



LIC 13

EFFECTIVE PLANNING AND FACILITATION

Mentor Teacher Handbook
July 2023



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ABOUT THE TDC PROGRAMME

The **Teacher Development Coordinator (TDC) program**, introduced in **2017** by the State Council of Educational Research and Training (SCERT), is an extension of the flagship Mentor Teacher Program. The program aims to establish a collaborative network of teachers in all Directorate of Education (DoE) schools. The primary focus is on professional development through various platforms, fostering a co-learning environment, and facilitating the journey of professional growth for all teachers.

As part of this initiative, one intrinsically motivated teacher volunteers to become a TDC and is deployed in all government schools under the DoE. The TDC plays a crucial role in providing specific academic support to teachers and encouraging peer learning and collaboration among them.

Currently, the TDC program has successfully covered all **13 districts in Delhi**, reaching **1058** schools. The District Institute of Education and Training (DIET) acts as the academic lead, providing comprehensive support to the program. 10 DIETs with 40 facilitators, including DIET Principals, DIET Lecturers, and District Coordinators, play a central role in the facilitation and operation of the program.

The TDC Program aims to achieve the following outcomes:

- 1. Engaging Students:** Ensuring every child is engaged, feels safe, loves to learn, trusts and values teachers, and thinks critically. The program focuses on making classroom practices more engaging and supportive of student learning.
- 2. Empowering Teachers:** Encouraging teachers to love teaching and intentionally improve their classroom practices. This includes enhancing teaching methods to be more engaging and effective for student understanding.
- 3. Supporting Officials:** Prioritising the support of teachers among local and ministry officials, using data and insights to continually improve teacher motivation through peer learning.

THE CHANGE WE HAVE SEEN:¹

By 2022, in 100% of district review meetings, about half or most of all district officials and mentor teachers exhibited behaviours indicating they create safe learning environments and cultures of improvement. They have successfully role-modelled these behaviours at school level.

¹ Internal Data

In most activities, about half of district officials and mentor teachers felt comfortable asking 'how' and 'why' questions during activities, demonstrating curiosity and critical thinking. They engaged in peer collaboration and sought facilitator support.

In 93% of teacher network meetings, about half or more Teacher Coordinators successfully demonstrated behaviours indicating they create safe learning environments and cultures of improvement for teachers.

As of 2022 regular routines are developed for feedback post all facilitation activities and classroom observations. Quality of feedback to teachers has also improved.

Creating communities of practice through teacher network meetings at school level has significantly and positively impacted teacher's approach to classroom engagement and overall school involvement. Peer collaboration takes place in 85% of these meetings, a practice that has been role-modelled by mentor teachers and teacher coordinators.

73% of teachers indicated they frequently adapted their teaching style and classroom environment to students' needs and challenges. Teachers said they used lesson plans frequently and focused on teaching through practice and demonstration over rote-learning.

LIC 13: EFFECTIVE PLANNING AND FACILITATION

INTRODUCTION

Welcome to LIC 13²! Hope you all had a reflective and collaborative LIC 12 run. We are excited to be back in this space of co-learning sessions, ART and Co-ART meetings and DPCMs. Let us begin by congratulating all of you on the successful implementation of **Mission Buniyaad** in your schools.

As an educator, skills of planning and facilitation are crucial for creating an effective and enabling learning environment. You all are constantly involved in planning and facilitating to make classrooms and sessions more enjoyable, focused and effective. In LIC 13, we will discuss in detail **Planning and Facilitation skills** with a specific focus on **Time Management** and **Engaging all Participants**. The ART and Co-ART meetings will provide space for building upon your existing experiences and knowledge on these topics so that you can collectively strengthen these two skills in collaboration with your peers.

You will also be able to strengthen facilitation skills by engaging in **Brighter Mind Activities** which ensures an enabling and thriving learning environment by focusing on social, emotional, physical and spiritual well being of students. In the meetings you will have the time and space to experience some of these activities and discuss how these activities can be meaningfully integrated into your classroom routines.

At the end of this LIC, you will be able to

- **Plan** to manage your time effectively
- **Utilise innovative facilitation techniques** for facilitating group discussions and collaborative activities while effectively managing time and involving all participants

² In this LIC, the following design level changes were made based on the feedback received from all districts: reduction of content to be covered in ART meetings, multimodal content presentation (videos, text and diagrams), simple language, recapitulation of previous LIC included as a static piece, guidelines to support Co-ART meeting facilitation.

- Discuss and **Reflect** with your peers on how to **plan** effectively to integrate **Brighter Minds** activities in your classroom routines.

PLANNING AND FACILITATION

A. TIME MANAGEMENT

What do you think is most important for effective facilitation and successful planning of a classroom or a session?

What will ensure that you are able to cover everything effectively?

