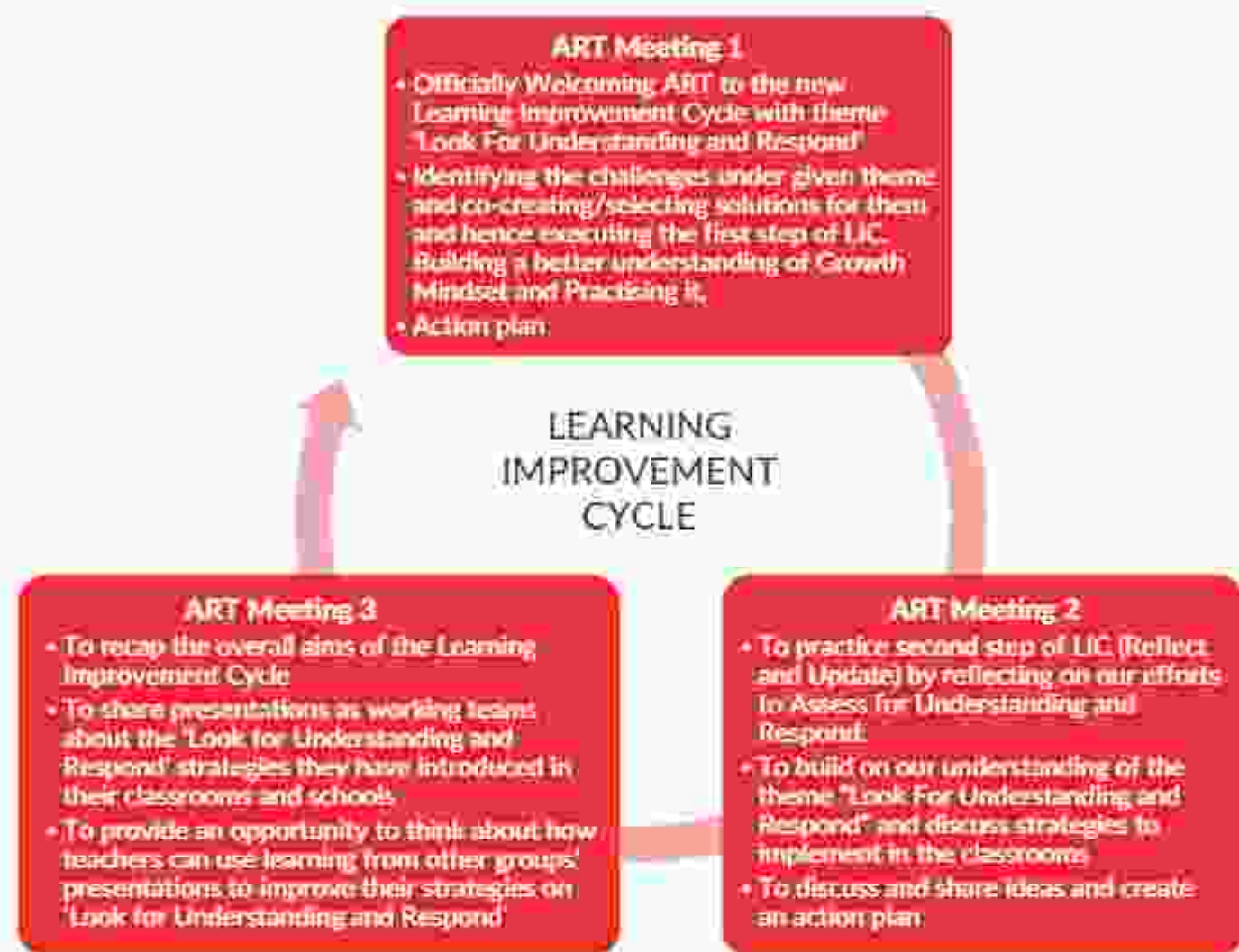
During the whole academic year, at various point in time, we take tests or do activities with children. We get a certain sense of the students' current learning standard during this whole process as well. As an educator, it's important that this process:

1. Does not judge the students based on his/her performance. Instead, the students feel safe and appreciated for their efforts. It's important that the teachers do not pass any comments or remarks that make students feel judged in the process.
2. Allows the teacher to identify changes s/he needs to adapt to fulfil the gaps between teaching and learning process. The teacher adapts the classroom strategies to fulfil these gaps.

In this whole process, it's important to identify that what we are trying to assess and be very clear with. We are not trying to assess students, instead we are trying to assess our efforts to ensure teaching-learning process in our classrooms. We act based on our perceptions and it's important that the conversation moves away from 'You have got 3/10 and she has got 8/10' to 'I saw in last assessment that most of my students learnt multiplication of single variables but some still face challenges with multiplication of double variables. I will try to find some way to fulfil this gap'.

The purpose of assessment is necessarily to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed. Needless to say, this does not mean that tests and examinations will have to be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning. (NCF 2005: Pg. 79/3.11)

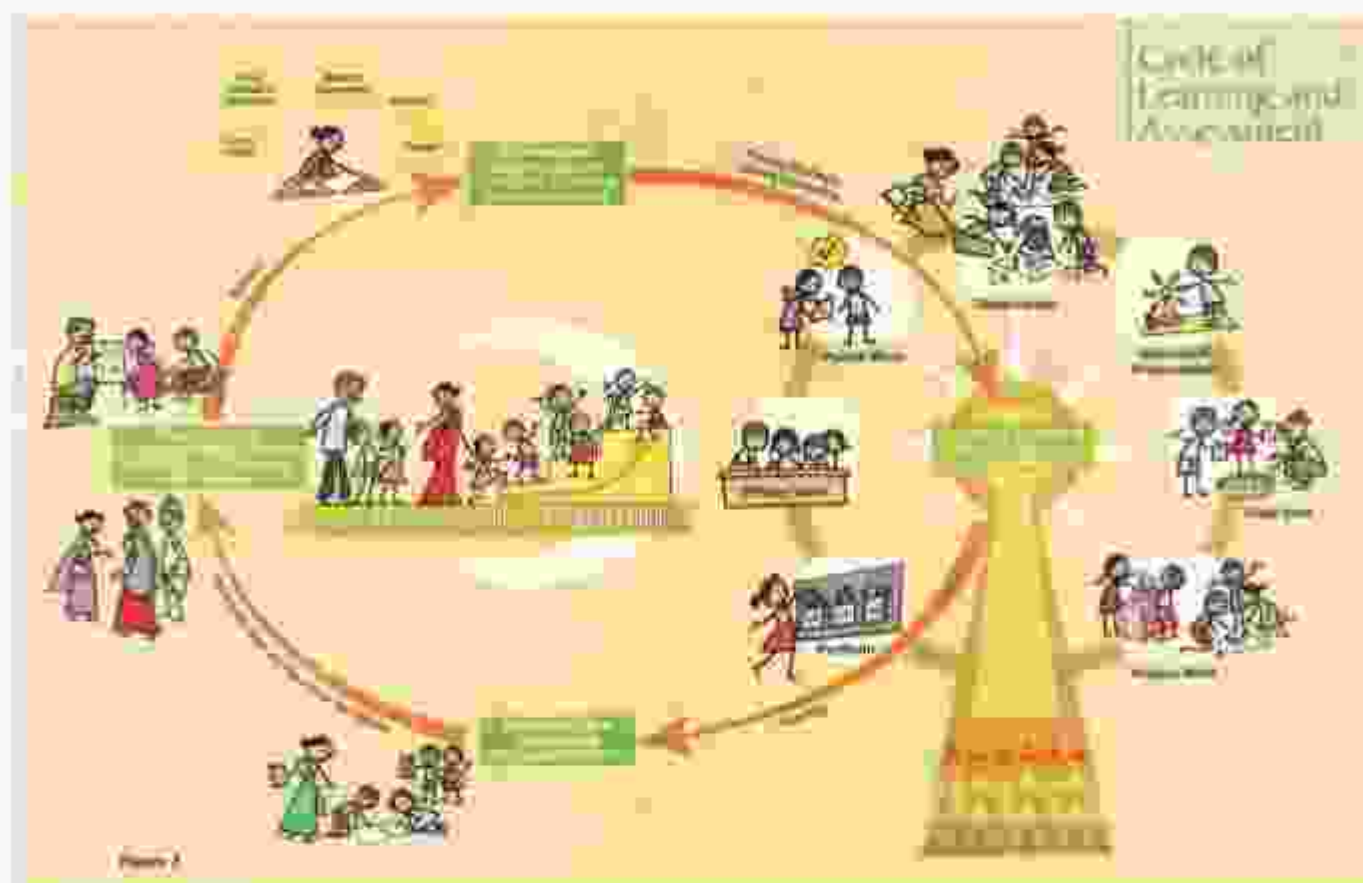
Learning Improvement Cycle 2: - Look For Understanding and Respond



