

# Lic 12

Creating an Enabling Learning Environment

**MT HANDBOOK**



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*Thank you!*

**Welcome to LIC 12! Hope you all had a reflective and collaborative LIC 11 run.** We are excited to be back in this space of co-learning sessions, ART meetings and DPCMs.

## **LIC 12 THEME: CREATING AN ENABLING LEARNING ENVIRONMENT**

Creating and providing an environment where students feel safe, secure and confident is crucial. The role of a safe and supportive environment in enabling learning and development of students has been acknowledged by many educationists and researchers. An enabling environment makes the students happy, confident and motivated to learn. *But how can we create an enabling environment in practice?* Connecting and building on the classroom focus areas of Safety, Engagement and Self-Esteem covered in LIC 11, this LIC will discuss some practical ways to develop safety, engagement and self esteem in the classroom. We will look at some old and new strategies and reflect on how they can be repurposed to build safety, engagement and self esteem in the classroom, thereby creating an enabling learning environment for the students.

Further to continue creating an enabling learning environment for ourselves and our colleagues in our schools, we will strengthen the skills of ***Classroom Observation*** and ***Reflective Discussions***.

At the end of LIC 12 you will be able to:

- Create, adapt and use practical methods to develop safety, engagement and self esteem in the classroom.
- Strengthen the skills of peer classroom observation to strengthen safety, engagement and self esteem in the classroom
- Explore how reflective discussions with peers can help strengthen teaching practices
- Use social media platforms for sharing best practices and develop a culture of peer learning and support.

**Safety,  
Engagement &  
Self Esteem:  
Practical  
Examples**

**Peer Classroom  
Observation**

**Reflective  
Discussions  
(Coaching)**

**Social Media in  
Education**

## **SAFETY, ENGAGEMENT & SELF ESTEEM : PRACTICAL EXAMPLES**

### **LET US REVISIT**

In LIC 11 we have discussed in detail about three classroom focus areas.- Safety Engagement & Self Esteem. Before we begin let us revisit the three focus areas

<b>CLASSROOM FOCUS AREAS</b>	<b>SUCCESS CRITERIA</b>
Safety	Peer Support, Reducing hesitation, Sharing thought processes
Engagement	Make it meaningful, give clear instructions , plan activities and give specific feedback
Self- Esteem	Specific appreciation, support in creating positive self image, promote self reflection, avoid peer comparison.

### **ELABORATIVE QUESTIONING: SAFETY, ENGAGEMENT & SELF-ESTEEM**

*Do you remember the Elaborative questioning technique that we had covered in LIC 4. Let's revisit the same.*

This is the method of questioning that aims to encourage learners to give explanations for their answers, mostly using 'how' and 'why' questioning. Elaboration is a strategy where the student expands the given information by adding other information relevant to it. It is a technique where questions are asked either by the student or by the teacher. Elaborative questioning is a method which helps learners to retain and retrieve the information learnt at a faster pace with a series of 'how & why' questions. It helps students remember things and derive an explanation for it. You can read more about this strategy on Page 39 using the following link

<http://scert.delhi.gov.in/sites/default/files/LIC%204%20TDC%20Handbook.pdf>

## Why use Elaborative Questioning to promote Safety, Engagement and Self Esteem in the classroom?

- Elaborative Questioning helps the students to seek answers to explain any fact/concept. A closed ended right/wrong question may generate apprehensions and a fear of making mistakes. But elaborative questioning provides a **SAFE** space to think deeply about the topic/fact without the pressure of giving one right answer. Elaborative Questioning in pairs/groups further provides a safe environment to discuss their explanations.
- The space to explain how and why by connecting it to their previous knowledge about the topic boosts the **SELF-ESTEEM** of the students. This provides space for deeper analysis and logical thinking which builds confidence in their own abilities.
- Elaborative questioning makes space for deeper engagement as they may reach out to peers and other sources to seek additional information to answer the questions. It improves **ENGAGEMENT**

### Model Example

Mrs. Lakshmi is teaching Major Landforms to her Class VIIIth students. She discussed with them about the various landforms formed by river(waterfall, meanders, oxbow lakes etc.), sea (sea caves, sea arches, sea cliffs etc) . ice (glacial moraines) and wind(sand dunes, mushroom rocks and loess) . She used a variety of flow charts to make the students remember landforms. However, even after a month of spaced practice , she observed that there are some students who still can't remember it. She was surprised to notice that very few students participated in the quiz activity conducted on the topic and wondered why her otherwise highly participative students were hesitating this time. She tried to analyse if this is because she has only taught them about the list of landforms and perhaps they cannot remember it because they have not thought deeply enough about it. Also she is getting a sense that the fear of giving the wrong answer is making their engagement in the activities low. In her next set of spaced practice questions, instead of simply asking questions which have right or wrong answers, she writes the following questions on the board:

- How are the sand dunes different from loess ?
- Why are waterfalls formed?
- How are sea arches formed from sea caves?

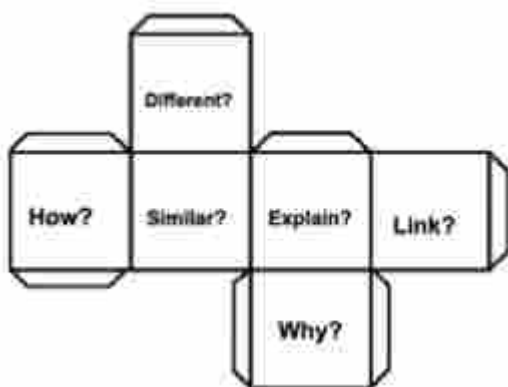
She discovers quite quickly that many students are unable to answer these questions effectively, so she uses this as an opportunity to put the class into small groups and asks them to discuss the questions again, circling as they discuss. She even suggests that they can refer to their textbook this time. To her surprise, many students began sharing and discussing in the group. She then brings the class back together and explains any misunderstandings she heard. She puts the same questions up on the board during the next lesson. The following week, she again gives more 'how and why' questions on the same topic. She observed many more students now answer the question and feel confident in sharing their responses even during the large group sharing. After receiving such a positive response to this technique, Ms. Lakshmi will try to involve students in creating 'how' & 'why' questions in the next lesson onwards.

After reading the model example, think about the following questions.

1. How do you think Ms Lakshmi ensured that more students were able to remember different landforms?
2. How did the *Elaborative Questioning Strategy* help attain safety, engagement & self esteem in the classroom? Explain with the help of success criterias.
3. How will you use *Elaborative Questioning* in your subject to promote safety, engagement & self esteem.

### Action Plan

You can now plan how you will use ' The Elaborative Questioning ' in your own classrooms to boost safety. engagement and self-esteem amongst students. Think of a lesson you need to teach in the coming week or two. And then plan the elaborative questioning technique. You can also make use of the elaborative dice for the same.



