

TDC Program 2017



Mentor Teacher Handbook

THEME 1
Connect

An Education System
where Everyone Learns

Name of the Mentor Teacher :

Name of the Zone:



मनीष सिंसोदिया
MANISH SISODIA



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

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

Dear friends,

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

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

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

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

Warm regards,

Manish Sisodia

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TDC Program : An Introduction

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

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

An education system where everyone learns

To fulfil this vision, following priorities are set :-

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

We will work together to build a movement of motivated, professional teachers who are committed to improving children's learning. Apart from taking on the role of the overall professional development of teachers in a school as a Teacher Development Coordinator(TDC) s/he will build and lead a teacher group/network called the Academic Resource Team (ART) consisting of few key champion teachers. This will be an on-going, community of practice through whom all teachers of the school can tangibly improve their classroom practice and children's learning.

Role of the Mentor Teacher

“I lead the training and support of TDCs and use my influence to ensure they are highly effective in supporting teachers to improve their classroom practice and school culture. In this way, I contribute to improving learning for all children in my Zone.”

- 1) For MTs (and the TDCs and teachers you engage with) to be effective, they MUST be able to focus on their core role of improving teaching and learning;
- 2) Systemic improvement requires building collective capacity. Everyone in the system requires a learning and development focused environment. Just as teachers need excellent, ongoing professional development, so MTs also require high quality professional learning, support and recognition in order to be able to focus effectively support TDCs and teachers.

So – this programme is about re-focusing the MT role on its core – leading TDCs to improve teaching and learning– and supporting MTs to do it well!

The specific details of the training and development structure for MTs are outlined in the section below. Before jumping into that though, we wanted to share the core behaviours and mindsets that you will develop in this journey for next year. These have been prioritised based on international evidence about effective education leadership and **learning through practice in other systems**.

You will notice as you progress in the programme, that the mindsets and behaviours are largely the same as those that teachers and TDCs are also developing. They will be manifested differently depending on each individual role but the mindsets and behaviours themselves are the same. This is because – regardless of role – they are all focused on a desire for and action towards continuous improvement.

Core Mindsets and behaviours for effective MT Learning Leaders:	MTs demonstrate this by (for example)
Learning Leadership	<i>Ensuring the major agenda item on any meeting agenda is how to support teachers to be more effective</i>
Reflective practice	<i>Thinking carefully and critically about actions taken to support TDCs and being open about these thoughts with my PM and peers so as to gain insight and feedback to improve</i>
Problem solving	<i>Supporting TDCs to create strategies to increase teacher implementation of new techniques learned</i>
Collaboration	<i>Liaising closely with other MTs in the District to share learning about how to support TDCs effectively</i>
Self-efficacy	<i>Sharing and celebrating small successes (MT's own and their peers), for instance in using a new facilitation technique well, and then building on this success with a willingness to try additional new facilitation techniques</i>
Growth mindset	<i>Providing TDCs with developmental feedback that praises their effort in supporting teachers, not their 'ability'</i>

Mentor Teacher Support & Responsibilities

Support Provided	Core Responsibilities	Examples of Demonstration of Effectiveness
<ul style="list-style-type: none"> • 3 Training Institutes of total 10 days (co - led by facilitators and PMs) each academic year to set them up to lead TDC Institutes (along with PMs); to build capacity around lesson observations; to prepare them to lead reflective discussions with TDCs; and to build the team spirit of the MTs and their identity as a group of leaders. • Fortnightly individual support calls/ meetings with Programme Managers to review progress, set direction and agree actions. • Reflective journal with planned exercises designed to support MTs to be more effective in leading their team of TDCs. • Monthly meetings with all MTs in the District to share learning, review data and practice core skills of coaching, facilitation and data-based decision making. With PM and DDE. • Participate in 3 x alignment meetings with teachers, HTs, TDCs, DEOs, DIETs and (where possible) state level representation to share learning based on data and build towards a shared vision for improving teacher intrinsic motivation and practice and children's learning 	<ul style="list-style-type: none"> • Co-Facilitate 3 TDC training 'Institutes' of total 10 days, each academic year to set TDCs up to lead group of teachers in school and lead shift in classroom practice amongst teachers in their schools through effective classroom observations and feedback. These will be delivered in conjunction with Programme Managers and Facilitators. • Co-Facilitate 3x half day 'Mid-term TDC meet-ups' to share learning and reflect together on how to run their networks and support teachers more effectively. • 3x support visit by MTs during various other forms of engagement (30min daily meetings, faculty meetings, etc) • Provide monthly structured support calls/ school visits to each of their TDCs on a monthly basis. • Observe each of their TDCs leading network meetings 3 x choose each year and provide feedback and support to develop facilitation skills • Other than network meetings observe other 'forms of engagement' that the TDCs choose to interact with their teachers and develop 5 best practice case studies by the end of the year • Play a leading role in 3 x alignment meetings with teachers, HoS, MTs, DEOs, DIETs and (where possible) state level representation to share learning based on data 	<ul style="list-style-type: none"> • Modelling excellent facilitation to TDCs and spread a positive, constructive tone focused on improving teaching and learning • Regularly communicate to DDEs and others in the system about the progress they are seeing TDCs and teachers make, where they need more support • Act as champions within the system to avoid TDCs and teachers being distracted from improving teaching and learning- ensure that all meetings/ discussions relate to improving learning • Ensuring there are no logistical or administrative barriers to their TDCs being able to lead networks effectively • Provide excellent training and mentoring to TDCs focused on helping them be more effective in improving teaching and learning in their cluster, rather than just telling them what to do • Liaise closely with other MTs in the District to share data and learning about how to support TDCs effectively