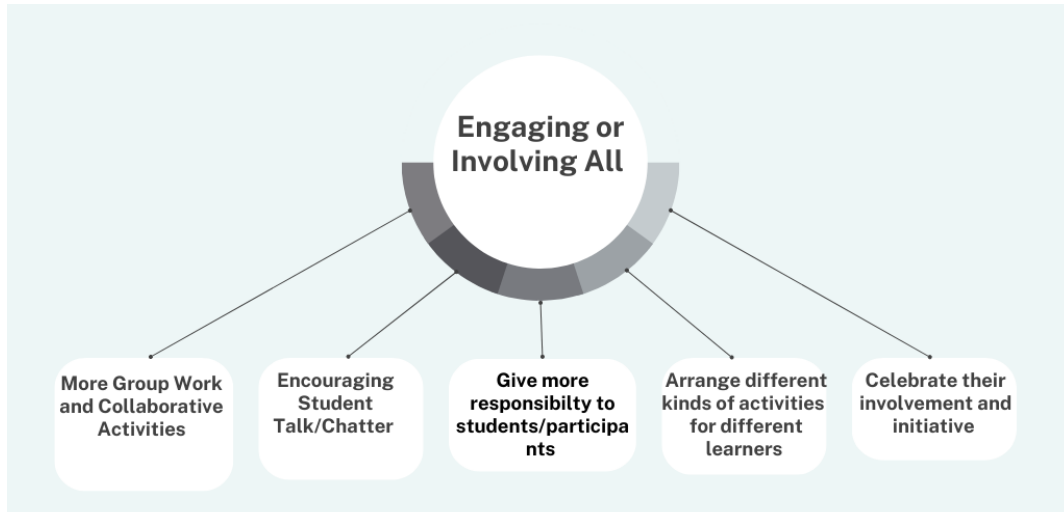


Yes! Time Management. Time Management is a crucial subskill for both Planning and Facilitation skills. It is important to manage time effectively and be able to cover the objectives planned.

In order to manage time effectively, it is important to think about *Time Management while planning* a session and also while *delivering/facilitating* the same. We will be covering this section in the ART and Co-ART meetings.

B. ENGAGING ALL PARTICIPANTS


Another crucial subskill for planning and facilitation is to keep *engaging all learners or participants in a session*. A well facilitated session is the one where everyone is involved and is a part of the process. How can you facilitate a classroom session, where everyone is involved? Let us take a look.



ART AND Co-ART MEETING STRUCTURE

1. The ART meeting has included certain activities from the Brighter Mind programme and later in the third ART meeting provided space for planning for integrating the Brighter Mind content in the classroom. If the pendrive/content related to Brighter Minds is available in some schools, please encourage TDCs to make use of that during the ART meetings.
2. Encourage TDCs and ART members to create space for asking questions by maintaining a question bank or an FAQ document. This will help create a culture of asking questions
3. In case Brighter Mind Pendrive is not available in your school, you can take this up once it gets available in your school.

ART MEETING 1: STRATEGIES FOR TIME MANAGEMENT

Agenda	Flow of the ART meeting	Time
Welcome & Energiser	<ol style="list-style-type: none"> 1. Let us begin the session with a circle time. All the members can hold each other's hand and start by positive affirmations like - <i>I am making a difference in the lives of the students</i> <i>My work makes me happy</i> 2. Share the agenda of the meeting with participants <p>Source: Brighter Minds Programme.</p>	5 minutes
Introduction (Inspire)	<ol style="list-style-type: none"> 1. Ask the teachers to watch the given video before the network meeting.  https://youtu.be/78IUbHXCHLo Source: Voomply 2. In the meeting, conduct a whole group discussion on the following topics- <ol style="list-style-type: none"> a. What did you learn from the video about Time Management that you didn't know before? b. What are the distractions/interruptions you face while taking a classroom session? How do you tackle them? 3. TDC/ART member facilitating the meeting can then draw attention to the key points that this video is summarising <ol style="list-style-type: none"> a. Prioritisation b. Setting Goals c. Monitor how we spend our time d. Focus on Important and not always urgent activities 4. TDC/ART members facilitating the meeting can give the last 5 minutes towards the end to ask questions to each other. Ask one question to 	20 minutes

	<p>motivate others to ask questions.</p> <p>Tips to effectively manage time during discussions in the meeting and involving everyone</p> <ul style="list-style-type: none"> • Share the time allocated for whole group discussion • Take a few pointers from the group and encourage members to not repeat but add if there are any new points. • You could also alternatively, display a chart paper/create a padlet, where everyone writes their responses in 5 minutes and in another 5 minutes the members read each other's responses. 	
Brain Exercises	<p>Let us take a break and do some fun brain exercises Introduced by Brighter Minds</p> <p>Source: Brighter Minds Programme.</p>	5 minutes
Strategies to manage Time Effectively? (Model & Contextualise)	<p>Let us see what time management strategies Alka and Indu are discussing.</p> <p>Alka is a Mathematics teacher in her school. She is a class teacher and also responsible for certain charges in her school. She is often overwhelmed and worried about not being able to complete all her tasks in time. She shared her problem with one of her colleagues Indu who is also a class teacher and handles many other charges in the school. Indu was delighted to share her experiences with Alka.</p> <p>In their reflective conversation, Indu shared examples of how she made a list of essential tasks to be accomplished, enabling her to stay focused. Furthermore, Indu shared examples of how she sets goals to guide her classroom and track her progress.</p> <p>Indu and Alka collaboratively created daily, weekly, and monthly plans for their classrooms. Indu shared her own schedules as examples and highlighted the importance of allocating specific time slots for each task. Both of them further discussed how lesson planning can help in avoiding any chaotic situation. Also, they both made a list of interruptions in any lesson like transitions, unexpected announcements, classroom management issues, and discussed ways to minimise their effect.</p> <p>Alka observed a few lessons conducted by Indu and noted how she ensured the role of students in all classroom activities. She shared the timing of any group/individual activity with them in advance and was open to increase and decrease based on their needs. Alka tried the same with her students and saw a sense of responsibility and ownership among the learners to respect and manage time.</p> <p>As Alka started collaborating with Indu on devising effective time management</p>	20 minutes

strategies, she started seeing a positive change in the way she was able to manage time in her classroom sessions.