Specific TDC's Core Activities for this Term

ACTIVITY	TO BE COMPLETE BY	
Monthly ART Meeting 1		
MT Reflection Call/Meeting 1		
Monthly ART Meeting 2		
MT Reflection Call/Meeting 2		
Monthly ART Meeting 3		
MT Reflection Call/Meeting 3		

Difference between Assessment and Evaluation



Dimension of Difference	Assessment	Evaluation
Content: Timing/Primary Purpose	Formative: Ongoing to improve learning	Summative: Final to gauge quality
Orientation: Focus of Measurement	Process Oriented: How Learning is going	Product Oriented: What's been Learnt
Findings: Uses	Diagnostic: Identifies Area of Improvement	Judgemental: Arrives at Final Score

SECTION FOUR

Guidelines for Phase-wise Engagements



IN THIS SECTION

- Phase 1: Identifying challenges in and implementing classroom strategies to solve issues around 'Look for Understanding' within the classroom
- Phase 2: Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Look for Understanding'
- Phase 3: Spreading and Evaluation of the classroom strategies implemented across the school system.

Phase 1 (January): Identifying challenges in and implementing classroom strategies around 'Look for Understanding and Respond'



MONTHLY ART MEETING - 1

OVERALL OBJECTIVE OF THE MEETING




- Officially Welcoming Academic Resource Team to the new Learning Improvement Cycle with theme 'Look For Understanding and Respond'
- Identifying the challenges under given theme and co-creating/selecting solutions for them and hence executing the first step of LIC
- Building a better understanding of Growth Mindset and Practising it.

When should you hold Meeting 1? Attempt to conduct the meeting by 3rd Week of January 2018

Simple Facilitation Guide

Key Steps	Time	Area of Discussion	TDC's Notes
Step-1 Welcome, building bond and Introduction to the programme	15 minutes	<ol style="list-style-type: none"> 1. Welcoming teachers to the First ART meeting 2. Community Agreement 3. Energizer – Me, Myself and I 4. Brief about the first meeting <ol style="list-style-type: none"> i. Meeting structure ii. Meeting aims 	
Step-2 Sharing, Support and Feedback	15 minutes	Learning Improvement Cycle 'Why' of Assessment – Introduction of theme	
Step-3 Practicing Teachers' Professional Behaviours and Mindset	30 minutes	<ol style="list-style-type: none"> 1. Case Study/Video: Assessment for Learning – Differential groups, Peer Assessments and Responding to Assessment 2. Sign For Understanding and respond 	
Step-4 Create an Action Plan	20 minutes	Create an Action Plan (choose a classroom strategy) to implement in your classroom or school	
Step-5 Closing and Next Steps	10 minutes	Closing and Reminders	

Detailed Instruction for ART Meeting - 1

STEP ONE	WELCOME, BUILDING BOND AND INTRODUCTION TO THE MEETING (15 min)
<p>Welcome</p> 	<ul style="list-style-type: none"> • Welcome your teachers to the journey and specifically to the Learning Improvement Cycle (LIC) which focuses on the theme: 'Look for Understanding and Respond' • Thank teachers for coming and in a special way recognize the teachers who came on time.
<p>Agenda and aims for the meeting</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>Meeting Aims:</p> <ul style="list-style-type: none"> • Officially Welcoming Academic Resource Team to the new Learning Improvement Cycle with theme 'Look For Understanding and Respond' • Identifying the challenges under given theme and co-creating/selecting solutions for them and hence executing the first step of LIC. • Building a better understanding of Growth Mindset and Practising it.
<p>Community Agreement</p> 	<ul style="list-style-type: none"> • 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.." • "We will keep on updating these rules if required for better functioning of our meeting" • The idea behind community agreements is :- <ul style="list-style-type: none"> ✓ Everyone takes responsibility for keeping the meeting on track. ✓ Regulate behaviours of participants ✓ Ensure mutual respect and avoid conflicting situation <p>Few examples of community agreements are given below:</p> <ul style="list-style-type: none"> ✓ Avoid putting down of yourself or others (everyone has their own perspective) ✓ Be willing to try new things (doing so will help you innovate) ✓ Listen well ✓ Participate fully – (try not use cell phones at this time) ✓ Be willing to share your reflections <div data-bbox="300 1795 644 1849"> <p>NOTE</p> </div> <div data-bbox="379 1849 1442 1964"> <p>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.</p> </div>

Energizer: Me, myself and I

- Create your own energizer and conduct it with the participants OR you can try this one.

NOTE

Please choose an energizer that will take less than 10 minutes.



Me, myself and I

- Begin by telling the participants that this is a story telling activity in which participants have to talk about anything except themselves (for eg. An incident involving a kid from her/his classroom)
- Have the participants pair up.
- One partner begins by speaking about any topic for 3 minutes nonstop. He/she must continue talking, no pauses.
- The listening partner may not speak at all, not even to ask questions or say "uh-huh."
- After 3 minutes, reverse roles, and repeat.



Reflection:

- Take two minutes to reflect on the purpose of the Energizer (and relate to the term) by asking teachers the following questions:
 - Which role was easier for you, the speaker or the listener? Why?
 - Could you tell whether or not your listener understood what you were saying? Why? (Body language, nods of the head, etc.)
 - How did you feel listening without being able to ask questions, contribute your own thoughts or even the speaker checking whether you were understanding? (Left out, less connected, more focused on the speaker, etc.)
 - What implications does this have for us back on the job as teachers? (Teachers need to be aware of how learners demonstrate their understanding so that they can use this in their classroom to help learning.)
- Add to their responses by stressing that:
 - By playing the role of both the speaker and listener, it helps us, as teachers, to experience what the learners feel in class. It was really difficult for a listener to make sense of what the speaker is saying without asking clarifications. Similarly, it was difficult for the speaker to gauge whether the listener has understood the conversation. Therefore, it becomes important to keep on looking for understanding and respond accordingly. Similarly, as an educator, we should try to gauge the understanding of our students regularly and respond accordingly.
 - It's the time of the year again when we are heading towards Assessments of our children's efforts. This LIC focuses on assessing for the children's understanding in the classroom. It revolves around the idea that Assessments are for helping children learn and grow. As an Educator, we need to ensure that we are continuously using the opportunities of assessing our children's understanding and more importantly feeding that into their learning process. Hence this theme is named as 'Look for understanding and respond'.