Elaborative Dice

### RETRIEVAL PRACTICES: SAFETY, ENGAGEMENT & SELF-ESTEEM

*Do you remember various retrieval practices discussed in LIC-4. Let us revisit*

Retrieval Practice is the act of trying to recall an information without it being in front of you. Put simply it is revisiting material that has been studied/learned previously in order to consolidate understanding and embed in long term memory. Ways to use retrieval practices in the classroom could be

- Think-Pair- Share
- Brain Dump
- Low Stake Quizzes.

You can read more about the strategy on Page 42 using the following link

<http://scert.delhi.gov.in/sites/default/files/LIC%204%20TDC%20Handbook.pdf>

### Why use Retrieval Practices to promote Safety, Engagement and Self Esteem in the classroom?

- Retrieval Practices like Think-Pair-Share, Brain Dump and Low-Stake Quizzes are student centred, promote involvement of the students and therefore encourage learners to **ENGAGE** in the activity to recall any topic/material.
- All the retrieval practices discussed above provide a **SAFE** space to discuss their responses with peers. It also promotes a non-threatening environment without the fear of getting judged or getting low grades.
- Students are given these small, achievable tasks to promote recalling with peer support which boosts their confidence and helps maintain a high **SELF-ESTEEM** amongst students. By engaging in such constructive retrieval practices students feel confident about their knowledge related to the topic which increases their motivation to remain engaged.

### Model Example: Low Stake Quizzes.

Mr. Ramesh regularly conducts short tests in his science classroom as the examination approaches so that students keep themselves connected to the topic and keep revisiting. But overtime he has realised that not all students are performing well on these tests. Students started taking leaves whenever such tests were organised..He shared this problem with his colleague and after a reflective discussion, decided to conduct fun team quizzes in the classroom. To keep everyone involved, Mr. Ramesh did not give grades based on the quiz and teams were allowed to speak to each other before answering. In case of a wrong answer, Mr. Ramesh allowed students to reattempt after discussing their team.

Mr. Ramesh was happy to note that more students started participating in the quizzes and taking interest in the lesson. Students also started taking ownership in creating and conducting quizzes on various topics.

After reading the model example, think about the following questions-

1. Why did students skip the tests organised by Mr. Ramesh?
2. How do you think low stake quizzes are different from high stakes quizzes ?
3. How did low stake quizzes help create a safe, engaging learning environment while maintaining a high self-esteem for students?
4. How will you use *Retrieval Practices* in your subject to promote safety, engagement & self esteem?

### Action Plan

You can now plan how you will use some of the retrieval practices in your own classrooms to boost safety, engagement and self-esteem amongst students.



## The Hook

Let us look at the **Hook Routine**.

Hook is a short engaging introduction to excite students about learning. **The Hook routine has the potential to create an enabling learning environment by making the lesson fun, engaging and effective.** The Hook is a short introductory routine that piques the interest of students, fires their imagination and gets them curious. It sets up the classroom for the learning journey, brings students up to the material and focuses their attention. When done well, the student finds themselves captivated, and eager to engage deeply with the lesson.

Cognitive science tells us that no one pays attention if they consider something boring. Ads succeed or fail in the first 30 seconds. TV programs pay careful attention to the first five minutes.

In teaching too, great lessons are designed to infect students with a teacher's passion very early in the lesson. It doesn't matter if the lesson is on the solar system or personal hygiene, a great teacher knows how to inspire their students. No topic is boring in itself. It is all about finding the exciting angle in it.

### Why do 'the hook'?

- We live in a fast paced world with plenty of distraction. Student attention needs to be drawn. It will help the students **ENGAGE**
- It establishes connections with existing knowledge and can be used to add distinctiveness to certain material to aid students' memory retrieval. This will help students feel **SAFE** to share their thoughts and ideas related to the topic. When a student feels confident about a topic, s/he willingly takes the first step into learning
- It provides effective scaffolding - making small steps in the right direction, and setting up students to understand the day's content. Such small steps often help students to confidently take part in the task and boosts their **SELF-ESTEEM**.

### How to implement 'the hook' effectively:

- It must be brief. It is a short, snappy introduction and must not drag on.
- It must be related (even if indirectly) to the lesson being taught.
- It must easily transition into the lesson for the day.
- It must be energetic and positive bringing out fun elements of the topic, not what is hard or complicated.

### Hook Vs Do Now

A Do Now is a short, 5-7 minute, activity that students do independently at the beginning of a lesson while the teacher settles down and gets ready for the class. It can be related to the content or can be a non-academic task.

Hook strategy on the other hand is a short engaging introduction to get students excited for delving deeper into the lesson. It is always related to the topic/concept planned for the day.

### Model Example

Uma loves teaching her standard VIIth students. Her major challenges have been to get them interested in the lesson, reduce their hesitation and create a safe learning environment for students. While researching this, she learnt about “the hook” routine. She resolves to attempt this with her class.

The next day, she was to teach the concept of comparing quantities. She welcomed her students, and announced she will start the class with a story. That caught their attention and students were keenly listening to the story. She said, *this is the story of two siblings: Taruna and Aruna, and their grandmother. Every evening, after they went back home from school, they would gather around the table, and their grandmother would give them a snack. But usually Taruna and Aruna would fight for the snack. Last week when grandmother cooked 15 cheese balls, Taruna got 9 cheese balls and Aruna got only 6. Taruna got  $\frac{3}{2}$  times the cheese balls that Aruna got, and Aruna got  $\frac{2}{3}$  part of what Taruna got.* (She wrote the comparison on the board explaining how it was done). *Yesterday grandma made 24 pakoras and kept them on the table. Taruna was fast and she took 15 pakoras while Aruna got 9 pakoras.*

Uma asked students to discuss in pairs for two minutes and write down:

- Taruna got \_\_\_\_\_ times the cheese balls that Aruna got.
- Aruna got \_\_\_\_\_ part of what Taruna got.

Uma wrote this on the board and walked around the class. She kept praising the efforts of the students while they were trying out the activity. She noticed her students attempting different solutions. If the students' were not able to give the correct solution or were stuck somewhere, she made sure to ask them probing questions and gave them another chance to think about the problem. She also encouraged intra-pair interactions.

She then gathered their attention and asked some students to share. Using their answers, she went on to explain the topic - Comparing quantities. She transitioned into the rest of her lesson plan, getting them to think about Equivalent Ratios.

Uma was thrilled. She felt that the five-minute story in the beginning was key to hooking her students into the lesson. They had covered comparing quantities in Class VIth and this also became a quick revisiting activity. Uma now plans a hook into every lesson. Instead of judging her students as uninterested in learning, she concluded it is about how well she can draw them in with her passion. She learnt her hook must be brief, and not drag on or become a distraction. Today, 'the Hook' is a regular routine in Uma's class and her children look forward eagerly to every lesson.

After reading the model example, think about the following questions.

