



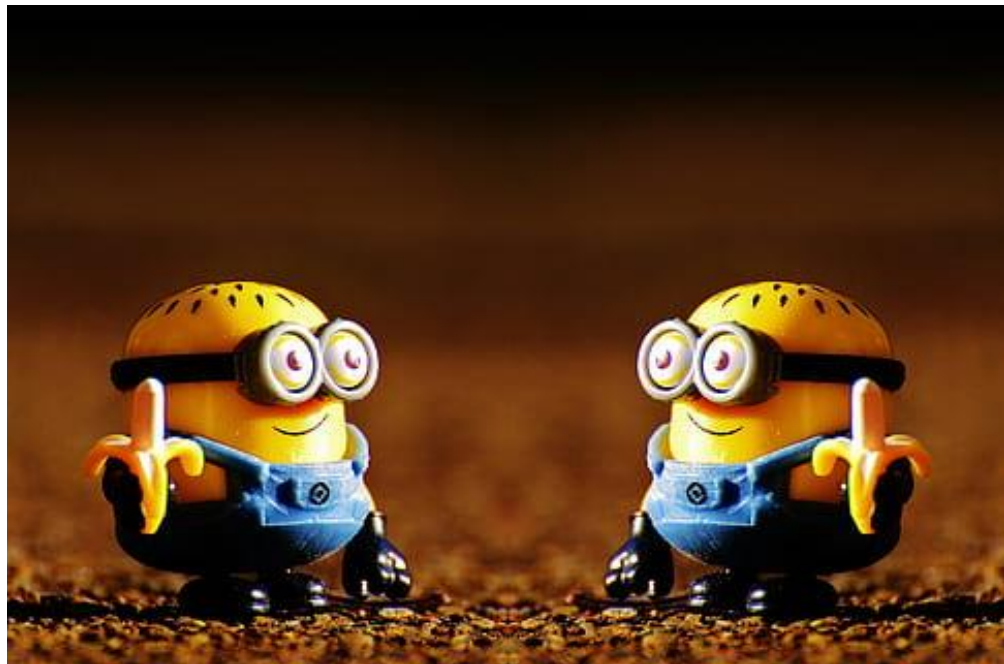
स्वाध्यायान्म प्रमदः

STIR
education

MT CLS

LIC -11
12th August, 2022

ENERGIZER



AGENDA

Day -1

Session 1 - Recap and introduction of LIC - 11 - 30min

Session 2 - Classroom focus Area- 2 hours

Session 3 - ART to Co- ART - 1.5 hour

Session 4 - Peer observation & feedback - 1.5 hour

Agenda - Day 2

Session 1 : Recap of Day 1 - 40 mins

Session 1 : Role Clarity - 3hrs

Session 2 : MT CLS planning - 1.5 hour

ABBREVIATIONS

LIC - Learning Improvement Cycle

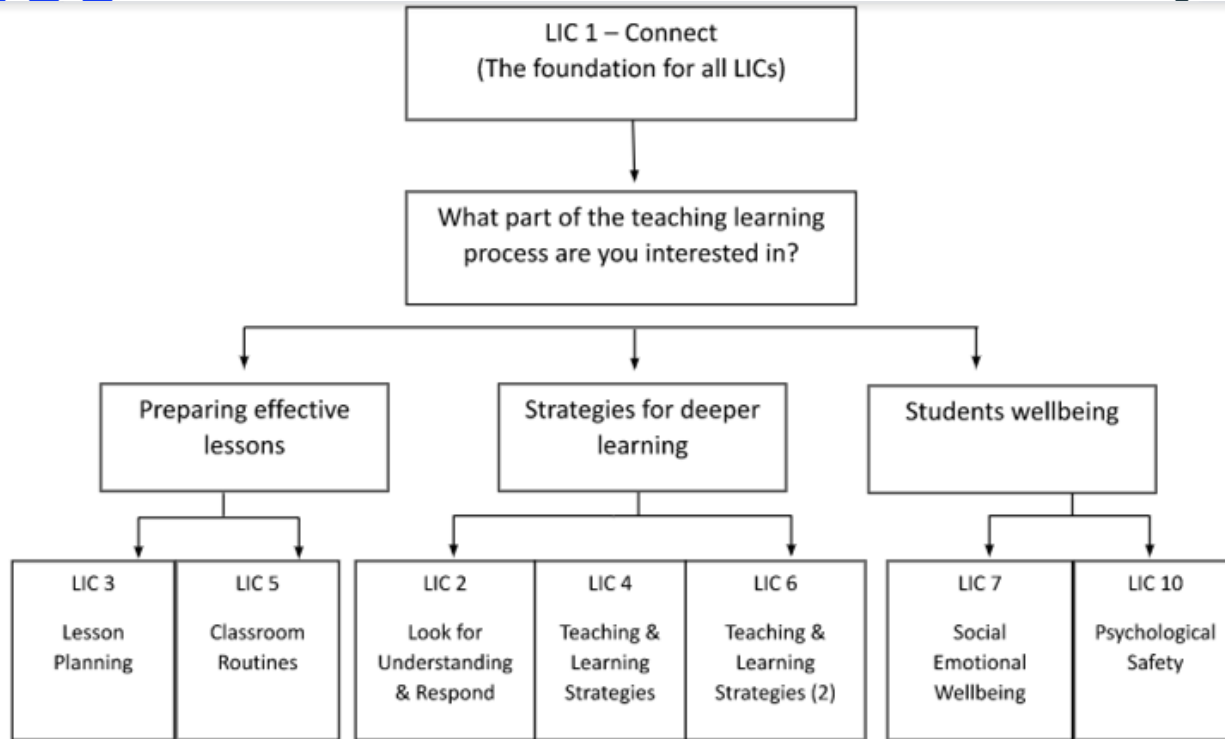
ART - Academic resource team

TDC - Teacher Development Coordinator

RECAP

LIC -1		LIC - 6	
LIC -2		LIC -7	
LIC -3		LIC -8	
LIC -4		LIC - 9	
LIC -5		LIC- 10	

RECAP



All LIC resources can be found on the SCERT website (<http://scert.delhi.gov.in/resources-0>)

What are we doing differently ?

- Introduction of faculty meetings in LIC structure
- Alignment with INSET Module -1
- Support schools through STEP visits

Let's Begin

What are we going to do in LIC -11 ?

1. Building confident learners (three classroom focus areas- safety, engagement and self-esteem)
2. ART to Co-ART communication
3. Strengthening peer learning through observation & Feedback

Session -2

Building confident learners



Theme - Building confident learners

Classroom focus areas*

- ❖ Safety
- ❖ Engagement
- ❖ Self - Esteem



*These focus areas were collaboratively agreed upon in the TDC offsite visit.

TDC Program facilitators, MTs, TDCs and teachers over the years have emphasised that students exhibit the following behaviours when they feel engaged, safe and bear high self esteem in the classroom

Students who feel SAFE

- Feeling a sense of belonging with their peers
- Comfortable making mistakes (knowing it is a part of the learning journey)
- Feel at ease when asked to share their thoughts and opinions