STEP TWO**SHARE, SUPPORT AND FEEDBACK (20 min)****Understanding LIC**

- Remind ART that we are in the first meeting of LIC-2 and we will be focusing on identifying the challenge on the mentioned theme. The discussion will revolve around our current theme, 'Look for Understanding and Respond'


Introducing the Theme
 (Look for Understanding and respond)

Case Study: Radha and Raman
 (Activity 1)


- Ask the teachers to get divided in the groups of 4-5 and ask them to go through the case study given in their portfolios and discuss on the points mentioned;

Radha and Raman are students of class 7th. There are 42 students in the classroom. They just finished the chapter on 'Physical and Chemical changes' in science. So, as per their regular exercise their Science teacher decided to take their class test on the chapter. Once the test got finished and marks were distributed, some students were elated to see their high marks while some got bit disappointed. Their Science teacher appreciated the students who has got high marks. Once everyone got their marks, she called out the names of students who scored more than 8 and asked other students to clap for their efforts. After this the class got over and in next class, she started the subsequent chapter. Radha was one of those students who got more than 8 marks. She got really happy when everyone in the class clapped for her and her teacher appreciated her too. She went back to her home and showed her answer paper to her family members.

On Other hand, Raman just got 3 marks out of 10. As soon as he got the paper, he got afraid to see so many mistakes and red marks and quickly hid the paper in his bag. He went back, tore it apart and threw it in the dustbin. He has been doing this for last three papers and now has started disliking Science.

- The Science teacher has put a test system in place. What could be the objective of this test system? (Note: A lot of points might emerge from the discussion here. One major point of discussion is that it done for improvement in students' understanding)
- As a teacher, what bits of this story could we all relate to?
- As per the mentioned quote of NCF, there were certain elements of enabling the learning process and there were certain elements of impediments. Discuss and share both:-

Evaluation is to be made as enabling factor for learning rather than an impediment. Ongoing assessment could document a learner's progress - NCF-2005, 3.1.3

**NOTE**

The element of appreciating the children for their performance was an attempt to praise the children. She could have tried to praise students who have made progress by working hard as well. Also, we need to remember that Assessment is about identifying the gaps in teaching and learning and responding to them. Hence, it becomes important once the gaps are identified by any means, which in this case was test; it is also important to respond to them.

- Capture the discussion with the teachers and summarise by stating that in this LIC we will collaboratively try to understand and co-create some classroom strategies for using Assessments for enabling Child Learning.

STEP THREE**PRACTICING TEACHERS' PROFESSIONAL BEHAVIOURS AND MINDSETS (30 min)****Introducing the session**

- Brief outline about the two activities and the theme "LOOK FOR UNDERSTANDING AND RESPOND":
 - (a) Assessment for Learning: Differential groups, Peer Assessments
 - (b) Sign for Understanding and Respond

Activity 2: Assessment for Learning:

Differential groups, Peer Assessments and Responding on Assessment



- Tell Teachers, that we are going to watch/read a video/case study to discuss and build a shared understanding around Assessment
- Show the videos to the teacher or ask them to read the following case story if video is not available:
 - Link of Video in English: - <https://www.youtube.com/watch?v=2kf51TQV9ZI>
 - Link of Video in Hindi: <https://www.youtube.com/watch?v=buKADawF45c>
- The background of the story lies in a secondary science lesson where the teacher aims to review the characteristics of a cell. In this case story we come across several ways of assessing the students and assessing here doesn't just mean examinations but also other ways of checking progress of the students.
- Firstly, the teacher divides the class into groups according to the students' level of support required. Different worksheets are distributed in the class according to their different groups. While the students are doing their worksheets the teacher takes rounds in the class and checks the understanding of the students by observing their work and listening to their conversations. On the basis of this he makes mental notes of the students' progress. This method ensures the progress towards learning and bringing the students to the same learning outcomes by targeting their different levels.
- Then the teacher uses the technique of MIND MAP which is a visual representation of what they have learnt and understood about a cell. In this case they have to write whatever they know about a cell in the form of the branches of a tree. The students are also given the freedom to find new ways or use their very own method to make their own mind-map. Thus, the students diagram helps the teacher to know how much have they learnt about the cell.
- Next in the class the teacher takes up another example of assessment known as

PEER ASSESSMENT. The teacher instructs groups of similar attainment level to exchange their respective mind maps with one another. After exchanging the mind maps the students need to evaluate and give feedback on the mind map they have. They discuss the other groups mind map and add a few things if required. During the discussion one can see the students engaging in the process and taking interest in the lesson. Mainly, this process helps the students to strengthen and gain confidence on their own understanding of the topic.

- At the end of the lesson there is a further opportunity of PEER ASSESSMENT where all the mind maps in the class are put on display for everyone to see. This allows the students to review one another's work through which they themselves can recheck their existing knowledge about the particular topic.
- Discuss the following pointers with the teachers once they have finished the video;
 - 1) The video is on assessing for learning. What are the classroom strategies teacher is trying to implement in his classroom?

NOTE

If teacher hasn't covered these points, make sure to cover the strategies used by teachers in the classroom - Differential Assessment through customised worksheets for groups, Peer Assessment through Mindmaps, Circulate in the classroom - Remind teachers once you have taken responses that it) Also ask them that can we relate these strategies (or our student) of New-Nishtha, Nishtha and Pratilbha categories?

- 2) The teacher has allowed the groups to discuss within themselves about the worksheets given to them. What value does this add to the assessment process?

NOTE

After taking responses from participants, Remind teachers what NCF mentions about peer interaction -


- *If teachers see the child's talk as a resource rather than as a nuisance, the vicious cycle of resistance and control would have a chance to be turned into a cycle of expression and response. NCF- 2005 3.1.4, Pg-30*
- *As a teacher we should see the interaction of children with each other as a resource rather than a nuisance. Just like in this case, teacher of a large classroom used it for assessment of students' learning and used it for further building children's understanding, can we also think around of doing something similar.*

- 3) The teacher circulates in the classroom while students in their differential groups are solving the worksheets and take mental notes. How can he build on these mental notes further in his classroom?


NOTE

The idea of using these notes to adopt in his teaching content/style is per children's need)

<p>Sign For Understanding - A quick Check for Understanding (10 minutes)</p>	<ul style="list-style-type: none"> • Once the last activity got over, state the teachers:- <ol style="list-style-type: none"> 1) Ask all the teachers to close their eyes. 2) Say to the teachers, "Those who feel 100 % confident about the last case study/video that they can go back and practice it with their students give a thumbs up." 3) Tell them, "Those who have understood it to a great extent that they have just one or two doubts, give a horizontal thumb." 4) Ask them, "Those who think that we need another discussion all over again, please give a thumbs down" 5) Keep noting who understood the concept to what extent. Give 5 minutes to pair up the participants who have understood it fully with those who haven't and ask them to discuss to clarify their doubts. If needed find a suitable time to discuss it further. • Summarize this by saying, 'This was an example we just practiced to look for understanding quickly and respond accordingly. It can be a strategy that all of us can practice in our classrooms to assess our children's understanding and more importantly respond accordingly to the assessed data'
--	--

STEP FOUR	CREATE AN ACTION PLAN (20 min)
<p>Introduction to the session</p>	<p><i>Now that we have a firm understanding of the theme 'Look for Understanding and Respond', let's create an action plan for how to use these strategies and skills:</i></p> <ul style="list-style-type: none"> • Divide teachers into small groups. Ask them to refer to their Portfolio Page No. 17-18. 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 implement in their classrooms. Encourage teachers to implement one strategy in their classroom before the next ART meeting. • Ask teachers to share the reasons for selecting the particular strategy. Tell them to alter the strategy based on their classroom situation if needed. • Identify the changes they hope to see in their classroom as a result of using the Strategies. • Give teachers 5 minutes to fill portfolio on pg. 19 for ideation and thank them for their participation. • 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. <div data-bbox="300 1735 651 1800">  NOTE </div> <div data-bbox="391 1800 1444 1929" style="background-color: #fff9c4; padding: 10px;"> <p>- Teachers can chose multiple different classroom strategies as well, which falls in line with our current theme. Also remind them that we will not stop to build connect with our students and try to make that part of our classroom practice</p> </div>

Understanding LIC	<p>Suggestive classroom strategies to choose from:-</p> <ul style="list-style-type: none"> (a) Mind Map (b) Peer Assessment (c) Sign For Understanding and Respond
-------------------	---

STEP FIVE	CLOSING AND NEXT STEPS (10 min)
	<ul style="list-style-type: none"> • Referring to the portfolio, ask teachers to clearly state their plan/timeline of Strategy implementation • Remind ART members to self – reflect before coming to the next meeting. • Suggesting teachers to self-reflect on their classroom practices done after the ART meeting in their ART portfolio. • Suggest that teachers can link these activities while revising for examinations and try to assess students' efforts using these classroom practices. • Tell them that we can continue to discuss what we learnt today with our school teachers in 30 minutes' sessions too • Remember to end the meeting on a high! • Tell them/Ask one of them to share a story, positive incident from the classroom or a poem or a small energizer to end the meeting on a positive note.