Reflective Question

- List down the time management strategies used by Alka and Indu. How did they help them?
- What questions come to your mind after reading this model example?

Closing:

Suggest your TDCs to share this table with the ART and Co-ART members to summarise the discussion post the case study.

While Planning	While facilitating a classroom session /meeting
Prioritise your tasks	Make time management a collective responsibility . Share the timings and schedules with students /participants
Set clear achievable goals	Keep a track of time while facilitating .Make visuals or certain auditory signals for creatively reminding everyone of time. For example a soft tune to remind everyone
Plan your day, week and month and assign a timeline	Have energisers that counter fatigue and low productivity
Identify Interruptions & Time wasters and plan to reduce them	Be flexible always keep buffer time


Table 1: Time Management Strategies while planning and facilitating.

Action plan

(Contextualise, Practice & Adapt)



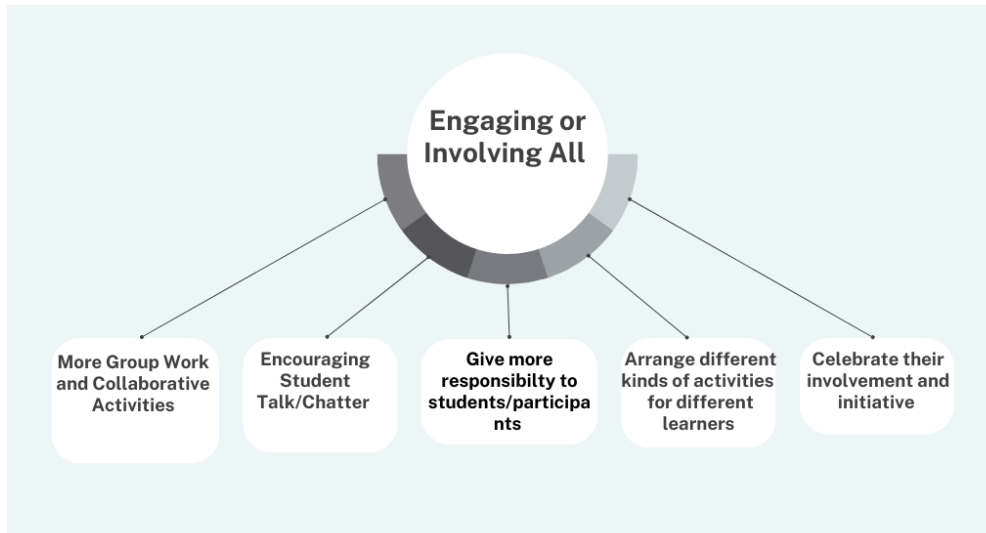
- Step 1: Divide the members in groups
- Step 2: Each member will look at the time management strategy given in the table and think about strategies they would like to pick from here for managing time in their classroom sessions. Ask the group members to share examples of the strategy they pick? How will they do this ?
- Step 3: Share and Give Feedback to each other . You can adapt your plan based on feedback received.


20 minutes

	<p>This video on effective action planning can help you create a successful action plan</p>  <p>https://drive.google.com/file/d/14Cc3zZAmtvH9Qh-8vCkmdinkVWzhma_/view?usp=sharing</p> <p>Tip: To effectively manage time and involving all members during group activity in the meeting</p> <ul style="list-style-type: none"> • Communicate clearly the time available for the given task and share what needs to be done in groups. • Encourage members to divide work and assign roles to every member of the group • Set the timer and be vigilant . Keep reminding the members about time. Each group can assign a timekeeper to make it a collective responsibility. • Encourage members to keep five minutes to review their discussion and plan their presentation to the larger group • Be flexible 	
Diary Writing	<p>The brighter mind programme usually encourages Diary writing & Reflection. Let us spend some time before the teachers disperse to write the reflections from today's meeting in their personal notebooks/diary. You can write feelings, observations and reflections.</p> <p>Source: Brighter Minds Programme.</p>	5-10 minutes

ART MEETING 2 : ENGAGING ALL & PREFERRED ACTIVITY TIME (PAT)

Agenda	Flow of the ART meeting	Time
Circle Time	<ol style="list-style-type: none"> 1. Let us begin the session coming together in a circle. Hold each other's hand and form a circle. The circle time can begin with a heartfulness relaxation exercise followed by sharing your feelings with each other in one word/phrase . 2. Share the agenda of the meeting today <p>Source: Brighter Minds Programme.</p>	10 minutes

<p>Recap</p>	<p>Guiding Questions</p> <ul style="list-style-type: none"> What were your learnings and challenges post the implementation of your ART Meeting 1 action plan on time management strategy? Please share specific details. What feedback did you receive from your peer group or TDC after they observed your classroom? Any questions that you may want to pose to the group post ART meeting 1 implementation? 	<p>15 minutes</p>
<p>Inspire</p>	<p>Ask the teachers to watch this video <u>before the ART/Co-ART meeting</u></p> <div data-bbox="360 745 493 878">  </div> <p>https://youtu.be/Qm2hp-hNEI4 : English</p> <div data-bbox="1062 824 1195 956">  </div> <p>https://youtu.be/VSID7T2evls : Hindi</p> <p>Source: TESS India</p> <p>Whole Group Discussion : Reflective Questions</p> <ol style="list-style-type: none"> Were the strategies and procedures the teacher used in the video effective for ensuring the involvement of all the students of her class? How would you manage your class to make it more interactive and ensure maximum participation of the students? Discuss with each other. Think of a new habit or routine you would create to improve involvement of participants in ART and Co-ART meetings. <p>Closing</p> <p>You can summarise the discussion using the following diagram and talk about how by involving all students/participants. Discuss about providing space to share reflections and also asking questions.</p> <div data-bbox="331 1458 1319 1989">  </div>	<p>15 minutes</p>