Students who are ENGAGED

- Ask questions about what they are learning
- Willingly participate in classroom activities
- Express their interest in different topics and activities

Students who have high SELF-ESTEEM

- Willingly ask for help when they feel confused/stuck
- Remain engaged even when faced with difficulty (provided the right support by teacher)
- Do not express that they are incapable of learning

LET'S DISCUSS - How TDC program activities supported safety, engagement and self esteem in all its activities ? 5 MINS



Model example - Group Discussion

Divide into 6 groups. Read and discuss the model example, reflective questions and success criteria - 15 mins

Group 1 & 2 - Safety

Group 3 & 4 - Engagement

Group 5 & 6 - Self - Esteem



Presentation

Time - 15 min

Safety - Group 1 will present on Safety Model example and success criteria (4mins)

Group 2 can add or give feedback to Group 1 (1 min)

Engagement - Group 3 will present on Engagement Model example and success criteria (4mins)

Group 4 can add or give feedback to Group 3 (1min)

Self-esteem - Group 5 will present Self-esteem Model example and success criteria (4mins)

Group 6 can add or give feedback to Group 5 (1 min)

Group discussion - 20 mins

Read the ART Meeting structure - 10 min

Discuss what is different in the ART meeting structure - 5min

Reflect on the Questions and discuss in groups - 5 min

Group 1 & 2 - ART meeting 1 - Safety

Group 3 & 4 - ART Meeting 2 -
Engagement

Group 5 & 6 - ART Meeting 3 - Self -
Esteem

1. What specifically would you like to focus on during your ***MT CLS to build understanding of the Mentors*** ?
1. How often have you observed teachers ***making action plan in the ART meeting*** ?
1. How can we ***support MTs*** so that they can encourage and ***strengthen action plan*** during ***ART meetings*** ?