Suggestive Classroom Strategies for Monthly ART Meeting 1

MIND MAP

Mind maps provide teachers with insight into their students' thought process regarding a specific topic. By asking students to create mind maps demonstrating their comprehension of a concept, teachers are able to understand what a student's prior knowledge was and how well the student understands the assignment or the material being taught. This is a very effective way of assessing students' understanding.

- All mind maps begin with a main concept or idea that the rest of the map revolves around, so choosing that idea or topic is the first step. Begin by creating an image or writing a word that represents that first main idea.
- From that main idea, create branches (as many as needed), that each represent a single word that relates to the main topic. It's helpful to use different colors and images to differentiate the branches and sub-topics.
- Then, create sub-branches that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain words that elaborate on the topic of the branch it stems from. This helps develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics.

To implement this strategy effectively for assessments: -

- Ask students to draw a mind map of the last concept learnt individually. While they are creating the mind maps, circulate in the room and take notes of how they are engaging with their mind maps.
- Once they are done ask them to share it with their partners/ paste on the classroom walls. And allow students to work on each other's mind maps to fill the gaps in it.
- On the basis of your notes, adapt your teaching strategy on that particular topic.



PEER ASSESSMENT

Peer Assessment is a classroom strategy that is useful for classrooms with more number of children. Apart from assessment, it also gives an opportunity for children to learn from each other through discussions.

To implement this strategy effectively:

- Prepare worksheets/assessment sheets for the children.
- Ask them to finish the worksheets in the given stipulated time.
- Once they are done, ask them to discuss these in pairs and help each other in identifying gaps in learning process. During this activity, keep circulating in the classroom and take notes on students' discussion. This can be anything varying from individual student's record on concept understanding and gaps; major challenges faced by students in attempting the worksheet etc.
- Once this is done, attempt to adapt your teaching strategy based on the responses from students. It can be:- Discussing particular topic again; talking to specific group of students in extra time on particular topic, etc.

SIGN FOR UNDERSTANDING AND RESPOND

This classroom strategy helps a teacher to quickly gauge how well students have understood a particular concept and make any needful quick amendments to teaching strategies.

Once a particular concept gets over, tell children that now we will try to understand how much I have been successful in teaching the last concept:-

- Say to the children, "Those who feel 100 % confident about the last concept on 'XYZ' that I taught, will give a thumbs up"
- Tell them, "Those who have understood it to a great extent but just have one or two doubts, give a horizontal thumb."
- Ask them, "Those who think that we need another discussion all over again, please give a thumbs down"
- Now, ask all the children to close their eyes and make signs using thumb as instructed previously.
- Keep noting who understood the concept to what extent. Give 5 minutes to pair up the participants who have understood it fully with those who haven't and ask them to discuss to clarify their doubts. If needed find a suitable time to discuss it further and make any relevant teaching strategy for the same.

TDC SELF-REFLECTION

How Am I 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 ____ months now, since I have been working with ART members. We conducted our 1st meeting of current LIC today and I am going to reflect on my experience of this meeting.

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 "Look for Understanding and Respond". 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 TDC Co-Learning Session 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 facilitate 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 or feeling of pride)

It made me feel _____

Anything and Everything I feel lie writing/drawing right now

Date

Time

Signature

30-minute meeting for Phase 1

Objective of the Month: Identifying challenges in and implementing classroom strategies to solve issues around 'Look for understanding and Respond'

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

Considering the theme of this cycle, some suggested points of discussions for the 30 minutes sessions are:-

- (1) Objective of questions in Model Test papers:- In subject specific 30 minutes discussions, it might be helpful to engage with Model Test paper. This meeting can be facilitated by the concerned member of ART. Try engaging in 'WHAT is the purpose of asking this question?'
- (2) Discussing ways to engage with topics which are not comprehended well by students during subject specific 30 minutes sessions.
- (3) Discussing Worksheets for assessing understanding of children in various reading levels in school.
- (4) Discussing how to assess understanding of children in various reading levels which could promote an empathetic, healthy, safe and non-judgemental environment. This can focus on areas pertaining to how as a teacher we should communicate within schools.
- (5) Having class specific discussions:- Such discussions can focus on some good practices, challenges, improvement in children performance of particular student. This can give an opportunity to learn from each other regarding what is working and what is not in a particular classroom.
- (6) Discussing tools for improving children's reading levels.
- (7) Discussing and sharing Students' learning profile with teachers of next class (Might be really useful in the month of March).

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>	

Phase 2 (February):

Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Look for Understanding and Respond'



MONTHLY ART MEETING - 2

OVERALL OBJECTIVE OF THE MEETING



- To practice second step of LIC (Reflect and Update) by reflecting on our efforts to Assess for Understanding and Respond.
- To build on our understanding of the theme "Look For Understanding and Respond" and discuss strategies to implement in the classrooms
- To discuss and share ideas and create an action plan

When should you hold Meeting 2? Attempt to conduct the meeting by 2nd week of February 2018

Simple Facilitation Guide

Key Steps	Time	Area of discussion	TDC's Notes
Step 1 Welcome, building bond	10 minutes	<ul style="list-style-type: none"> • Welcoming teachers to the second ART meeting • Reference to the Community Agreement • Energizer: Improvise • Brief about the Second ART meeting aims 	
Step 2 Sharing, Support and Feedback	20 minutes	<ul style="list-style-type: none"> • Reflection: Learning Improvement Cycle • Reflection on the first meeting 	
Step 3 Practicing Teachers' Professional Behaviours and Mindsets	30 minutes	<ul style="list-style-type: none"> • Case Study/Video: Assessment for Learning - Differential groups, Peer Assessments and Responding to Assessment • Case Study/Video: Peer Check, Student Record and Anonymous Self Assessment 	
Step 4 Create an action plan	20 minutes	<ul style="list-style-type: none"> • 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. 	
Step 5 Next steps, Reminder and feedback	10 minutes	<ul style="list-style-type: none"> • Group Planning - how the team member will support each other in implementing the selected Strategies 	