Overall Roles & Responsibilities

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

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

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

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

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

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

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

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

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

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

Overall Roles & Responsibilities

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

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

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

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

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

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

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

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

School Objectives: August 2017 - March 2018

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

Term 1 Objective (August to October):

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

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

Term 2 Objectives (November - March):

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

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

Review Institute (October):

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

Stories of Engagement

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

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

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

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

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

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

(Essay written by the education leader)

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

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

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

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

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

(Transcripts of an interview)

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

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

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

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

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

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

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

What advice would you have for TDCs?

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

Objectives of School Teacher Development Plan (August- December)

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

Plan of Engagement for Mentor Teachers

The following plan of engagement is meant to be a flexible semi-structure to help mentor teachers prioritize their work specifically with the TDCs. Therefore, you will find 'empty spaces' for you to add activities and purpose based on your experience of working with TDCs. This also a generalised for all the schools you work with. With the support of the Program Manager you may want to develop specific plans for each of your schools.

ACTIVITY	PURPOSE	Ticks when completed with date of completion
Phase 1: June - August		
MT orientation Program	<ul style="list-style-type: none"> For the MTs to gain understanding of TDC program framework and to understand their role in it 	✓
MT support HoS in TDC selection	<ul style="list-style-type: none"> For the MT to explain the process of TDC selection to their respective schools' HoS To support respective schools' HoS to complete the TDC selection process on time 	✓
MT Development Session	<ul style="list-style-type: none"> To develop key skills of mentor teachers namely rapport, credibility, facilitation skills so that they can support TDCs To develop a plan-of-engagement for MTs for a period of two months to maximize impact To build a shared vision of improving learning in a district and within their region 	Congrats! You are in it right now!
MT/ TDC PRE-CALL/ MEETING	<ul style="list-style-type: none"> For the MT to explain their new role to the TDC and get to know them/ build a relationship To set-up the TDCs to be learning ready and excited by Institute 1 	
MESSAGE to TDCS	<ul style="list-style-type: none"> To remind the TDCs about the logistics for the institute To share some carefully selected pre-reading/ short film (linked to the role) 	
TDC Development Session	<ul style="list-style-type: none"> To ensure the TDCs understand their role To build a bond between TDCs To prepare the TDCs to lead the first theme of LIC 1 - "Connect" and key facilitation skills 	
MESSAGE TO TDCs	<ul style="list-style-type: none"> To thank the TDCs for their attendance and ideas and encourage them To share a reading/ film clip to reinforce learning from the institute and to stimulate discussion on the whatsapp group 	

ACTIVITY	PURPOSE	Ticks when completed with date of completion
FEEDBACK MEETING WITH PM	<ul style="list-style-type: none"> • Chance for PM to share feedback to the MT on their facilitation and to gather ideas from the MTs about how to improve the Institute for next time • Chance for PM to talk through the follow-up call to each of the TDCs that the MT will make and practice core messages for the call 	
CALL WITH EACH TDC	<ul style="list-style-type: none"> • To check in on TDC planning for the Introductory meetings and ensure no logistical barriers • To check the TDC has done all they can to engage HoS and prep teachers in advance • To talk through ideas/ doubts that the TDCs have • To give encouragement and support to the TDCs and wish them good luck! 	
VISIT SAMPLE OF INTRO MEETINGS WITH TDCS	<ul style="list-style-type: none"> • To observe TDCs conducting meetings and give them support and constructive feedback • To get an 'on the ground' sense of the teachers' reaction to the teacher collaboration and see first-hand the energy of teachers that exits when given the chance to share • To show teachers that the 'system' is behind them and supports their participation in networks • To support TDCs in gathering interest of teachers to join ART 	
VISIT 'OTHER FORMS OF ENGAGEMENT' WITH TDCs	<ul style="list-style-type: none"> • To attend sample of 30 minute sessions to gain understanding of whether the meetings are focused around the objectives of this phase • To participate in One on One sessions between TDC and teacher and to facilitate Mentor - Mentee relationship through observations and constructive feedback to TDC. • To observe the TDCs' ability to identify issues of general pedagogy within the faculty meets and to encourage faculty members to try various classroom strategies 	
Spaces for MTs plan above and beyond		