1. How did Ms. Uma build interest in the lesson ?
2. How did the hook routine promote safety, engagement and Self esteem in Ms Uma's classroom? *Hint: Discuss based on the Success Criterias of Safety, Engagement and Self Esteem.*

### Planning

You can now plan how you will use 'The Hook' in your own classrooms. Think of a lesson you need to teach in the coming week or two. And then plan a hook keeping in mind the criteria in the table below.

Subject: .....

Lesson Name: .....

Topic: .....

Hook Medium: ..... (Story / Analogy / Media / Puzzle / Real-life incident / Other)

Plan / Script it out:

**SUCCESS CRITERIA:**

AREA	SPECIFICS	NOTES <i>(write the feedback your partner gives in the space below)</i>
Student Engagement	Does the hook manage to stimulate student interest? Are students more engaged?	
Connect to lesson	Does the hook smoothly transition into the lesson? Is it related, and does it get students engaged in the lesson?	
Creative	Is the hook interesting and creative? Is it surprising for students, or do they find it repetitive?	
Time	Is the hook brief? Is it concise and catchy, leaving you curious and interested? Or does it drag on?	

## PRACTICE AND FEEDBACK

Get into groups and create a hook activity. Share it with others and get feedback.

Step 1	The first group will share the lesson they have chosen. Then, they practise doing the hook for that particular lesson.
Step 2	Watch other groups deliver their hook. Give feedback using the success criterias given above and also based on how this will promote safety, engagement and self-esteem in the classroom.

Ms Uma used the Hook routine for her Mathematics classroom. We can also use the hook routine for other subject classrooms. For example an analogy or a metaphor could be used before a scientific concept is introduced, a riddle based on characters in a story before the story is read in the language classroom, a news clipping discussion could be a hook activity for a social science classroom. See Annexure 1 for different kinds of hook activities.

## PEER CLASSROOM OBSERVATION

We have discussed in LIC 11 in detail about Peer Observation. Can you now, based on your experience of classroom observations, frame your reflections on *what is the purpose of classroom observation and what is not the purpose of classroom observation?*

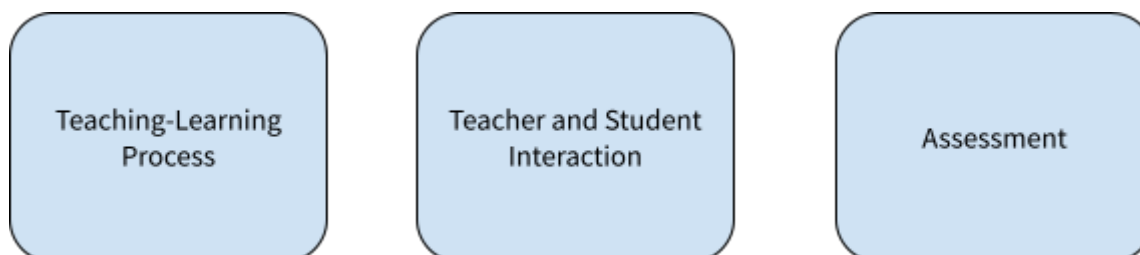
Classroom observations are often not accepted easily due to the fear of these observations becoming judgemental and not providing safe and constructive space for the teacher to reflect on her own practices. The observations are more positively accepted when the purpose of these observations is to support and learn from each other and not give a subjective opinion of their classroom.

In the next section, we will discuss what should the observer focus on when sitting in any classroom for observation. Before we move ahead let us take two-three minutes to reflect on the following question.

**What do you focus on when you are doing a classroom observation?**

**Can you think of a way in which your responses can be categorised.**

Did your responses fall under the following categories?



### KEY FOCUS AREAS: RESOURCE

Please refer to the table given below. It outlines key focus areas that you can choose to focus on when observing any classroom. Each focus area has some guiding questions to help the observer. Do note that this is not an exhaustive list and you are encouraged to add more guiding questions in the same table.

FOCUS AREA	GUIDING QUESTION	QUALITATIVE COMMENTS
<b>Teaching- Learning Process</b>	<ul style="list-style-type: none"> <li>Are all students engaged in group/peer tasks ?</li> <li>Are all students able to participate in discussions about the topic by connecting it with their real life, linking it with something they learned previously or by asking questions about the topic?</li> <li>Are all students able to follow instructions?</li> <li>Is the teaching-learning method interactive?</li> <li>Are all students able to interact with each other?</li> <li>Are all TLMs being used in the classroom wherever necessary?</li> <li>Was the topic /lesson summarised at the end?</li> <li>Are all students attempting the task?</li> </ul>	
<b>Teacher-Student Interaction</b>	<ul style="list-style-type: none"> <li>Are all students asking questions to the teacher?</li> <li>Are all students getting answers to their queries from the teacher?</li> <li>Are all students paying attention to the task ?</li> <li>Does the teacher address students by their names?</li> <li>Is there a respectful interaction between teacher and student(students not ridiculed, yelled at or commented inappropriately by the teacher)?</li> <li>Are all students acknowledged for their efforts even if they make mistakes?</li> <li>Are all students asking for help/support from the teacher?</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Are all students demonstrating their understanding during the lesson?</li> <li>(E.g. solving problems independently, sharing their ideas/opinions aloud to the whole class, answering questions posed by teachers/peers)</li> <li>Are all students checked for their understanding at regular intervals during the lesson?</li> <li>Are all students summatively assessed for their understanding of the lesson (if applicable)</li> </ul>	

From the above mentioned guiding questions can you segregate the ones that will indicate safety, self esteem and engagement in the classroom. **Discuss this with your peers.**