Detailed Instructions for ART Meeting - 2

STEP ONE	WELCOME, BUILDING BOND (10 min)
<p>Energizer: Improvise</p> 	<p>Improvise</p> <ol style="list-style-type: none"> 1. Announce to the group that they have exactly 60 seconds to improve their seating arrangement. 2. Do not give any further instruction. Look at a clock and tell them to begin... now! 3. If they ask for clarification, simply repeat the original instructions. 4. Stop the activity after 60 seconds and discuss. <ul style="list-style-type: none"> • Take two minutes to reflect on the purpose of the Energizer (and relate to the term) by asking teachers one of the following questions: <ul style="list-style-type: none"> ◦ What was your objective? Was it clear? (Responses will most likely be no it was not clear. If they think it was clear, ask them to define "improve," and then show how it could have meant to get more people up front, or to get in a better circle, or to sit boy-girl-boy-girl, etc., to show there were assumptions made.) ◦ Did you seek clarification? Why not? Or what happened when you tried? (It still was not clear) ◦ How does this situation relate to us in our classrooms and networks? (We need to be clear in what we want to achieve and communicate it well so that everyone works together) • Add to their responses by stressing that: <ul style="list-style-type: none"> ◦ Emphasize that this activity helps participants learn that objectives or goals must be specific; that assumptions left unchecked can sabotage an effort. ◦ As Teachers, we should remind ourselves about our shared vision-Work together as a group of teachers so as to improve learning-outcomes. ◦ As we try out different classroom strategies, we need to have clear indicators that will help us understand our impact. • We should let the students have clarity on the aims of each lesson so that we are able to look for their understanding at the end of the lesson. This will enable us to tell whether or not the students have understood and take corrective measures.
<p>Meeting Aims</p> 	<ul style="list-style-type: none"> • To practice second step of LIC (Reflect and Update) by reflecting on our efforts to look for understanding in our classrooms and respond accordingly • To build further understanding of the theme "Look for Understanding and Respond" • To discuss and share ideas and create an action plan
<p>Welcome & Community Agreement</p>	<ul style="list-style-type: none"> • As teachers come into the meeting, ask them to write their names into the tracker and ask them to keep their portfolios handy • 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.



- ✓ Avoid putting down of ourselves or others (everyone has their own perspective)
- ✓ Try Practicing Growth Mindset! Let's be willing to try new things and use mistakes as a learning opportunity (doing so will help us innovate!)
- ✓ Listen well
- ✓ Participate fully – (try not use cell phones at this time)
- ✓ Be willing to share your reflections
- Ask and add any other community agreements for the session.

STEP TWO

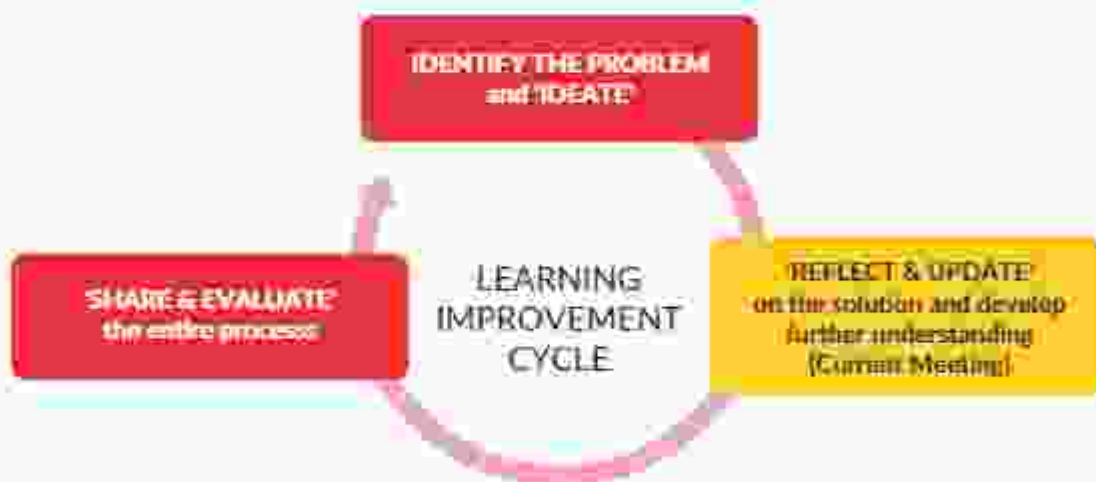
SHARING, SUPPORT AND FEEDBACK (20 min)

Learning Improvement Cycle

- DISCUSS ABOUT REFLECTION on Month End Meeting
- Explain that we are going to reflect on the Learning Improvement Cycle
- As a whole group, ask teachers to answer the following questions:

1. Further Understanding of Learning Improvement Cycle (LIC)

Remind everyone that the Learning Improvement Cycle is an improvement process designed specially to support actual change in classroom practice, as well as to further develop our 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 'Look For Understanding and Respond'."



Reflection on the efforts of past one month on current theme



We have so committed ourselves in different ways that we have hardly any time for self-reflection, to observe, to study. - Jiddu Krishnamurti

- Taking reference from the above quote mention that we are going to use this time for self-reflection on our efforts. Mention that as we all know that we all learn from reflecting on our experiences, it's time to learn and grow together.
- Remind teachers that in ART meeting 1, we looked at the importance of "Look For Understanding and Respond". We also selected a classroom strategy to bring the idea to life.

- Ask 2-3 teachers to recap the strategies through a short description.
- 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 them to refer to their self reflection on ART Meeting 1 in their teacher portfolio for this discussion. If they haven't had a chance to reflect then they can use this opportunity to do the same and then discuss it with teachers as well. Ask teachers to form groups of 3-4 and to discuss and give feedback to each other on the following:
 - What strategy did you use to look for understanding in your children? How did you respond to this assessment?
 - How did your Children react when you used this strategy?
 - Has this strategy helped you to learn about your Children's understanding?
 - What was challenging about using this strategy?
 - What changes would you make to overcome the challenges?
- 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.
- Ask teachers to record the advice received from their colleagues in their portfolios in the last section of Self reflection on pg. 21.

STEP THREE

PRACTICING TEACHERS' PROFESSIONAL BEHAVIOURS AND MINDSETS (30 min)

'My Favorite No'
(Practicing
Growth
Mindset)
(20 minutes)
(Activity – 3)



- There are lots of opportunity for students to learn and grow from. The mistakes they make provide one such opportunity. As educators we will try to explore how can we build on the mistakes our children make and create a classroom where mistakes are seen as an opportunity to learn and grow our brain.
- Ask teachers to form the groups of 4-5 teachers and show them the video (if it is not possible or inconvenient to show it, then ask them to go through the case study given here)

Link to the Video:

<https://www.teachingchannel.org/videos/class-warm-up-routine#>

MY FAVORITE NO : LEARNING FROM MISTAKES

In this 8th grade math class, the teacher uses a warm up routine with her students and calls it My Favorite No.

The teacher starts the class by greeting her students and has the warm up question already on the board. The teacher then hands out index cards to all the students. The teacher gives some time to the students to solve the problem individually on their index cards.

Once the teacher collects the index cards, she sorts the right answers as yes and the wrong ones as no. The teacher then looks for her favorite wrong answer (Her favorite no) and analyses it with the help of the students.

The teacher believes that a mistake is a great opportunity for her teacher to understand and assess the students' understanding of the topic.

The teacher implemented this to replace clickers, a technical method wherein students respond to the teacher's question by locking in their answers. Once responses have been tabulated on a computer, the teacher will know the percentage of students who have understood the problem. However, this is a rather expensive method. Subsequently, the teachers explored the idea of using index cards. The school didn't have enough money for clickers, so instead the teacher brought in the idea of index cards to find out what percentage of students know the answer.

By now, the teacher has selected her 'favourite no' answer and announces it to the class, bearing in mind not to disclose the name of the student(s) on the index cards. She then asks her students to identify the 'correct part' of this answer. However, before discussing the 'mistake', she appreciated the effort that the child has put in to solve the question. She does this to encourage the student and make her/him more interested in the discussion.

The teacher then discusses the mistake and corrects it by engaging the students in the whole process. In this way, she involves students by asking them to identify the mistake and reach the correct answer. She also discusses the mistakes other students made as they may also provide interesting learning. This process ensures a high degree of engagement in the classroom. Additionally, students who need more support in her class are not ashamed of their mistakes and very eager to learn the most appropriate process.