Presentation

Time - 15 min

ART Meeting 1 - Safety - Group 1 will present
Group 2 can add or give feedback to Group 1

Presentation - 4min

Feedback - 1 min

ART Meeting 2 - Engagement - Group 3 will present
Group 4 can add or give feedback to Group 3

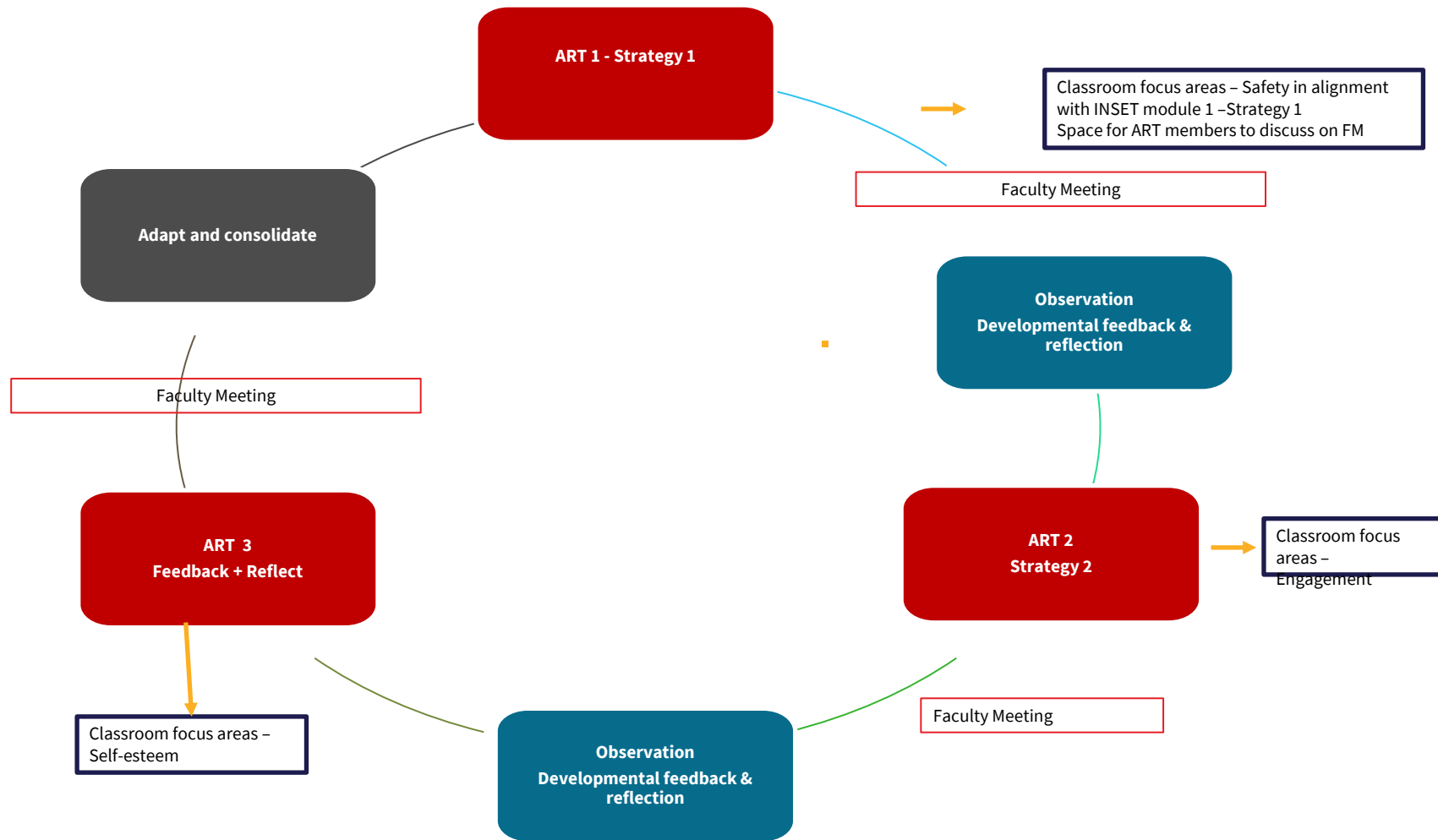
ART Meeting 3 - Self-esteem - Group 5 will present
Group 6 can add or give feedback to Group 5