### CHECKLIST - SAFETY , ENGAGEMENT AND SELF ESTEEM

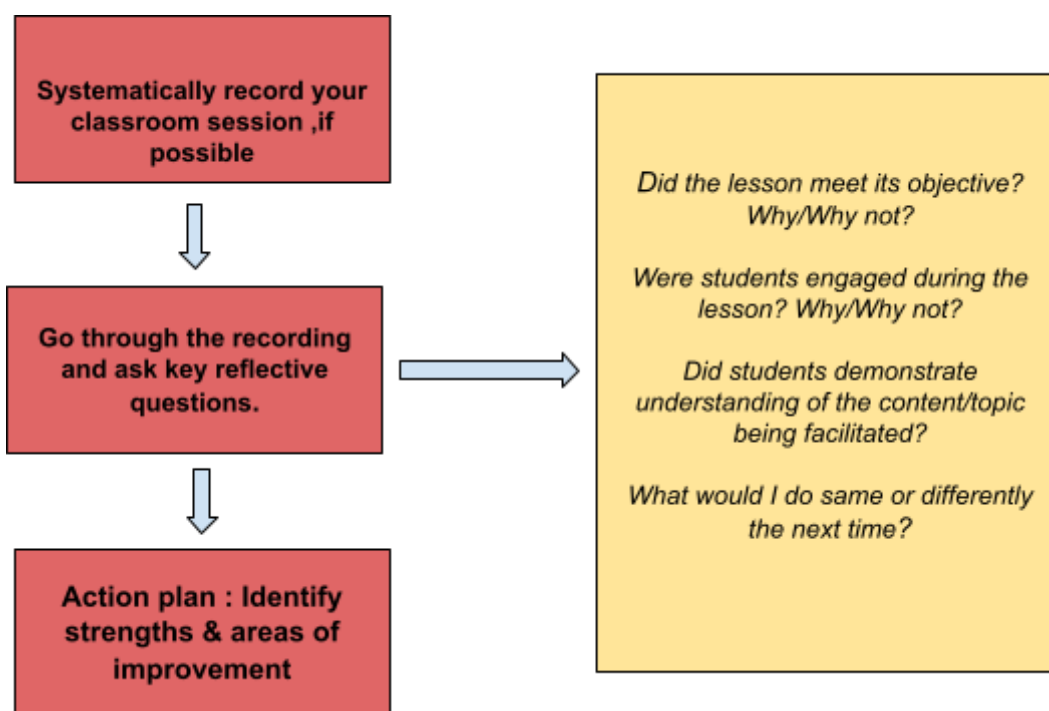


<b>SAFETY</b>	<ul style="list-style-type: none"> <li>Does the teacher address students by their names?</li> <li>Is there a respectful interaction between teacher and student(students not ridiculed, yelled at or commented inappropriately by the teacher)?</li> <li>Are all students acknowledged for their efforts even if they make mistakes?</li> </ul>
<b>ENGAGEMENT</b>	<ul style="list-style-type: none"> <li>Are all students engaged in group/peer tasks ?</li> <li>Are all students able to participate in discussions about the topic by connecting it with their real life, linking it with something they learned previously or by asking questions about the topic?</li> <li>Are all students able to follow instructions?</li> <li>Are all students asking questions to the teacher?</li> </ul>
<b>SELF ESTEEM</b>	<ul style="list-style-type: none"> <li>Are all students demonstrating their understanding during the lesson? (E.g. solving problems independently, sharing their ideas/opinions aloud to the whole class, answering questions posed by teachers/peers)</li> <li>Are all students asking for help/support from the teacher?</li> <li>Are all students attempting the task ?</li> </ul>



### SELF-REFLECTION /SELF OBSERVATION OF CLASSROOM PRACTICE

In the previous LICs we have discussed how peer classroom observation is a powerful supportive tool for improving teaching-learning practice. Another practice is to engage in self observation or self reflection of one's own classroom in order to reflect on your teaching practice. Self-observation involves systematically recording your own classroom in whichever mode possible and thinking about what worked and what did not. Sometimes systematically recording a classroom session may not be feasible. In that case self-reflection post the classroom can be done. Self reflection or self observation is an effective way of engaging in reflective practice and is the starting point of having reflective discussions with peers. But how can we self observe/ self reflect? One can follow these simple steps:



The key reflective questions may change according to the purpose of conducting a self observation/self reflection. They can be adapted based on the areas you need to improve. For example if you are struggling with student participation, your key reflective questions can specifically focus on student participation in the classroom.

## How to Give Good Feedback After Peer Classroom Observation <sup>1</sup>?

The feedback must be

- **Specific**
- Has a scope for **reflection**
- **Focuses on what the students are doing and classroom processes**, not on the teacher
- Suggest an **action plan**

Let us look at some ways in which this feedback can be made more **specific, positive, reflective and action oriented**

Not Effective Feedback	Effective Feedback
You need to make the class more interesting!	I really liked the group activities that were done in the class today! .I noticed some students were disengaged during the group work . Have you faced this before? What do you think are the possible reasons? Can we try to help students assign sub-tasks to each member of the group? I have seen this work in many cases.
The class was very nice. You conducted the lesson well	In the session today students were participating actively in the group activity and were able to follow the instructions clearly. It was encouraging to see students did not hesitate to ask clarifying questions whenever they felt stuck.
You did not ask check for understanding questions. Students were not able to understand the concept being discussed.	Some of the learners may not have responded to the question “Have you understood?”. I was wondering if asking learners to use their fingers to signal the degree of confidence they have in their understanding of the topic/concept might help us gain more clarity on the understanding level of students? Can we together think of some other ideas?

<sup>1</sup> LIC 5: <http://scert.delhi.gov.in/sites/default/files/LIC%205%20MT%20Handbook.pdf>

### How WILL I SUPPORT MY TDC ?

Use the following questions/prompts to help you support the TDC in strengthening their skill of Peer Classroom Observation

Questions /Prompts	My Plan /Remarks
<p><b>How can you model effective classroom observation practice for the TDC?</b></p> <p>1.You can refer to Annexure 2  2. Give <i>specific, reflective</i> and <i>action plan oriented</i> feedback as discussed in this LIC.  3. Systematically observe the classroom using the key focus area document</p>	
<p><b>In what ways can you encourage TDCs to observe safety, engagement and self-esteem in their classroom?</b></p>	
<p><b>Committing to Action: How can you help TDCs build a culture of peer classroom observation in the school ?</b></p> <p>(You can support them in creating an achievable schedule of peer classroom observation in the school)</p>	
<p><b>What are some ways in which self-observation and self-reflection on classroom practice can be encouraged ?</b></p> <p>(For example, maintaining a reflective diary, helping them frame key reflective questions etc.)</p>	

## REFLECTIVE DISCUSSIONS (COACHING)

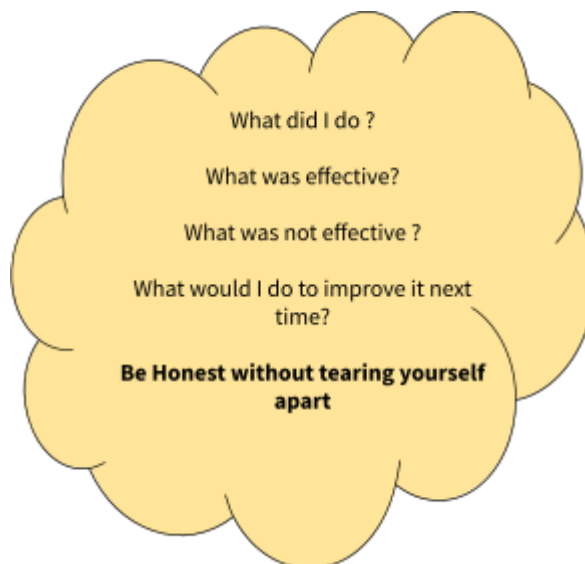
Shruti Ma'am planned a Trigonometry lesson for her Class tenth students. The lesson did not go as planned. She was not able to complete the worksheet she had planned and many students were not able to contribute during the group task. After exiting the classroom, she went to the staffroom and spent some time thinking of the trigonometry class facilitated by her. She thought that she would reduce the length of the group task and keep differentiated worksheets so that everyone is able to attempt the worksheets. She made a checklist of things she would like to change for her next classroom and edited the lesson plan of the next day accordingly.