Once they have gone through the video/case study, Ask them to discuss the following pointers:-

- 1) After collecting the students' responses, what approach does she adopt?
- 2) When she picks up her favorite mistake, she specifically makes sure of a few things. :- (a) To not disclose/announce the child's name while discussing the mistake (b) to not start with the mistake straight away. Why do you think she does that?
- 3) She picks 'Her Favorite No' or 'Her favorite mistake'. How do you think that would make the children feel about committing mistakes?
- 4) She mentions that even her 'Low Level Students' are engaged in the discussion too. What could be the reason for that? **Note: We do not encourage the use of term 'low level students'. Instead the 'students who need more support right now' would have been more apt to use.**
- 5) With the information given in case study/video, how do you think the teacher is practicing growth mindset in her classroom?



NOTE

Apart from the central theme of the video/case study, there is an interesting incident that happened in the video as well. The teacher mentions that she used index cards and prevented the use of clickers which were really costly and school could not afford that. This particular action of hers, reflects practice of growth mindset in this situation. That can be discussed with the teachers too.

- Keep noting down the points mentioned by the participants on the above mentioned questions. Use these points for summarising.
- Summarise by saying that as a teacher, we need to provide that space for our children where they can feel safe about committing mistake. More importantly

each of our mistake is an opportunity to learn. This is what we learnt in last LIC through our case stories of Nivedita and Santosh, to practice growth mindset.

- While we are doing assessments or implementing any strategy for checking our students' understanding, it is important, that we use the mistakes committed by students as an opportunity to learn and grow.

NOTE

Traditionally, the way 'mistakes' are something that are generally as something 'bad', something to be 'guilty of', something to be 'punished about'. This is the conversation we are trying to initiate that as educators, we should make our students comfortable in 'LEARNING FROM THE MISTAKES' and to do that a safe environment to commit them matters.

Activity 4:
Assessment
for Learning
and adapt:
(Peer check,
Student
record and
Anonymous
Self-
Assessment)



- Tell Teachers, that we are going to watch/read a video/case study to discuss and build a shared understanding around Assessment
- Link of video in English:- <https://www.youtube.com/watch?v=HET8iagP1Bk>
- Link of video in Hindi:- <https://www.youtube.com/watch?v=UJGHnFLibo>

WAYS TO ASSESS PERFORMANCE AND PROGRESS

The story is set in a Secondary school wherein the teacher teaches the structure of a sentence and direct and indirect objects in the same. We can see him experiment with different types of informal assessments in his large class.

In the beginning of the class he requests his students to give a feedback at the end of the lesson, without mentioning their name. This helps to know how much students have understood the lesson. Moreover, this way teacher facilitates students in assessing their own learning. In the feedback the students had to write about the following-

What did we learn today?

What all did we understand thoroughly?

(A)

(B)

What all did we not understand thoroughly?

(A)

(B)

The teacher reassured the students that the feedback would not only help them test, how much how they have understood, but also enable him to gauge how helpful his teaching has been with respect to students' learning.

Next the students were given two cards- one with a tick and the other with a cross. The teacher then randomly asks questions to the students and asks the entire class whether the answer is right or wrong. If the students feel that the answer is right, they would have to show the card with the tick and if they think it is wrong then the one with a cross. In this way by looking around the class the teacher can quickly check their understanding. Also, if all the students can see each other's cards they can quickly compare their answers with one another.

After this, the students do a language drill on Direct and Indirect objects in English. They are then divided in groups and given words that they should use while forming the sentences. The teacher uses Hindi language in order to encourage his students to use English. Simultaneously, he monitors their understanding on the subject and their participation. In the group one student is supposed to make the sentences while the other two would correct him or her, as and when needed. While doing this, the teacher roams in the classroom with a list of students' names and the content of the lesson. He keeps a record of all the students on understanding of various topics to help him modify the lesson for upcoming sessions.

As told in the end of the lesson the students shall give the feedback which will help the teacher to prepare his next English lesson.

According to the teacher's assessment of the feedback given by the students, about 70-75% understood the key learning points whereas the rest 20-25% had a problem in understanding this. This feedback was roughly expected by the teacher and will also help in modifying his teaching and providing more guidance for the same.

Ask the ART members to discuss on the following pointers:-

- 1) The teacher has used various methods to ensure that the students don't feel hesitant or ashamed while being assessed. What are those methods?
- 2) The teacher has maintained a student record while roaming in the classroom? What purpose do you think it would serve?
- 3) The teacher uses anonymous feedback system in the classroom. What purpose do you think would it serve? How would students feel in this process?

Summarise the activity by saying that the teacher has used various strategies in the classroom as quick assessment of students' learning using props, anonymous feedback, Assessment using student's record method. These are some strategies which can be used to look out for children's understanding on ongoing basis and help us adapt in our teaching style to improve the understanding levels.

STEP FOUR

CREATE AN ACTION PLAN (20 min)

Introduction to the session

Now that we have even better understanding of the theme 'Look for understanding and Respond', 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. By working together on the same challenges, 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. 26-27.
- Ask them select one of the strategies for the current theme: - 'Look for Understanding and Respond'. Encourage teachers to implement at least one strategy in their classroom before the next ART meeting.
- 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.
- Give teachers 10 minutes to fill the portfolio.→
Classroom Strategies:-
 - (a) My Favorite Mistake/No
 - (b) Circulate for understanding and Respond
 - (c) Anonymous Self-Assessment
 - (d) Student's Record

STEP FIVE

CLOSING AND NEXT STEPS (10 min)



- Referring to the portfolio ask teachers to clearly state their plan/timeline of Strategies implementation
- Reflect using the pointers provided in self reflection sheet
- Tell your teachers that in the next meeting they will present their strategy implementation stories.
- Share brief about the evaluation meeting:
 - Evaluation (of self and teaching) plays a critical role in helping us become a better professional teacher. In other words, it is a key part in teacher growth and should become a part of day-to-day activities.
 - Evaluation is a process whereby we reflect on what we've done, collect evidences for positive and negative changes that resulted from our actions, and determine the best way forward.
 - In next meeting, teachers will get a chance to present their work with fellow ART members and have feedback on the same. Ask the groups to look at the guidelines given in Activity 6 in their portfolio. Ask them to come prepared with the presentations in next ART meeting.
 - The Head Teacher, Mentor Teacher and District officials should be encouraged to be part of presentations.
 - Remind ART members, that in last cycle, we tried to build 'connect' with our students. It's an ongoing practice, so we should try continuing to do that apart from our classroom practices of this theme.
- Remember to end the meeting on a high. End the day with some group song, motivational experience or a small energizer.

Suggestive Classroom Strategies for Monthly ART Meeting 2

MY FAVORITE NO/MISTAKE

This classroom strategy helps to build a culture of celebrating and learning from mistakes in a safe and non-judgemental environment. It is a form of formative assessment and provides children with an opportunity to fulfil the gaps prevalent in teaching and learning.

- Have warm up problem on the board when students walk in
- Hand out index cards or ask them to do the problem on a single page.
- Have students write answer on the card, without their names.
- Collect and sort the cards
 - ⊗ Say yes/no aloud while sorting
 - ⊗ "We have quite a few yeses and some very interesting noes". Yeses stand for the responses that are correct while Nos are the ones which are not correct.
 - ⊗ "This is my favorite no" – "It showed some good ____ (math)". Try mentioning the reason why is this your favorite No.
- Analyze good first: "Did some things that I loved" "What am I happy to see?" "What do I like?". By doing so, you are ensuring that you praise the learner for the effort s/he has put in and then moving to next step.
- Analyze mistake: "Now what is incorrect?" "Where is the mistake?" Make sure to maintain the anonymity of the concerned child to avoid any judgements in the classroom.