Rhythmic Breathing Exercises	<p>Let us engage in some rhythmic breathing exercises. You can access the exercises using the pen drive by Brighter Minds in your school.</p> <p>Source: Brighter Minds Programme.</p>	5-10 minutes
<p><i>How can you engage all & manage time effectively (Model Example & Contextualise)</i></p>	<p>Let us look at a strategy where they you can involve all students and also try and instil a culture of effective time management</p> <p>What is Preferred Activity Time (PAT) ?</p> <p>Preferred Activity Time was introduced by Fred Jones in his book <i>Tools for Teaching</i>. In order to effectively manage time with students, it is important that students are made responsible for following, respecting and managing time. Preferred Activity Time is one such strategy, Here some time is set aside at the end of the day/end of the week/end of the month (whatever is convenient) where students can engage in fun activities of their choice. It acts as a motivation for students to manage time effectively and minimise distractions. Preferred Activity Time (PAT) helps students feel responsible for their time management related decisions and thus increasing their confidence and self-esteem.</p> <p>PAT will also encourage students to engage effectively as they focus on completing the tasks in time to earn PAT reward. PAT will create a safe and inclusive space where students' choices are valued.</p> <p>Success Criteria for implementing PAT</p> <div data-bbox="399 1283 1305 1767" style="border: 1px solid black; padding: 10px;"> <p>Fun : Students should enjoy taking part in the learning activities</p> <p>Variety of Activities : Have a variety of activities that students can choose from. It should cater to different learning styles and needs.</p> <p>Easy to understand: Activities arranged for PAT must be easy to understand so that students can take lead in participating in the activity. This would ensure not much time is lost in explaining the activity to all students.</p> <p>Routine: PAT to be effective should become a part of students' time table or routine so that they look forward to it.</p> </div> <p>Source:</p> <div data-bbox="349 1870 494 2016">  </div> <p>https://acallusedpalm.weebly.com/preferred-activity-time.html#:~:text=Preferred%20Activity%20Time%20(PAT)%2C,work%2C%20to%20do%20more%20work</p>	25 minute

Model Example


Mr. Arif teaches English to Grade 9 students in an afternoon shift school. He noticed that his students were struggling to manage time effectively which was causing delays and unnecessary stress and rush in his classroom. Determined to resolve this issue, Mr. Arif came across the **Preferred Activity Time (PAT) strategy**. He decided to allot one period in every 15 days for PAT where students can engage in fun educational activities of their choice. Mr. Arif created a list of activities related to English subjects in collaboration with the students: Vocabulary Games, Story Writing Corner, Pictionary, Book Reading, Scrabble, Music and Dance etc. Sometimes he plans a collective activity for PAT time. Example he divides the class into 5-6 groups of equal size to create a story. One student of each group begins by writing a story for one minute on a topic of his or her choice. When the time is up, the teacher says, "Stop!" Each story is passed to another member in the group who reads and continues the story until "Stop" is called. He repeats the process until stories pass through the entire group.

To ensure that students effectively respect time and make efforts to manage it, he clearly communicated that PAT time would be dependent on how effectively time was managed in other periods. This meant finishing assignments before time, taking minimum time during transitions like coming back to the class quickly from the library or PT period, settling down quickly and actively participating in classroom activities. This would increase or decrease the PAT time accordingly. The impact of introducing PAT had a positive effect on his students as he saw them slowly taking responsibility to do things on time and supported Mr. Arif to conduct his lessons smoothly. In group activities he saw students keeping track of time and negotiating with each other so that time is maintained.


Mr. Arif shared his strategy with her peers using social media. Inspired by Mr. Arif's PAT strategy, teachers started implementing PAT in their respective subjects and adapted it in their own unique ways. For example, Ms. Malini, a science teacher, was struggling with decreased engagement of girls in science subjects. She observed that girls were not very proactive or engaged in science sessions.. Ms. Malini, utilised the PAT and encouraged all students, specifically female students to engage in hands-on science activities and collaborative learning to stimulate their interest in science.