Shruti Ma'am is reflecting on her lesson plan and its facilitation. We often talk about the word 'Reflection' and its importance to improve teaching practice but **what is reflection or reflective practice?** According to David Schon 'Reflective Practice refers to one's ability to reflect on their own actions for the purpose of continuous learning and growth.' In the context of teaching, reflection is a medium to improve one's teaching practice and make changes to their approach. In the first LIC we had discussed a famous quote by John Dewey "We do not learn from experience. We learn from reflecting on our experience." In the last section we discussed self reflection or self classroom observation as one of the ways to engage in reflective practice.

### Why is reflection Important ?

- By constantly looking into your own actions and experiences, you are able to improve and grow
- You are able to see where and how you have been successful which will make you feel more proud of your work and increase intrinsic motivation.

So what would Shruti Ma'am think when reflecting on her classroom experience?



In the example given above Shruti Ma'am reflected individually. What else could have Shruti Ma'am done? Is there any other way of reflecting? **Yes, reflective discussion done collaboratively with peers is another way of strengthening classroom practice. It helps us rethink or modify our approach based on the discussions and support we get from our peers.**

Let us look at a model example of a reflective discussion between Vrinda Ma'am and Abhishek Sir.

**Vrinda Ma'am and Abhishek Sir (A) are having a reflective discussion post the peer classroom observation done by Vrinda Ma'am (V)**

V: Thank you Sir, for allowing me to sit in your classroom. Let us spend some time reflecting on the classroom you facilitated today. Would you like to share something about the session today?

A: Vrinda ji, thankyou for taking out time to visit my classroom. Today's session was a revision session. That is why I conducted a group activity. However I feel that an individual revision of the topic was also necessary.

V: Hmmm. I would begin by congratulating you first. In the session today students were participating actively in the group activity and were able to follow the instructions clearly. It was encouraging to see students did not hesitate to ask clarifying questions whenever they felt stuck. Why do you feel the need for an individual revision?

A: Actually, the more outgoing students were leading the activity , I observed some students were not much engaged although everyone was participating. I know that some of these students were struggling with the concept the last time.

V:Aah I see. That is a very valid concern.Do you think combining group revision activity and an individual worksheet would have helped? I did try it in one of my Science sessions. After checking the worksheet I got an idea about students who still needed support with the topic.

A: Yes Yes. I will try doing that in the next session. In Fact I will make a worksheet today itself, and tomorrow before the session begins, I am going to use it as a recap activity. Also, I felt a bit of relief after you said that students were asking clarifying questions. Actually many students in the classroom were very scared to ask questions because of the fear of getting judged or asking bad questions. I had to normalise asking basic questions in order to make everyone speak. Still a long way to go.

V: Oh...today I saw many students coming up to you.Slowly and steadily , I think this culture will develop.Its going in the right direction I feel. What else have you planned Sir, to encourage a culture of asking questions and reducing this hesitation further?

A: I was thinking If I could develop classroom routines where students support and listen to each other.Like a buddy system. So that there are less chances of students mocking each other but helping each other problem solve and tutor. Would need your support in planning this together.

After reading the model example, answer the following questions

1. What did Vrinda do to promote an effective reflective discussion?
2. What could Vrinda do differently to promote a more effective reflective discussion?
3. What according to you are necessary aspects for having reflective discussion with colleagues?

## HOW TO HAVE AN EFFECTIVE REFLECTIVE DISCUSSION? SUCCESS CRITERIA

Not being Judgmental

Acknowledge Experiences of teachers

Ask Probing Questions

Analyze the responses given by the teacher

Suggest. Don't Prescribe

Help Create an Action Plan

### HOW WILL I SUPPORT MY TDC ?

We have discussed in LIC 5 that a powerful way to help someone improve is to provide feedback. Any feedback is effective if it provides scope of self-reflection and analysis to whom you are giving the feedback. The learner therefore plays an active role in their improvement and growth plan. As MTs it is crucial to have reflective discussions with the TDCs to help them improve their classroom practice, skills and knowledge.

Use the following prompts to help build the skill of Reflective discussion in the TDCs

Questions /Prompts	My Plan / Remarks
<p><b>How can you model an effective reflective discussion for the TDC?</b></p> <p>(Plan a reflective discussion post a classroom observation of the TDC using the success criteria shared in the LIC document)</p>	
<p><b>Apart from post classroom observation debriefs, discuss with your TDCs when and how can they engage in a reflective discussion with their peers?</b></p>	
<p><b>How can you plan to attend the reflective discussion being conducted by the TDCs with their peers?</b></p>	

### SOCIAL MEDIA IN EDUCATION : PEER LEARNING AND SHARING OF EFFECTIVE PRACTICES

Social media and its use has become an integral part of our lives. We use various social media platforms widely in our personal and professional lives. As humans we have a natural tendency to make social connections. Probably that is the reason that the use of social media has become so prevalent both in our professional and personal lives. How can we utilise this innate need for social connection to build a peer learning community and sharing of effective practices? We have discussed this in LIC 6. The strategy 'Making it Social' was aimed at helping us build great working habits in our schools. Since we are constantly innovating and trying out new things in our workplaces we are able to share these effective practices with our colleagues in our schools. Social media is a platform that can help us take these sharings and reflections even beyond our school to communities of teachers online. Using the power of networks afforded by social media, a culture of peer learning and sharing can be encouraged beyond geographies. Let us look at an example of Ms. Rekha

*Ms. Rekha teaches Mathematics to Grade 9th students. She started a YouTube channel last year where she posts videos of different teaching-learning strategies she uses in her classroom. Ms. Rekha also made use of twitter to share her strategies with a large number of users. Some of her twitter*



*posts were noticed and appreciated by mathematics teachers in India and across the world. Through sharing, resharing, tweeting and retweeting her initiatives reached far and wide. Some other teachers adopted her strategy and tweeted about the experience. Now she is a part of a few mathematics teacher communities on Twitter and Facebook. Ms. Rekha now regularly attends virtual meetings and seminars hosted by these groups where all members spend time discussing critical issues related to Mathematics pedagogy. She uses these platforms to share best practices from her classroom, discuss and take feedback on new ideas, seek suggestions on various challenges and learn new information and strategies related to teaching-learning of mathematics. Ms Rekha has also joined a few online courses suggested by fellow members of these groups. These courses helped her to plan new activities and lessons for her learners. Inspired by the encouragement and appreciation received online, Ms. Rekha is now determined to work with the HoS and other teachers in her school to start a social media account of the school to widely circulate innovative and effective practices emerging from her school.*

After reading the model example, think about the following questions

1. How did the use of social media help Ms. Rekha increase her motivation?
2. How did Ms. Rekha connect with teacher communities beyond her school?
3. After reading the model example, comment on how social media can help attain self-esteem & engagement for teachers and colleagues?