Lets reflect - 5 mins

What are the main things ART members, TDC and MT should do in the 5-7 days gap between ART -meeting and faculty meeting ?

What are the key things to be done by ART members and Co-ART members between the 2 ART meetings and faculty meetings ?







Session - 3

ART to Co-ART Communication



No Hands

Why do you think ART to Co- ART communication is important ?

ART to Co-ART Communication:

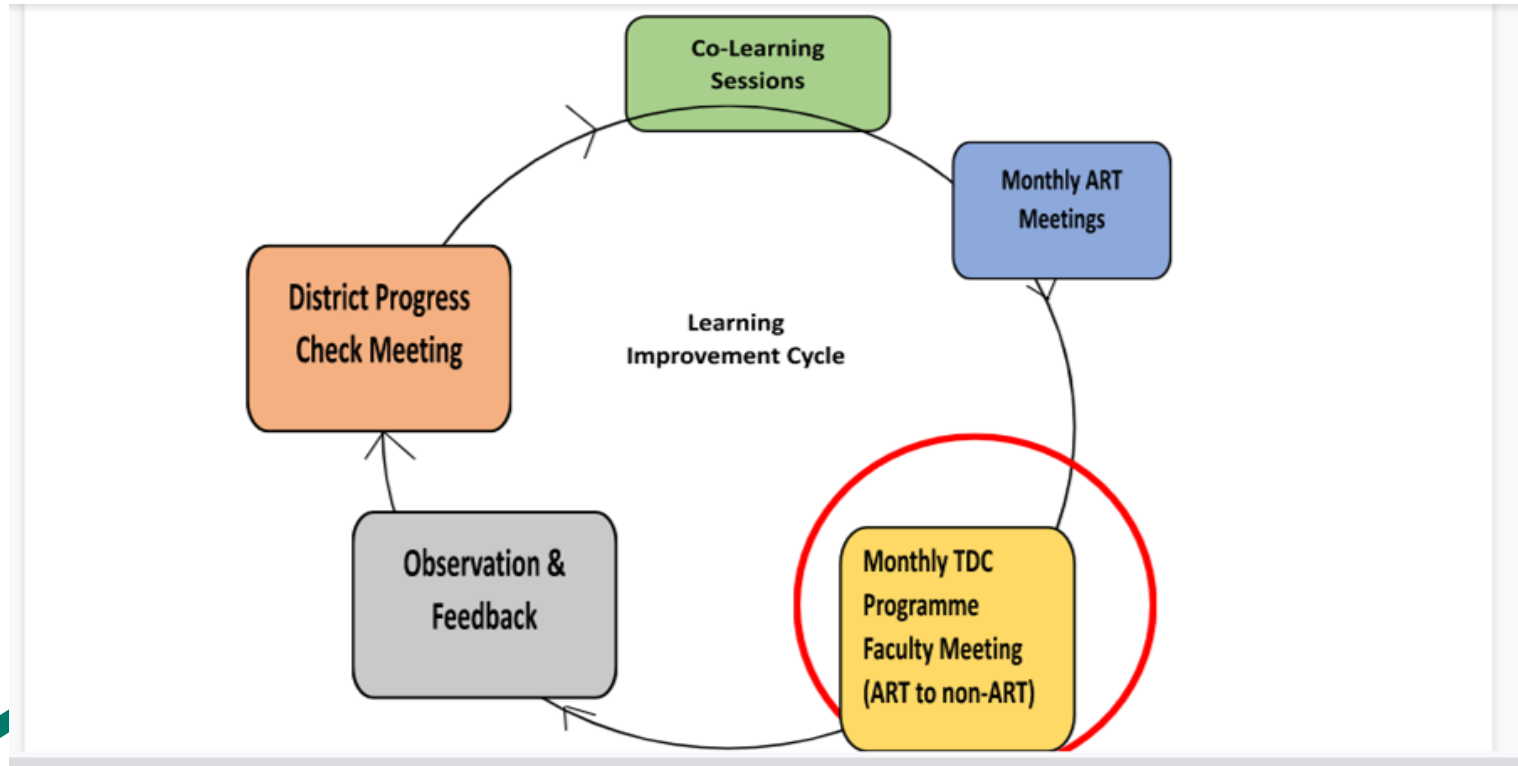
The purpose of the TDC Programme is to help create a culture of peer learning and continuous professional growth so as to create an enriching and motivating environment for teachers.