ANONYMOUS SELF-ASSESSMENT

In a classroom, a teacher can also ask students directly to gauge their level of understanding. But a lot of times students feel hesitant in doing so. There can be multiple reasons for this: They are hesitant in expressing their mistakes in front of peers or they might be afraid regarding reaction of the teacher, etc. So to give a chance to children for self assessment in the class, you can use this strategy in the classroom: -

- Make an assessment box and use this for capturing students' self - assessment at the end of chapter.
- For eg. You can ask students to write on a piece of paper at the end of day's lesson anonymously (without mentioning their names) about:
 - ⊗ Which part of the lesson you understood well
 - ⊗ Which part of the lesson you understood fine but need a bit more understanding?
 - ⊗ Which part of the lesson, you did not understand at all?
- Ask students to put their papers in the box before class gets over.
- Empty the box to gauge the students' understanding of the particular concept.
- Based on the responses, see for which topic do you need to modify your teaching strategy

CIRCULATE FOR UNDERSTANDING AND RESPOND

Another interesting classroom strategy that they can use to Check for understanding is Circulate for Understanding. This is when a teacher moves around the room during a class exercise to check if there are any questions. This is effective because it allows a teacher to manage large numbers and check in individually and in smaller groups.

How Circulate for Understanding works:

- Once a teacher has set an exercise for students to work on, s/he then follows the steps below:
- S/he circulates around the room and checks in quietly with each table or group of students to see if they have any questions. This is important as some students may have questions that they did not want to ask in front of the whole class but need to check.
- After this 'lap', if lots of students have the same questions, or have not understood, s/he can quickly re-explain the exercise or concept. This means that students do not spend lots of time working without a full understanding. If just a small number do not understand, teacher can bring them together and give them a quiet explanation as a small group.
- After a few minutes, teacher circulates around the room once more. This time, s/he looks at student's work to see whether they have understood the core concept/ activity. S/he keeps an eye out for any common mistakes that the students are making.
- After s/he completes the 'lap' of the classroom, s/he calls the students to attention and clarifies or re-teaches any areas that a number of students have not understood. At this stage, s/he can call on students who have understood to help with the explanation as often students can explain things to each other quite clearly.
- Using this process, the teacher quickly addresses challenges that students are facing and corrects mistakes in understanding quickly so the students are not laboring under false understanding.

STUDENT PROFILES

Creating student profiles which could help us document their progress throughout the session. This profiles can prove to be very handy, if created at the beginning of the sessions and passed on to the teachers of next class in next session. To certain extent the regular tests do that job, but as a teacher we know our students best, so our specific comments exhibiting nuanced understanding of our students will add value to it. Especially comments about his/her specific strengths, skills, areas which s/he needs more support in etc. can prove to be really helpful for the teacher going to teach him/her in next cycle.

TDC SELF-REFLECTION

How Am I Developing?



It's time to reflect!

Why?

- To identify my strengths as a 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 or One on One sessions with Mentor Teachers.

Dear Journal,

It has been _____ months, since I have been working with 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 Second step of Learning Improvement Cycle (LIC) which is _____ and further develop the understanding on the theme 'Look For Understanding and Respond'. 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 the potential ART members. 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 2

Objective of the Month: Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Look for Understanding and Respond'

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

Considering the theme of this cycle, some suggested points of discussions for the 30 minutes sessions are:

- (1) Objective of questions in Model Test papers- In subject specific 30 minutes discussions, it might be helpful to engage with Model Test paper. This meeting can be facilitated by the concerned member of ART. Try engaging in 'WHAT is the purpose of asking this question?'
- (2) Discussing ways to engage with topics which are not comprehended well by students during subject specific 30 minutes sessions.
- (3) Discussing Worksheets for assessing understanding of children in various reading levels in school.
- (4) Discussing how to assess understanding of children in various reading levels which could promote an empathetic, healthy, safe and non-judgemental environment. This can focus on areas pertaining to how as a teacher we should communicate within schools.
- (5) Having class specific discussions: - Such discussions can focus on some good practices, challenges, improvement in children performance of particular student. This can give an opportunity to learn from each other regarding what is working and what is not in a particular classroom.
- (6) Discussing tools for improving children's reading levels. Discussing and sharing Students' learning profile with teachers of next class (Might be really useful in the month of March).

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

Phase 3 (March): Sharing and Evaluation of the classroom strategies implemented across the school system



MONTHLY ART MEETING - 3

OVERALL OBJECTIVE OF THE MEETING




- To recap the overall aims of the LEARNING IMPROVEMENT CYCLE
- To share presentations as working teams about the 'Look for Understanding and Respond' strategies they have introduced in their classrooms and schools
- To provide an opportunity to think about how teachers can use learning from other groups' presentations to improve their strategies on 'Look for Understanding and Respond'

When should you hold Meeting 3? Attempt to conduct the meeting by 2nd week of March

Simple Facilitation Guide

Key Steps	Time	Area of Discussion	TDC's Notes
Step 1 Welcome; building bond	10 minutes	<ul style="list-style-type: none"> • Welcoming teachers to the third ART Meeting • Reference to the Community Agreement • Energizer- "Concentration" • Aims of third ART Meeting 	
Step 2 Sharing Support and Feedback	30 minutes	<ul style="list-style-type: none"> • Group presentation 	
Step 3 Practicing Teachers; Professional Behaviours and mindsets	20 minutes	<ul style="list-style-type: none"> • Case Study: - Exit Ticket 	
Step 4 Create an action plan	20 minutes	<ul style="list-style-type: none"> • Incorporate the feedback to improve the strategy further • Strategies for debriefing among teachers 	
Step 5 Next Steps	10 minutes	<ul style="list-style-type: none"> • Summary of 'Look for Understanding and Respond' • Group Planning - how the team member will support each other in implementing the selected Strategies 	

Detailed Instructions for ART Meeting - 3

STEP ONE	WELCOME, BUILDING BOND
<p>Energizer: Concentration</p> 	<p>Create your own energizer and conduct it with your ART members OR you can try this one:</p> <p>Concentration</p> <ul style="list-style-type: none">• Ask participants to form two equal lines facing each other.• The game starts when one line turns around, giving the second line 40 seconds to change 5 things about themselves. This can include anything from jewelry or clothing being swapped with other people, untied shoelaces, a different hair do, or a switched watch or ring to the other hand. All changes must be something the other group can see.• After 40 seconds, the first group turns around and tries to find all the changes the other group made.• Once the changes have been recognized, the groups switch, giving each team a chance to make changes. <p>FACILITATOR'S TIP</p> <p><i>You can also incorporate this activity when a lack of energy is apparent.</i></p> <ul style="list-style-type: none">• 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.• Add to their responses by stressing that:<ul style="list-style-type: none">• The purpose of the energizer was to get everyone focussed using their observation skills. This can be used in our classrooms with children to get them attentive before some activity/lesson.• Remind them that this is a great opportunity for the various schools to reflect on the entire LEARNING IMPROVEMENT CYCLE and share their achievements.
<p>Meeting Aims</p> 	<ul style="list-style-type: none">• To recap the overall aims of the LEARNING IMPROVEMENT CYCLE• To share presentations as working teams about the 'Look For Understanding and Respond' strategies they have introduced in their classrooms.• To provide an opportunity to think about how teachers can use learning from other presentations to improve their own classroom strategies
<p>Welcome & Community Agreement</p> 	<ul style="list-style-type: none">• As teachers come into the meeting, ask them to write their names into the tracker and ask them to keep their portfolios handy.• 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">✓ Avoid putting down of yourself or others (everyone has their own perspective)