Ms. Rekha received encouragement and appreciation from her peers on social media which encouraged her to join many teacher communities and share her practices and efforts widely. This **boosted her self esteem and confidence** and is now leading the way to extend the initiative by creating a social media page for her own school. The affordances of the internet has provided her a platform to **engage and interact meaningfully** with a community of teachers sharing common interests.

### Action Plan

You can now plan in groups how you will use social media to spread effective practices/success stories from your schools and classrooms and build a culture of recognition and appreciation.

Think of two-three steps you will take to achieve this plan.

Note: While the use of social media has many benefits, one must keep in mind that social media engagement comes with its own risks.. Overindulgence and negligence on online platforms can prove to be harmful. To enjoy the benefits of social media, it is important to be aware of safe internet practices.

Here are some additional readings on the topic for your reference.

[Resource for Reading 1](#)

[Resource for Reading 2](#)

### HOW WILL I SUPPORT MY TDC ?

In LIC 11 it was discussed that the programme will now include ART to Co-ART member communication as an integral part of the programmatic cycle as 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. This purpose cannot be met without including ALL teachers in a school.

List down 4-5 steps that you will take to support the TDC in strengthening ART to Co-ART communication in their school?

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### END LIC REFLECTION

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

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What could have been improved?Please elaborate with examples

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How successful were you in building the culture of *effective classroom observation* and *reflective discussions with peers*?

How did you support the *ART to Co-ART communication* ? What will you do to strengthen the process further?

## ART MEETING STRUCTURE

Kindly note that this is a suggestive structure. Please feel free to adapt and modify the meeting structure according to your context and need.

### ART Meeting -1: Practical Examples of Safety, Engagement & Self Esteem + Peer Classroom Observation

WELCOME	Flow of the ART meeting
Setting the context	<ul style="list-style-type: none"> <li>• Welcome the teachers to the ART meeting 1 .Begin with an energiser.</li> <li>• Appreciate the teachers for their efforts in the school overall and specifically for their efforts towards maintaining a safe, engaged classroom environment while promoting high self esteem for students.</li> <li>• Quickly recap LIC 11 and success criteria of <i>Safety, Engagement</i> and <i>Self-Esteem</i></li> <li>• Share the agenda for the ART meeting 1 (<b>You can use the following agenda pointers to design and organise your presentation for the ART meeting</b>) <ul style="list-style-type: none"> <li>○ <b>Elaborative Questioning and Retrieval Practices to promote Safety, Engagement &amp; Self-Esteem in the classroom.</b></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Peer Classroom Observation</li> <li>○ ART to Co-ART communication</li> </ul>
<b>Agenda 1: Elaborative Questioning and Retrieval Practices to promote Safety, Engagement &amp; Self-Esteem in the classroom</b>	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>● Recapitulate the success criteria of Safety , Engagement &amp; Self Esteem</li> <li>● Ask teachers how they ensure Safety , Engagement &amp; Self Esteem in the classroom</li> </ul>
<b>Model Examples/Reading Material</b>	Read the model examples given in the handout : <u>Elaborative Questioning &amp; Retrieval Practices.</u>
<b>Contextualisation</b>	After sharing the model examples, have reflection on questions given in the handbook after the model example.
<b>Practice and Plan</b>	<ul style="list-style-type: none"> <li>● Ask the teachers to get in groups to think about how you can integrate/adapt Elaborative Questioning and any Retrieval Practices for promoting Safety/Engagement &amp; Self-Esteem in the classroom.</li> <li>● Present it to the ART group</li> </ul>
<b>Feedback</b>	Give feedback based on the success criterias of Safety, Engagement & Self Esteem.
<b>Agenda 2: Peer Classroom Observation</b>	
<b>Peer Classroom Observation Discussion</b>	<ul style="list-style-type: none"> <li>● Ask ART members to reflect on the following questions in groups <ul style="list-style-type: none"> <li>○ What do they focus on during classroom observation ? Group 1</li> <li>○ How do they observe safety,engagement &amp; self-esteem in the classroom? Group 2</li> <li>○ How can they observe and reflect on their own classrooms? Group 3</li> </ul> </li> </ul> <p>(Post group sharing share the focus area of the classroom observation document,checklist safety/engagement &amp; self esteem and steps for self observation)</p> <ul style="list-style-type: none"> <li>● Ask the group- How can we make the following feedback more effective'? <ul style="list-style-type: none"> <li>○ <i>You need to make the class more interesting!</i> Group 1</li> <li>○ <i>The class was very nice. You conducted the lesson well</i></li> <li>○ You did not ask check for understanding questions. Students were not able to understand the concept being discussed.</li> </ul> </li> </ul> <p>After group discussion summarise- The feedback must be</p> <ul style="list-style-type: none"> <li>● <b>Specific</b></li> <li>● Has a scope for <b>reflection</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Focuses on what the students are doing and classroom processes</b> ,not on the teacher</li> <li>• Suggest an <b>action plan</b></li> </ul>
<b>Agenda 3: ART to Co-ART communication</b>	
<b>Action Planning from ART to Co-ART</b>	<ul style="list-style-type: none"> <li>• How do you plan to take this discussion in the Co-ART meeting? (Refer to Annexure 3)</li> <li>• Help teachers to create an action plan.</li> </ul>

The purpose of the ART meeting is to promote the culture of peer learning and share best practices within and beyond the school. To reach out to communities of teachers beyond our school, let us tweet/post about the discussions in the ART 1 meeting. Use the social media platforms of the TDC program - <https://bit.ly/m/tdcprogram>

#### Keep in mind:

1. Use the relevant hashtag while creating the post/tweet. .
2. Tag your colleagues and TDC programme members for wider reach. For example the twitter handle of TDC program can be tagged [@TDCProgram](#)
3. Click an appropriate picture to give context to your post/tweet
4. Ensure that the tweet/post is authentic and provides correct information. Avoid spread of incorrect information or use of negative language.
5. Please be careful and mindful about sharing students' pictures online. If possible avoid sharing pictures having students' faces or any other identification markers.