However, this purpose cannot be met without including ALL teachers in a school.

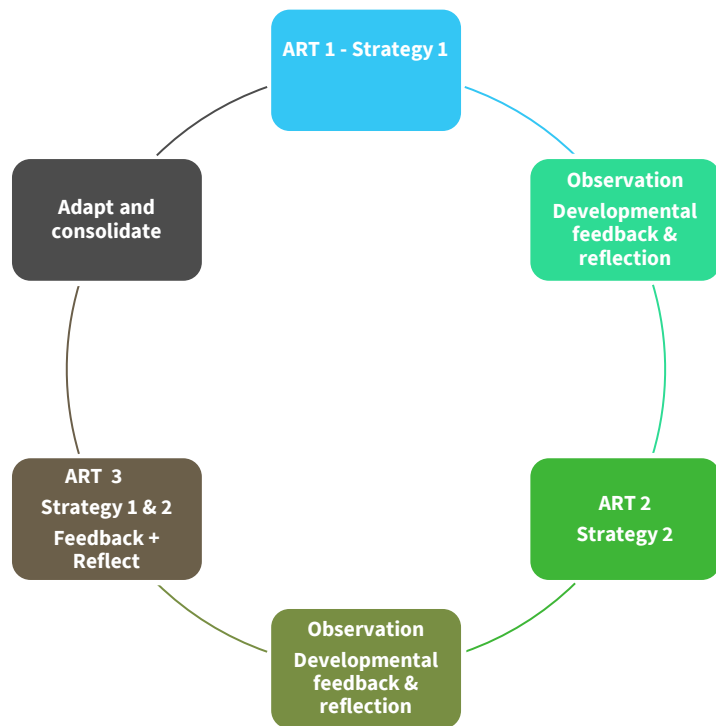
Sharing

1. What is the flow of LIC structure?
2. What are the existing forums for ART to Co-ART communication ?
3. What are the challenges in ART to Co-ART communication ?