Reflective Questions

1. How did Mr. Arif use PAT to create a culture of effective time management in his classroom?

	<p>2. How did PAT help attain safety, engagement and self-esteem in the classroom? Discuss</p> <p>Tips to conduct model example reading and reflection activity to manage time and involving all</p> <ol style="list-style-type: none"> 1. Divide the members into four groups. Two groups can respond to Q1 and other two groups to Q2 2. Each group presents and is prompted to not repeat pointers already covered 3. In case there is limited time. group members write their responses on a piece of paper/padlet after discussion and share the paper with the facilitator exactly after 5 minutes. Facilitator can summarise the points 	
Dance	<p>Let us now do 'chicken dance' to feel energised and happy for our next activity</p>  <p>https://www.youtube.com/watch?v=WZJA1kmT3Rg Source: Brighter Minds Programme.</p>	3-4 minutes
Action Plan	<ul style="list-style-type: none"> • In groups ART members will plan Preferred Activity Time <ul style="list-style-type: none"> ○ Make a list of activities in your subject that you would like to do in the Preferred Activity Time. ○ How often will you organise PAT and why? (monthly/fortnightly/weekly) ○ Share the Plan with each other and seek feedback on the same (Keep in mind the success criteria of PAT) • Individually make an action plan of how you will take the content discussed in ART meeting 2 to Co-ART meeting. <p>Note: The list of activities for students to choose from can include sequential activities from Brighter Mind. Ask the members to write down some activities that children enjoy doing in their classes and outside their classes so that they can become part of the PAT strategy.</p>	20 minutes
Diary Writing/Reflections	<p>Let us spend some time before the teachers disperse to write the reflections from today's meeting in their personal notebooks/diary. You can write feelings, observations and reflections.</p> <p>Source: Brighter Minds Program</p>	5-10 minutes

ART MEETING 3: REVIEW AND CONSOLIDATION

Agenda	Flow of the ART meeting	Time
Circle Time	Let us begin our session with a circle time by holding hands together and doing a relaxation exercise Source: Brighter Minds Program	10 minutes
Reflections on ART 1 & ART 2	Reflection on ART 1 & ART 2 → What are your key takeaways that you will continue to implement in your classroom from LIC 13? → What are the challenges you still foresee? How can we resolve those challenges ?	20 minutes
Action Plan	Based on everyone's sharing , individual's will create an action plan for themselves in their diaries for the next LIC.	10 minutes
Dance	Let us now do 'chicken dance' to feel energised and happy for our next activity  https://www.youtube.com/watch?v=WZJAkmT3Rg Source: Brighter Minds Programme.	3-4 minutes
Organising Co-ART meetings	Whole Group Discussion → How are the Co-ART meetings being conducted ? → What are the key challenges and successes in organising Co-ART meetings → How can we collectively resolve the challenges ?	20 minutes
Rhythmic Breathing Exercises	The teachers can engage in rhythmic breathing exercises (<i>Brighter Mind</i>)	3-4 minutes

Reflections on how you will integrate Brighter Minds content in your classrooms

- Talk to the teachers about the following **Brighter Mind activities** (*given in the table*) we did in the ART meeting and encourage teachers to get in groups to discuss reflections from each activity and action plan on how they can integrate it in their own classrooms.
- Each group can be given one activity each from the list
- To know how the activities need to be sequentially done ,please read the Brighter Mind approach document [here](#).You can refer to the appendix in this document for the sequence and list of activities .

Activity	Reflections	Action Plan for integrating it in our classrooms
Circle Time		
Brain Exercises		
Dance		
Rhythmic Breathing Exercises		
Diary Writing		

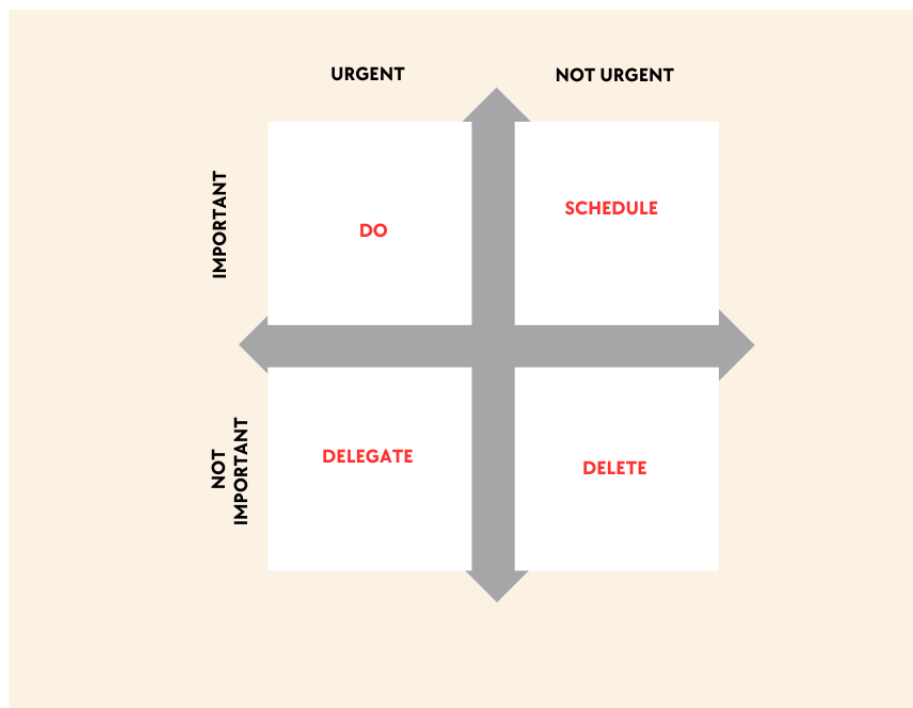
20 minutes

REFLECTION

A. TASK PRIORITISATION

As mentors we are often engaged in multiple tasks with multiple stakeholders. But how do you prioritise these tasks? Let us try and use a **Priority Matrix** for managing tasks and time. Try filling this Eisenhower matrix and prioritise your tasks accordingly.

After using the Eisenhower matrix, reflect how this matrix can help you manage time. Share this with your peers and TDC facilitators.