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### ART Meeting 2: The HOOK + Reflective discussions (coaching)

WELCOME	Flow of the ART meeting
Setting the context	<ul style="list-style-type: none"> <li>Welcome the teachers to the ART meeting 2 .Begin with an energiser.</li> <li>Share the agenda of ART meeting 2 (<b>You can use the following agenda pointers to design and organise your presentation for the ART meeting</b>) <ul style="list-style-type: none"> <li>Recap and share experience of experience of promoting Safety,Engagement &amp; Self-Esteem through Elaborative questioning &amp; Retrieval Practices</li> <li>The Hook strategy</li> <li>Reflective Discussions (Coaching )with peers</li> <li>ART to Co-ART communication</li> </ul> </li> </ul>
<b>Agenda 1: Recap</b>	
Discussion & Reflection	Invite experiences of using Elaborative Questioning and Retrieval Practices for promoting Safety, Engagement & Self-Esteem in the classroom.
<b>Agenda 2: The Hook Strategy</b>	
Introduction	Introduce the Hook Strategy
Model Examples/Reading Material	Read the model example
Contextualisation	<p>After sharing the four model example, have reflection on :</p> <ol style="list-style-type: none"> <li>How did Ms. Uma build interest in the lesson ?</li> <li>How did the hook routine promote safety, engagement and Self esteem in Ms Uma's classroom? <i>Hint: Discuss based on the Success Criterias of Safety, Engagement and Self Esteem.</i></li> </ol>
Practice and Plan	Ask ART members to plan in groups how they can use Hook strategies in their classrooms or subjects.
Feedback	Once each teacher groups have had a chance to think about the use of Hook strategy in their classroom, they can share with the larger group and receive feedback,
<b>Agenda 3: Reflective discussion (Coaching)</b>	
Reflective discussion Session	<ul style="list-style-type: none"> <li>Step 1: Discuss what is reflection. Explain reflection and purpose of reflection</li> <li>Step 2: Read Model examples on reflective discussions</li> <li>Step 3: Discuss in groups and answer the following questions <ul style="list-style-type: none"> <li>What did Vrinda do to promote an effective reflective discussion?</li> <li>What could Vrinda do differently to promote a more effective reflective discussion?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ What according to you are necessary aspects for having reflective discussion with colleagues?</li> <li>● Share the success criteria of a reflective discussion with the team.</li> </ul>
<b>Agenda 4: ART to Co-ART communication .</b>	
<b>Action Planning from ART to Co-ART</b>	<ul style="list-style-type: none"> <li>● How do you plan to take this discussion in the Co-ART meeting? (Refer to Annexure 3)</li> <li>● Help teachers to create an action plan.</li> <li>● Sharing the experience of facilitating Co-ART meeting 1</li> </ul>
<p><b>Note: For the next ART meeting document strategies and ways in which you can promote Safety, Engagement &amp; Self-Esteem in your classroom. This can be video /written documentation. This repository can be later shared as a resource pool of strategies promoting Safety, Engagement &amp; Self-Esteem.</b></p>	



Let us tweet/post about how we used the hook strategy in our subject classrooms to promote safety, engagement and self esteem. Use the social media platforms of the TDC program - <https://bit.ly/m/tdcprogram>

#### Keep in mind:

1. Use the relevant hashtag while creating the post/tweet.
2. Tag your colleagues and TDC programme members for wider reach. For example the twitter handle of TDC program can be tagged [@TDCProgram](https://twitter.com/TDCProgram)
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### ART Meeting 3: Review and Social Media in Education

WELCOME	Flow of the ART meeting
Setting the context	<ul style="list-style-type: none"> <li>• Welcome the teachers to ART meeting 3 .Begin with an energiser.</li> <li>• Appreciate the teachers for their efforts to implement practical strategies of Safety/Engagement/Self Esteem in the classroom.</li> <li>• Share the agenda for the ART meetings 3 (<b>You can use the following agenda pointers to design and organise your presentation</b>) <ul style="list-style-type: none"> <li>○ Recap the overall aim of LIC 12</li> <li>○ Share examples of implementing practical strategies of Safety, Engagement and Self Esteem in their classroom based on consolidated practices</li> <li>○ Social Media : Peer Learning and Sharing of Effective Practices.</li> <li>○ Focus on sharing the Co-ART meeting facilitation</li> </ul> </li> </ul>
Agenda 1: Recap the overall aim of LIC 12	
Discussion	<p><b><u>Reflecting on the theme LIC 12 : Creating an Enabling Learning Environment</u></b></p> <ul style="list-style-type: none"> <li>• What was the aim of LIC 12?</li> <li>• What was covered ?</li> <li>• What are your key learnings from this LIC?</li> </ul>

<b>Sharing/Support and Feedback</b>	<ul style="list-style-type: none"> <li>● Reflection on Peer Classroom Observation and Reflective Discussions <ul style="list-style-type: none"> <li>○ What worked this time?</li> <li>○ What would you like to do differently?</li> </ul> </li> <li>● Feedback and Support from ART members</li> </ul> <p style="text-align: center;"><b>Emphasise on Connect- Disconnect- Connect Framework</b></p>
<b>Create an Action Plan</b>	<p>Based on feedback and suggestions from ART members, prepare an action plan</p> <ul style="list-style-type: none"> <li>● <i>What worked in my classroom?</i></li> <li>● <i>What will I do differently to promote Safety , Engagement and Self-Esteem?</i></li> </ul>
<b>Agenda 2: Practical strategies of Safety, Engagement and Self Esteem in their classroom based on consolidated practices</b>	
<b>Sharing and Action Plan</b>	<ul style="list-style-type: none"> <li>● Sharing experience of Implementing practical strategies of Safety, Engagement and Self Esteem .</li> <li>● Discuss how you can compile the list of practical strategies</li> </ul>
<b>Agenda 3: Social Media- Peer Learning and Sharing of Effective Practices</b>	
<b>Social Media and Education</b>	<p><b><u>Social Media</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Read the model example</b> of Ms. Rekha's classroom.</li> <li>2. After reading the model example, <b>think about the following questions</b> and discuss <ul style="list-style-type: none"> <li>● How did the use of social media help Ms. Rekha increase her motivation?</li> <li>● How did Ms. Rekha connect with teacher communities beyond her school?</li> <li>● After reading the model example, comment on how social media can help attain self-esteem &amp; engagement for teachers and colleagues?</li> </ul> </li> <li>3. <b>Action Plan</b></li> </ol> <p>You can now plan in groups how you will use social media to spread effective practices/success stories from your schools and classrooms and build a culture of recognition and appreciation.</p> <p>Think of two-three steps you will take to achieve this plan.</p>
<b>Agenda 4: Co-ART Facilitation sharing</b>	
<b>ART to Co-ART</b>	<ul style="list-style-type: none"> <li>● How do you plan to take this discussion in the Co-ART meeting? (Refer to Annexure 3)</li> <li>● Help teachers to create an action plan.</li> <li>● Sharing the experience of facilitating Co-ART meeting 2</li> </ul>

<b>Way Forward</b>	In collaboration with ART members prepare two key changes that you will make while facilitating Co-ART meetings
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## ANNEXURE 1

### Some examples of 'The Hook':

The following are some ways in which 'the hook' can be designed. This is not an exhaustive list, and what you can do is only limited by your imagination!