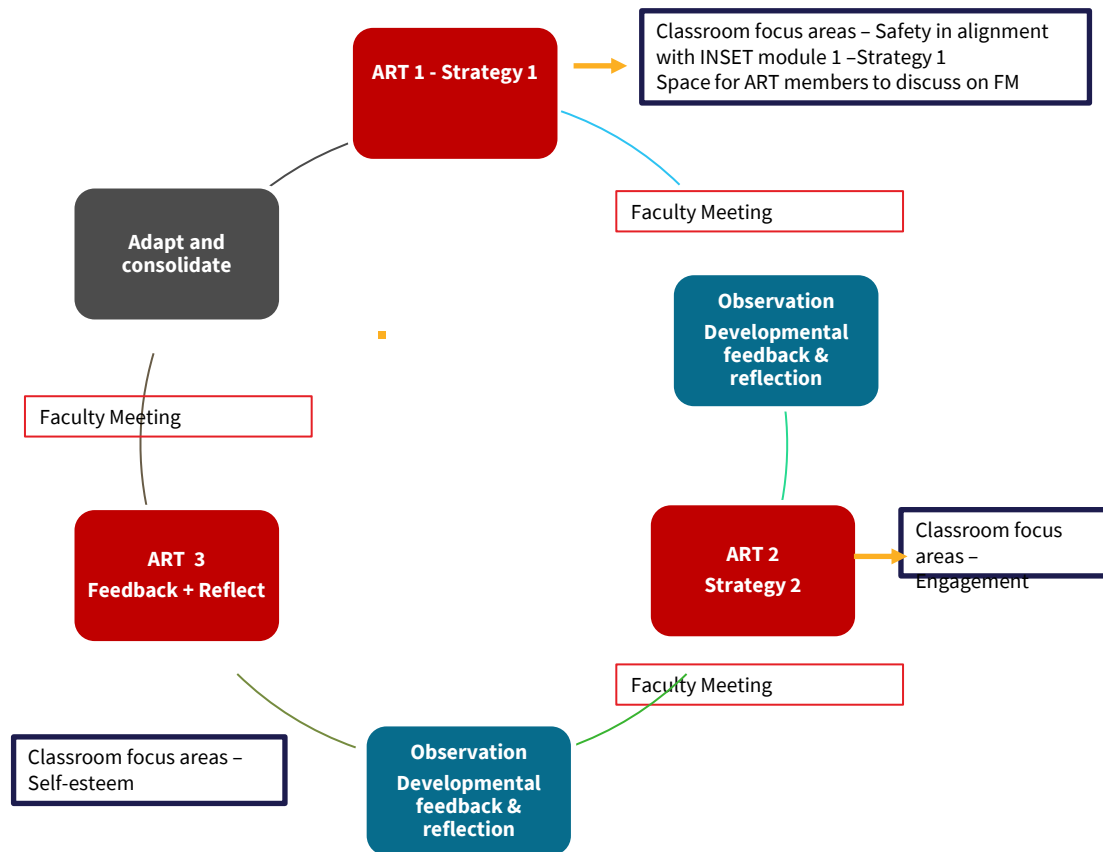
ART to non-ART member communication to be an integral part of the LIC (Learning Improvement cycle):



PRESENT LIC CYLCE WITH FOCUS ON ART MEETINGS



REVISED LIC CYCLE WITH FOCUS ON ART MEETING STRUCTURE



Faculty Meeting Template

(to be filled by
ART member)

Planning steps	What will you do ?
Step 1 : Introduction to the LIC theme & ART meeting focus, Rationale for why it is important.	
Step 2: Success Criteria for LIC focus area (Safety)	
Step 3: Action planning to incorporate Success criteria	
Step 4 : Commitment for peer observation and feedback .	

Group Discussion - 5 mins

How can each of us strengthen faculty meetings? - 15mins

- TDC facilitators - Group 1
- MTs - Group 2
- TDCs - Group 3
- ART members - Group 4

How can we strengthen faculty meetings?

TDC Facilitators

- Use DPCMs to regularly get updates on the status of LIC Faculty meetings in schools
- Facilitate exchange of best practices linked to LIC Faculty meetings through Mentor Teachers
- Support skill development of MTs to enable them to support LIC Faculty meetings through DPCMs and coaching
- Observe quality of LIC Faculty meetings during STEP visits

Mentor Teachers

- Use school visits to get updates in the status of LIC faculty meetings in mentee schools
- Collect best practices linked to LIC Faculty meetings and facilitate exchange between TDCs
- Support skill development of TDCs to enable them to support LIC Faculty meetings, through observation based coaching and developmental