B. KEEPING A TRACK OF YOUR TO-DO LIST : TIME BLOCKING

i) Have you ever faced a situation where your day is so occupied that you tend to lose track of tasks that you had planned for the day. Have you tried using the Google Calendar for scheduling your tasks and blocking time for the tasks in a day? **It sends automatic reminders!!** Let us take a look at the video to know more about **time blocking** in the google calendar



<https://www.youtube.com/watch?v=pnhB2uJtOFs>

C. How will I support my TDC ?

In LIC 13 ART meeting 1 we have discussed various strategies that can help teachers manage time effectively and provide space in their meetings and classrooms to engage participants and students.. As mentors it is important to support your TDCs in managing time and creating engaging classrooms and meetings. Use the following prompts template to help strengthen the skill of Time management in the TDCs

Questions /Prompts	My Plan / Remarks
Time Management	
How will you share best practices of time management being used by teachers or TDCs in other schools ?	
Engaging All Participants	
How will you encourage TDCs to think about engaging all students in the classroom?	
How can you support TDCs in designing and facilitating engaging meetings?	

D. End LIC reflection

Please take these reflections to the DPCM and discuss with your TDC Facilitators and other mentors.

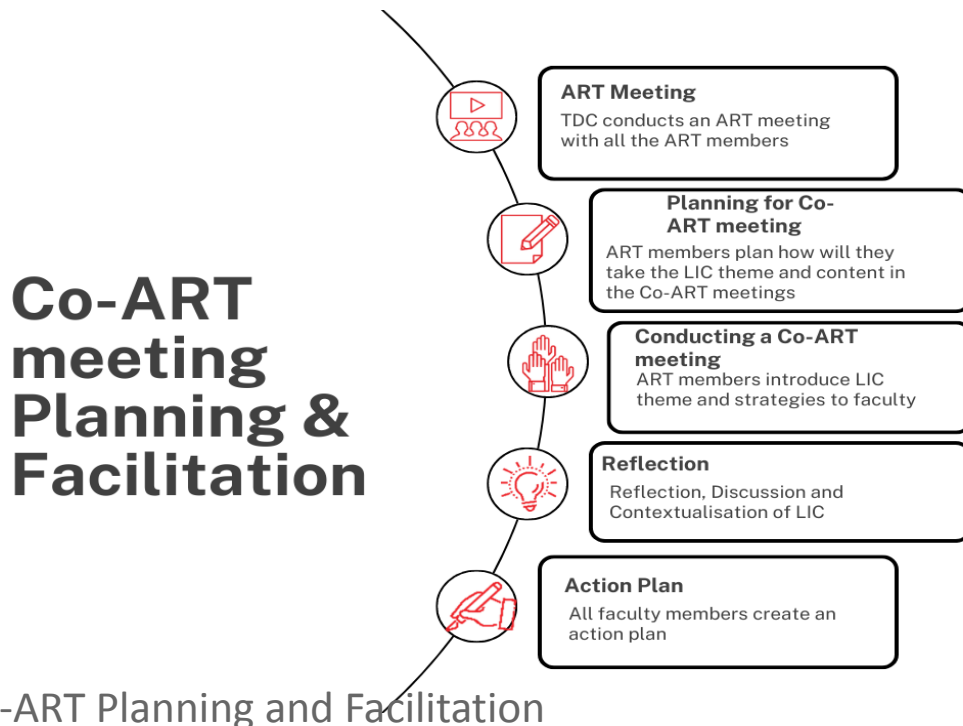
Based on all the activities you have participated in this LIC , what went well and what could have been improved?? Please elaborate with examples

How did you support the schools to effectively organise and conduct Co-ART meetings ? What will you do to strengthen the process further?

How can you support the school to effectively integrate the Brighter Mind activities in their classrooms?