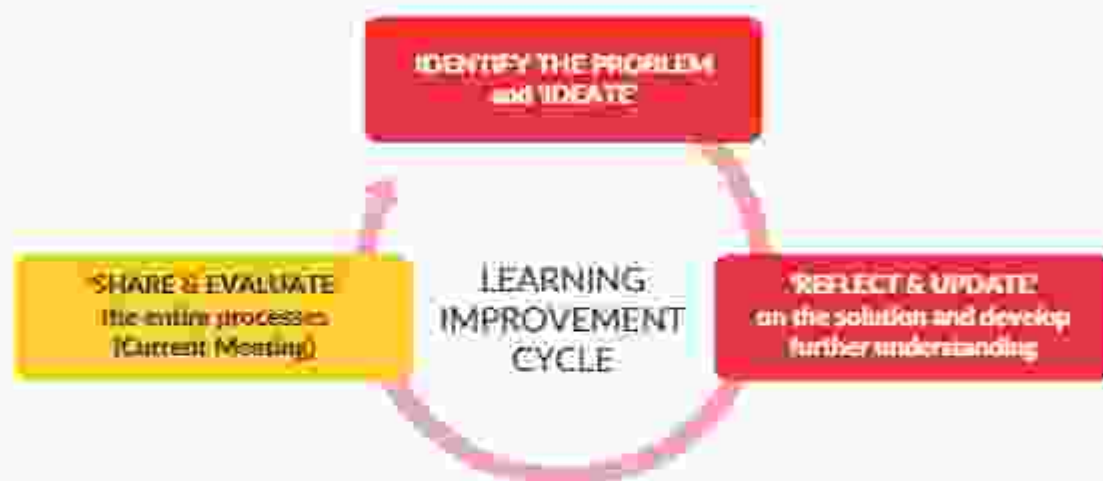
- ✓ Be willing to try new things (doing so will help you innovate!)
- ✓ Listen well
- ✓ Participate fully - (try not use cell phones at this time)
- ✓ Be willing to share your reflections

STEP TWO

REFLECTION AND FEEDBACK

Conceptual understanding of Evaluation

- 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



- Remind them that as a school team, we have worked together in identifying/creating and implementing classroom strategies to 'Look for Understanding and Respond' with children in our respective classrooms.
- 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.
- 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.



- Ask teachers that we will follow the same framework for feedback that we used in the last cycle 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. 31.
 - 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 on pg. 32.
 - After each presentation, other groups will get 2 minutes to give feedback to the presenting team.



FACILITATOR'S TIP

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.

Activity 8:

Case Study -
Exit Ticket

- Ask teachers to read the case study given below in their smaller working groups:

CASE STUDY: EXIT TICKET

Teacher is teaching his students about Elasticity. He defines elasticity as the ability of a material to regain its original shape after deformation. He further notes that the force that is applied on a material is known as stress. There is a limit to the amount of stress one can apply on a material before it reaches its elastic limit and deforms irreversibly. He further explains that an elastic material is a material which can retain its original form after deformation.

At the end of the lesson, Teacher wants to know how many of the class have really understood elasticity. To look for understanding, in the last five minutes of the lesson he asks the students to answer the following questions:

- What was the main idea of this lesson?
- Give an example of an elastic material.

The students write down their learning in their exercise books (or on small piece of paper) and hand their answers in, to teacher on their way out of the class.

After the class, Teacher looks through their answers and organizes them into piles based on how well they understood elasticity. He makes a note of common mistakes or misconceptions and plans a quick activity to clarify areas in which students are confused.

He then starts the next lesson with this activity so student's confusion is addressed quickly.

- Ask the participants to discuss on the given case study about following points:
 - What strategy does the teacher use to assess students' understanding after lesson?
 - Once he has assessed the answers, how does he respond to them?
 - How can we relate it to our classrooms and how can this be used in our context?

Once the discussion is over summarize by saying:-

- Inform teachers that an 'Exit ticket' is a great example of a simple routine that can be used to 'look for understanding'.
- An Exit Ticket is a question a teacher can use to determine the extent to which students have understood the core concept of a lesson.
- It is usually used to end a class and it serves a number of purposes:
 - to provide feedback to the teacher about the class; require the student to do some synthesis of the day's content
 - to challenge the student with a question requiring some application of what was learned in the lesson.
- Explain to teachers how Exit Ticket works:
 - In the last 5 -10 minutes of every lesson, you ask your students to complete an exit ticket by presenting a question.
 - After the lesson, you can then look through their answers (which should be quick to read) and organize the tickets into three categories: a) fully understood; b) some understanding; c) have not understood. Through this process, you can identify common areas of misunderstanding and think about how you can address them at the start of the next lesson.

- 3) At the start of the next lesson, you can re-teach any aspects of the lesson that your students' exit tickets show require additional explanation and/ or practice.



FACILITATOR'S TIP

You may use an exit ticket to test if your teachers have understood the information you have just shared about exit tickets. This can help you demonstrate the strategy.

STEP FOUR

CREATE AN ACTION PLAN (20 min)

Incorporating
each - others
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 'Look for Understanding and Respond' strategies:

- Ask teachers to get into their respective groups
- Tell them to reflect on the feedback they received from other teams and add it to self reflection of ART monthly meeting 2.
- After this, ask them to create specific action plan for Monthly ART Meeting 3.

Recognize
Head of
School

- You should have Head of School present for the meeting. In a special way, recognize them for coming to the ART meeting. Also ask them for any constructive feedback for the meeting.
- Remind the groups to debrief their Head of School about key learnings from the ART meetings and quote specific examples of strategies around 'Look for Understanding and Respond'.

STEP FIVE

NEXT STEPS (10 min)

- Thank the teachers for sharing and encourage them to continuously implement different strategies from the different learning improvement cycles that they have completed.
 - Referring to the portfolio ask teachers to clearly state their plan/timeline of Strategies implementation
 - Remember to end the meeting on a high with a group song, energizer or success story!
- Excite them about the connection they have built with children through different strategies in previous LIC and tried different strategies on gauging the students' understanding in this LIC. Remind them how that is going to help them in smoothening the teaching and learning process in coming days.

TDC SELF-REFLECTION

How Am I 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 third step of Learning Improvement Cycle (LIC) which is _____ and further develop the understanding on the theme 'Look for Understanding and Respond'. 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 the potential ART members. 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: Sharing and Evaluation of the classroom strategies implemented across the school system.

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

Considering the theme of this cycle, some suggested points of discussions for the 30 minutes sessions are:

- (1) Objective of questions in Model Test papers:- In subject specific 30 minutes discussions, it might be helpful to engage with Model Test paper. This meeting can be facilitated by the concerned member of ART. Try engaging in 'WHAT is the purpose of asking this question?'
- (2) Discussing ways to engage with topics which are not comprehended well by students during subject specific 30 minutes sessions.
- (3) Discussing Worksheets for assessing understanding of children in various reading levels in school.
- (4) Discussing how to assess understanding of children in various reading levels which could promote an empathetic, healthy, safe and non - judgemental environment. This can focus on areas pertaining to how as a teacher we should communicate within schools.
- (5) Having class specific discussions:- Such discussions can focus on some good practices, challenges, improvement in children performance of particular student. This can give an opportunity to learn from each other regarding what is working and what is not in a particular classroom.
- (6) Discussing tools for improving children's reading levels.
- (7) Discussing and sharing Students' learning profile with teachers of next class (Might be really useful in the month of March).

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: Sharing and Evaluation of the classroom strategies implemented across the school system.

[illegible]

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

YEAR 1 LIC-2 ART MEETING PARTICIPATION SHEET

School code:		ART meeting 1 week/month				
		ART meeting 2 week/month				
		ART meeting 3 week/month				
DDE & Zone:		MT Name:				
Teacher Development Coordinator's Name:						
SR	ART Member Name	Reflection with Teacher (Done/Not Done)	ART MEETING 1	ART MEETING 2	ART MEETING 3	Reason to drop
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: _____