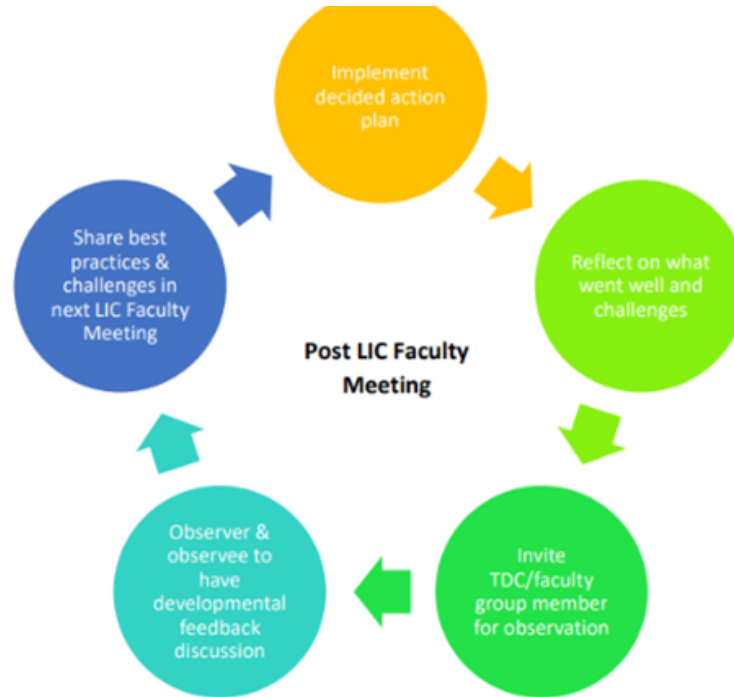
TDCs

- Support skill development of ART members to enable them to run LIC Faculty meetings
- Regularly observe LIC faculty meetings to keep a check on quality
- Collect best practices linked to LIC Faculty meetings and facilitate exchange between ART members
- Use ART meetings to reflect on what support ART members require to run LIC Faculty

ART Members

- Regularly observe LIC faculty meetings facilitated by other ART members to learn from each other
- Collect best practices linked to LIC Faculty meetings and use in their own facilitation
- Encourage non-ART members to engage in reflection
- Promote a culture of peer learning between non-ART members
- Promote a culture of appreciation and

Role of Non ART members



Large Group Discussion

Any best practices or bright spots depicting ART to Co-ART Communication ?

How can you support MTs to strengthen ART to Co- ART communication ?



SESSION -4

PEER OBSERVATION & FEEDBACK



Context Building

Share research on Peer observation - refer to handout



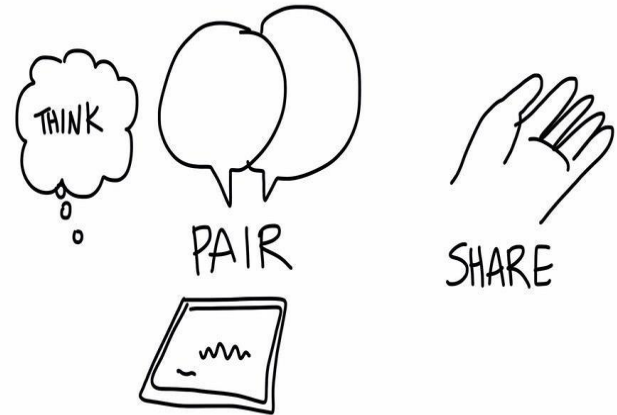
Page 5- handbook

Peer Observation

In your career so far, have peer observations helped you increase your mastery? How so?

When do you think peer observation does not work ?

What should be the approach of the person receiving the feedback ?



When Peer Observation Does Not Work

Infrequent Observations	Observations that happen once in a few months rarely lead to improvement because it is hard to track changes and areas of improvement. It is ideal to have weekly or bi-weekly observations.
Too Much Feedback	Giving teachers too many things to focus on through feedback often backfires. It is overwhelming and can lead to no change taking place at all.
Too Little Feedback	While feedback discussions should encourage reflection and problem solving by the teacher being observed, in case there is a problem the teacher does not know how to solve – the observer should help connect them to someone who may provide guidance
Ineffective Follow Up	Giving feedback without helping the teacher practice what this might look like; not having a follow up observation to support in the implementation of feedback

Key considerations to be kept in mind while receiving feedback.

- 1. Poise** - Do active listening and take time to process the feedback.
- 2. Be neutral** - Neither agree nor disagree. Spend some time on reflecting on the feedback
- 3. Ask reflective questions** - Feedback receivers can ask questions for more clarity on the feedback and develop an action plan for improvement.



*Remember – this model also depicts the ideal process of classroom observations between a teachers and a DIET Faculty/TDC/MT.

Observation process

Read and share on each step of the observation process

Before, During and After observation

Large group discussion

- ❖ What are the key points that you want to communicate in the MT CLS ?

School readiness check during STEP visit -20 mins

1. What structures are already in place that could support peer observations? For example, TDCs running observations, setting timetables every week etc ?
2. What are some structures /processes/conditions that are preventing peer observations from taking place ? What can be done about these ?
3. As a DIET Faculty, what can you do to help promote effective implementation of peer observations in these schools? What needs to change?

Refer to the handout



thank
you