ANNEXURE 1: Co-ART MEETING FACILITATION

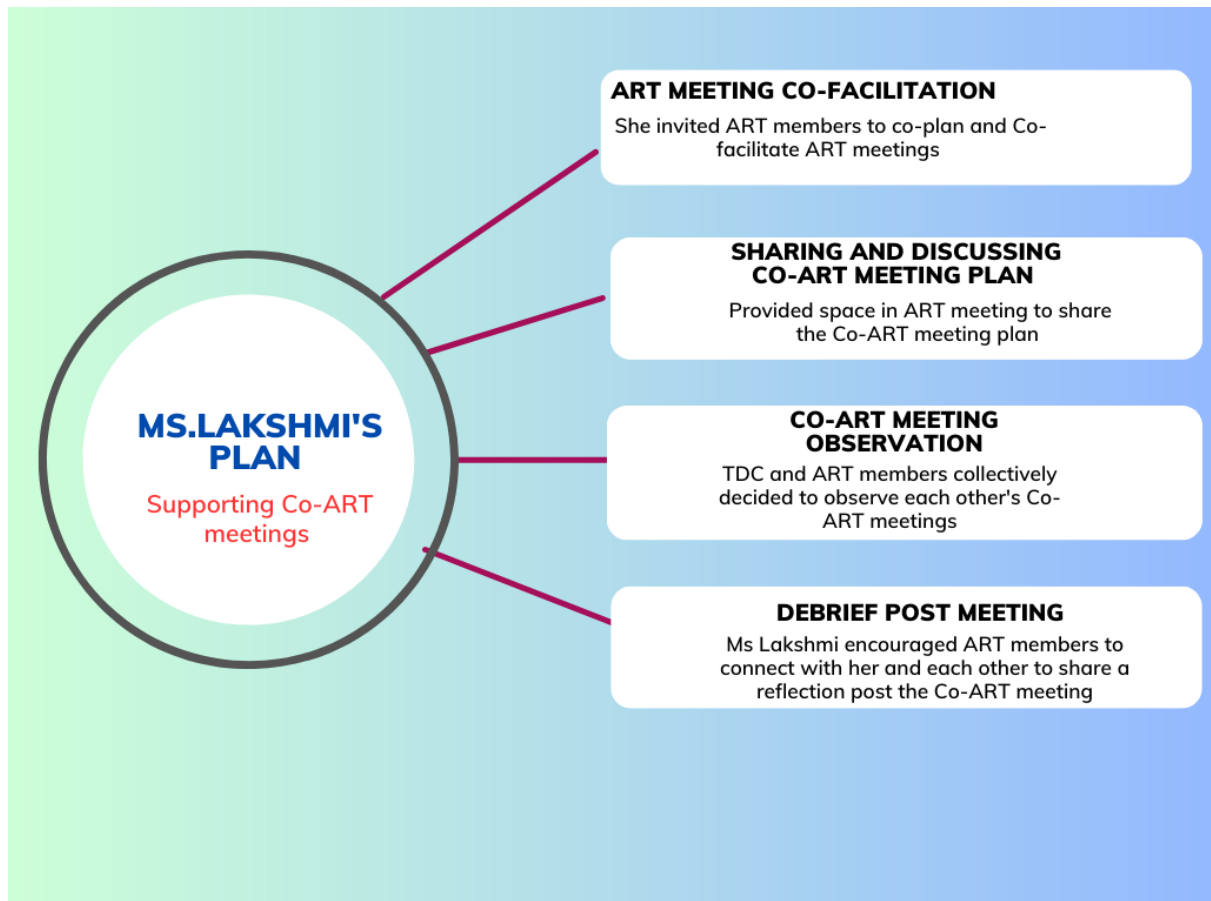
Co-ART meetings are being conducted by ART members in each school. **Let us recapitulate the steps to conduct an ART meeting.**



Ms Lakshmi, TDC in Sarvodaya School regularly organises ART meetings, followed by ART members, who then individually facilitates Co-ART meetings with their subject faculty to take the LIC theme and content to all the teachers in the school. However Ms. Lakshmi observed that ART members generally hesitate to conduct Co-ART meetings. She decided to **make a plan to support the ART members in planning and facilitating the meetings.**

What can Lakshmi do to support and guide the ART members for Co-ART planning and facilitation ? You can jot down your suggestions here

Now let us take a look at the plan Ms.Lakshmi created after a reflective discussion with all the ART members.



Action Plan

Let us create an action plan for Co-ART meeting and Facilitation

Want to know more about how to make an effective action plan? Watch the video given below



https://drive.google.com/file/d/14Cc3zZAmtvH9Qh-8vCkmdinkVWzhma/_view?usp=sharing

Questions	Teacher Development Coordinator	ART member	Mentor Teacher
What will I do to ensure effective Co-ART meeting planning and facilitation?			

ANNEXURE 2: LIC RESOURCES

Theme	Summary	Suggested Strategies
Pre-LIC : Mission Buniyaad	Helped teachers learn more about developing reading skills in students. ART members discussed Mission Buniyaad and how it can be strengthened in their schools.	Linked to the strategies suggested by the material developed for Mission Buniyaad by the state
LIC 1 : Building Connect	Helped teachers build a culture of trust and positive communication in the classroom, ensuring that students feel valued.	Name Tags Class Tree
LIC 2 : Look for Understanding and Respond	Helped teachers use assessments to identify gaps between teaching and learning and adapt teaching strategies to fill those gaps.	Differentiated Groups Peer Learning Sign for Understanding and Respond
LIC 3 : Lesson Planning	Helped teachers plan and sequence lesson activities in a way that is engaging. Planning also helped teachers become more deliberate in the strategies and questions they used.	Opening Routine Main Activity Closing Routine
LIC 4 : Teaching & Learning Strategies	Helped teachers integrate simple techniques to their teaching to help learners understand and remember what they learn.	Elaborative Questioning Retrieval Practices

LIC 5 : Classroom Routines	Helped teachers build routines that help students take ownership of their own learning and improve engagement.	Do Now No Hands
LIC 6 : Teaching & Learning Strategies 2	Helped teachers incorporate methods that use writing and talking to enable students to consolidate their learning.	Scaffolding Student Discussions Learning Journals
LIC 7 : Social Emotional Well-being	Responding to the sudden pandemic crisis, this LIC helped teachers implement strategies that supported the social emotional well-being of their students.	Active Self-reflection Student Collaboration
LIC 8 : Review LIC (Current)	A review of all previously completed LICs to give teachers a chance to revisit and revise those strategies that are most suited to their current needs.	All previous themes and strategies
LIC 9 : Building a Stronger Community	This LIC focused on how to improve collaboration and engagement for Mentors and TDCs. At the teacher level, it focused on contextualisation and planning of the different trainings that teachers received.	Collaboration Engagement