1. **Personal Connection:** Talk about why this topic is interesting to you. This helps students connect to their teacher.  
*Eg. I like this because.... Today's lesson reminds me of what happened to me two weeks back.*
2. **Prop(s):** Use an object or collection of objects to help students visualise.  
*Eg. This shape is called a triangle (showing a matchstick-model). How many sides does a triangle have? If I add one more side, what happens? Does each side need to be the same size?*
3. **Story / Scenario:** Tell a quick and engaging story or present a scenario.  
*Eg. I'm going to tell you a story to help you imagine what life was like before electricity.... (to introduce a lesson on electricity)*
4. **Analogy / Metaphor:** Offer an interesting analogy or metaphor to connect the lesson to the daily lives of the student.  
*Eg. Imagine if your bicycle had only one wheel. Will you be able to ride on it? What we are going to learn today is just like that...*
5. **Riddle:** Intrigue your students with a riddle that gets them thinking.  
*Eg. What has hands but can't clap? (A Clock)*
6. **Awe / Shock:** say something which might be shocking to the students.  
*Eg. Did you know that there are nearly 6500 different languages spoken in our world today?*
7. **A game / activity:** get students to do something and connect it to the lesson.  
*Eg. Play a game of charades where students enact certain concepts and get your class to guess, before teaching them the same concepts.*
8. **Media:** a picture, news-clipping, piece of music or a very short video.  
*Eg. Hold up a picture of a forest fire, wait a few moments for all your students to see it properly, and then ask them what they see.*
9. **Teaser:** Like a teaser for a movie, present a snapshot of what could come out of the lesson, and make sure you deliver.  
*Eg. By the end of the class today, you will be able to...*
10. **A great question:** Just one great question, can sometimes set the ball rolling on a lesson.  
*Eg. Where does rain come from? How does a rainbow form?*

Additional reading Links for the Hook Strategy

<https://www.wiley.com/en-us/network/education/instructors/teaching-strategies/7-ways-to-use-the-hook-to-grab-students-attention>

<https://www.trueeducationpartnerships.com/schools/use-of-hooks-into-lessons/>

## ANNEXURE 2

### THE SKILL OF BEING AN OBSERVER

In the last LIC, we have discussed various aspects of how to conduct an observation. In this section we will reflect on how the observer should position herself to make the process of observation positive and constructive.

Let us look at the example given below:

Example 1 Geeta Ma'am observed a classroom session of Poonam Ma'am (mathematics teacher in the school) last week. Geeta Ma'am entered the classroom while it was going on. All the students acknowledged her presence and greeted her. Quickly she sat near the blackboard and was set for observing the session. She kept on noting down her observations in the notebook. After around ten minutes, Geeta Ma'am requested Poonam Ma'am to share the lesson plan and explain the topic for the day. Poonam Ma'am promptly shared the plan and resumed giving instructions. Geeta Ma'am took a stroll in the classroom to check the student's notebook while Poonam Ma'am continued conducting the lesson. Towards the end of the lesson, Geeta Ma'am got up and left the classroom while the lesson continued.

### WHAT DO YOU THINK ABOUT THE OBSERVATION CONDUCTED IN THE ABOVE MENTIONED EXAMPLE?

It is common knowledge that presence of an observer affects the classroom session and behaviours of the students and teacher conducting the lesson (Wragg, 1999). Therefore an observer must make efforts to make his/her presence non-threatening and work towards creating a safe and nurturing environment for these observations.

It is important for the observer to avoid drawing attention to themselves by not interrupting the teacher, entering the classroom before the session begins and staying for the entire duration. Observer's placement in the classroom should allow for observing the events in the classroom but not disturb the session (Walker & Adelman, 2005). In addition, an observer must make an attempt to minimise movement in the classroom unless required to observe any group/peer activity.

Classroom is a very private space between the student and the teacher and observers must begin by seeking permission and showing appreciation to the teacher for having them in the classroom. Similarly a post observation reflective discussion is also very crucial.

### Do's AND Don'TS OF A CLASSROOM OBSERVATION

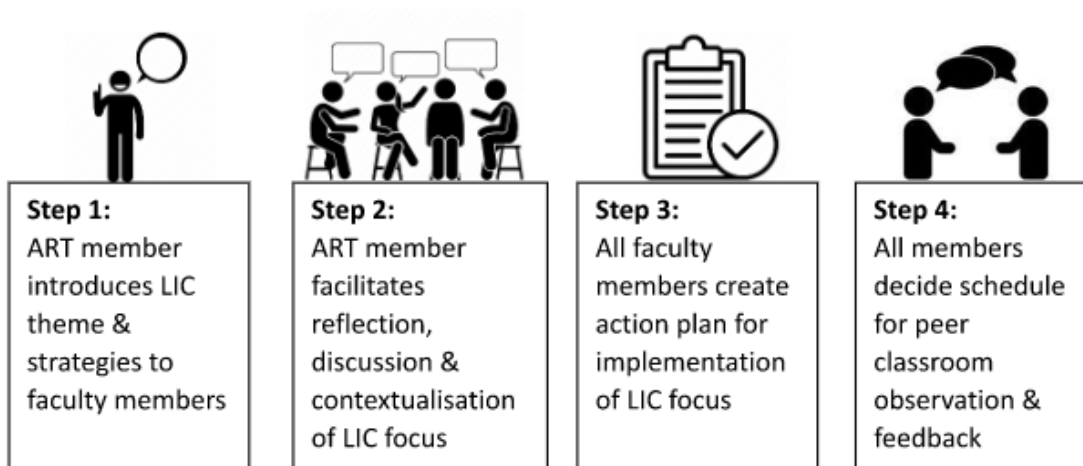
Based on your reflection on the model example in the last section and your engagement with LIC 11, collaborate with ART members and Mentors to make your own set of do's and don'ts that need to be kept in mind for any classroom observation in the school. We have added some as an example

- Don't interrupt the teacher
- Don't start teaching
- Don't make assumptions or pass judgements
- Don't talk to the students in between the session
- Don't stroll unless observing any group activity or task
- Do take permission and plan the observation well in advance
- Do keep a low profile
- Do thank the teacher for inviting you to the classroom
- Do have a pre and post conversation
- Do arrive on time and observe the entire session

## ANNEXURE 3

### ART to Co-ART Communication

In the last LIC, we had discussed the ART to Co-ART communication. To strengthen the ART to Co-ART communication, we need to continue giving space in our ART meeting to discuss the plan for the Co-ART meetings.



The following debrief document will help reflect on the Co-ART planning with the ART members.

<b>Step 1 :</b> <b>What will you communicate in the ART meeting (1/2/3)?</b>	
<b>Step 2:</b> <b>How will you organise the discussion ?</b>	
<b>Step 3 :</b> <b>Commitment for peer classroom and self observation and reflective discussions.</b>	
<b>Step 4:</b> <b>Possible Challenges &amp; Support Required</b>	



*All the Best!*



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