LIC 10 : Psychological Safety	Helped teachers understand how to offer psychological safety to enhance learning, especially to support the implementation of Mission Buniyaad.	Creating comfort around mistakes Culture of appreciation
LIC 11: Building Confident Learners	Helped teachers : build confident learners by focusing on three classroom focus areas-safety, engagement and self-esteem. Familiarize with and implement the process of ART to Co-ART communication, & Strengthen peer learning through observation & feedback.	This LIC focused on strengthening all the processes that are a part of the TDC Programme so it can help create working environments that are enriching and motivating.
LIC 12 : Creating an Enabling Learning Environment	LIC 12 equipped teachers to : 1. Create, adapt and use practical methods to develop safety, engagement and self-esteem in the classroom, thereby creating an enabling learning environment. 2. Enhance the skills of peer classroom observation to strengthen safety, engagement and self-esteem in the classroom. 3. Explore how reflective discussions with peers can help strengthen teaching practices. 4. Use social media platforms for sharing best practices and develop a culture of peer learning and support.	The Hook Revisit Elaborative Questioning & Retrieval Practices and adapt these strategies to enable safety, engagement & self-esteem in the classroom

Pre LIC		
S. No.	Title	Pdf Link
1.	ART Handbook Pre LIC	ART Handbook Pre LIC (Format - Size - 960.40KB)
2.	MT Handbook Pre LIC	MT Handbook LIC (Format - Size - 235.28KB)
3.	TDC Handbook Pre LIC	TDC Handbook Pre LIC (Format - Size - 1.21MB)

LIC-1		
4.	LIC 1 MT Handbook	LIC 1 MT Handbook (Format - Size - 1.61MB)
5.	LIC 1 TDC Handbook	LIC 1 TDC Handbook (Format - Size - 1.86MB)
LIC-2		
6.	LIC 2 ART Portfolio	LIC 2 ART Portfolio (Format - Size - 1.87MB)
7.	LIC 2 MT Handbook	LIC 2 MT Handbook (Format - Size - 1.85MB)
8.	LIC 2 TDC Handbook	LIC 2 TDC Handbook (Format - Size - 1.77MB)
LIC-3		
9	LIC 3 TDC Handbook	LIC 3 TDC Handbook (Format - Size - 1.88MB)
LIC-4		
10.	LIC 4 MT Handbook	LIC 4 MT Handbook (Format - Size - 1.39MB)
11.	LIC 4 TDC Handbook	LIC 4 TDC Handbook (Format - Size - 1.69MB)
LIC-5		
12.	LIC 5 MT Handbook	LIC 5 MT Handbook (Format - Size - 1.85MB)
13.	LIC 5 TDC Handbook	LIC 5 TDC Handbook (Format - Size - 0 byte)

14.	LIC 5 Teacher Portfolio	LIC 5 Teacher Portfolio (Format - Size - 0 byte)
LIC-6		
15.	LIC 6 MT Handbook	LIC 6 MT Handbook (Format - Size - 1.87MB)
16.	LIC 6 TDC Handbook	LIC 6 TDC Handbook (Format - Size - 1.74MB)
17.	LIC 6 Teacher Portfolio	LIC 6 Teacher Portfolio (Format - Size - 1.98MB)
LIC-7		
18.	LIC 7 - Social Emotional Wellbeing - For ART Members	LIC 7 - Social Emotional Wellbeing - For ART Members (Format - Size - 1.08MB)
19.	LIC 7 - Social Emotional Wellbeing - For MTs	LIC 7 - Social Emotional Wellbeing - For MTs (Format - Size - 731.83KB)
20.	LIC 7 - Social Emotional Wellbeing - For TDCs	LIC 7 - Social Emotional Wellbeing - For TDCs (Format - Size - 1.12MB)
LIC-8		
21.	LIC 3 Review	LIC 3 Review (Format - Size - 745.39KB)
22.	LIC 4 Review	LIC 4 Review (Format - Size - 905.39KB)
23.	LIC 5 Review Handout	LIC 5 Review Handout (Format - Size - 973.52KB)
24.	LIC 6 Review Handout	LIC 6 Review Handout (Format - Size - 776.65KB)
25.	LIC 8 - Handout for CLS 1	LIC 8 - Handout for CLS 1 (Format - Size - 1.11MB)

LIC-9		
26.	ART Meeting 1 Structures - LIC 9	ART Meeting 1 – Structures - LIC 9 (Format - Size - 153.31KB)
27.	ART Meeting 2 – Structure for LIC 9	ART Meeting 2 – Structure for LIC 9 (Format - Size - 155.90KB)
28.	ART Meeting 3 – Structure for LIC 9	ART Meeting 3 – Structure for LIC 9 (Format - Size - 156.43KB)
29.	Collaboration Final Hindi	Collaboration Final Hindi (Format - Size - 609.77KB)
30.	Engagement Final	Engagement Final (Format - Size - 568.11KB)
LIC-10		
31.	LIC 10 Hand Book	LIC 10 Hand Book (Format - Size - 1.13MB)
32.	LIC 10 DIET Session	DIET Session (Format - Size - 893.15KB)
33.	LIC 10 DIET Session (Bilingual)	DIET Session (Bilingual) (Format - Size - 1.18MB)
LIC - 11		
34.	LIC 11 Hand Book	LIC 11 Hand Book (Format - Size - 905.04KB)
35.	LIC 11 MT CLS Plan	LIC 11 MT CLS Plan (Format - Size - 104.84KB)
36.	LIC 11 MT CLS	LIC 11 MT CLS (Day 1) (Format - Size - 1.33MB)
		LIC 11 MT CLS (Day 2) (Format - Size - 578.34KB)

37	LIC 12	LIC 12 TDC handbook LIC 12 MT handbook
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