ACTIVITY	PURPOSE	Ticks when completed with date of completion
Phase 2: September - October		
CALL WITH EACH TDC	<ul style="list-style-type: none"> • To check in on TDC planning for the network meeting 1 and ensure no logistical barriers • To check the TDC has done all they can to engage HoS and prep teachers in advance • To talk through ideas/ doubts that the TDCs have • To give encouragement and support to the TDCs and wish them good luck! 	
SUPPORT VISITS	<ul style="list-style-type: none"> • To observe TDCs conducting network meetings and give them support and constructive feedback • To get an 'on the ground' sense of the teachers' reaction to the network model and see first-hand the energy of teachers that exits when given the chance to share • To show teachers that the 'system' is behind them and supports their participation in networks • To build momentum and energy around improving teaching and learning 	
MESSAGE TO TDCs	<ul style="list-style-type: none"> • To thank TDCs visited and recognise/ encourage them publicly for what they did well in facilitating the session 	
MESSAGE TO TEACHERS FROM MT	<ul style="list-style-type: none"> • To thank teachers for their participation in the Network Meeting 1 and recognise them for all the ideas shared and energy with which they participated 	
MESSAGE to TDCS	<ul style="list-style-type: none"> • To remind the TDCs about the logistics for the institute • To share some carefully selected pre-reading/ short film (linked to the role) 	
SCHOOL VISITS Feedback, Support visit, data collection/compilation	<ul style="list-style-type: none"> • To get a sense of how network teachers are implementing different strategies in their respective classrooms • To help TDCs reflect on the NETWORK meeting and support accordingly • To support TDC in classroom observation • To collect and compile data 	
MT/ PM reflection call	<ul style="list-style-type: none"> • To provide chance for the MT to take stock following NETWORK meeting 1 • To reflect on the overall needs of TDCs and how they can support them • To think through how they could make observation visits more useful 	

ACTIVITY	PURPOSE	Ticks when completed with date of completion
MT/ DDE catch-up	<ul style="list-style-type: none"> • To update the DDE on progress so far • To give the MTs 'face time' with the DDE and recognise them publicly for their efforts to date • To share any logistical challenges that they, their TDCs or teachers are facing and jointly create solutions 	
SUPPORT VISITS	<ul style="list-style-type: none"> • To help TDCs reflect on the Network meeting and support accordingly • To do classroom Observations with TDCs 	
DDE VOICE MESSAGE TO TEACHERS	<ul style="list-style-type: none"> • To show teachers and HoS that there is full alignment and support for them sharing ideas and participating in networks 	
VISIT 'OTHER FORMS OF ENGAGEMENT' WITH TDCs	<ul style="list-style-type: none"> • To attend sample of 30 minute sessions to gain understanding of whether the meetings are focused around the objectives of this phase • To participate in One on One sessions between TDC and teacher and to facilitate Mentor - Mentee relationship through observations and constructive feedback to TDC. • To observe the TDCs' ability to identify issues of general pedagogy within the faculty meets and to encourage faculty members to try various classroom strategies 	
Spaces for MTs plan above and beyond		

ACTIVITY	PURPOSE	Ticks when completed with date of completion
Phase 3: October - November		
CALL WITH EACH TDC	<ul style="list-style-type: none"> • To check in on TDC planning for the Network meeting 2 and ensure no logistical barriers • To check the TDC has done all they can to engage HoS and prep teachers in advance • To talk through ideas/ doubts that the TDCs have • To give encouragement and support to the TDCs and wish them good luck! 	
SUPPORT VISITS	<ul style="list-style-type: none"> • To observe TDCs conducting network meetings and give them support and constructive feedback • To get an 'on the ground' sense of the teachers' reaction to the network model and see first-hand the energy of teachers that exits when given the chance to share. • To encourage teachers for their efforts in their classrooms. • To show teachers that the 'system' is behind them and supports their participation in networks • To build momentum and energy around improving teaching and learning 	
MESSAGE TO TDCs	<ul style="list-style-type: none"> • To thank TDCs visited and recognise/ encourage them publicly for what they did well in facilitating the session 	
MESSAGE TO TEACHERS FROM MT	<ul style="list-style-type: none"> • To thank teachers for their participation in the Network Meeting 2 and recognise them for all the ideas shared and energy with which they participated 	
SCHOOL VISITS Feedback, Support visit, data collection/compilation	<ul style="list-style-type: none"> • To get a sense of how network teachers are implementing different strategies in their respective classrooms • To help TDCs reflect on the NETWORK meeting and support accordingly • To support TDC in classroom observation • To collect and compile data 	
MT/ PM reflection call	<ul style="list-style-type: none"> • To provide chance for the MT to take stock following NETWORK meeting 2 • To reflect on the overall needs of TDCs and how they can support them • To think through how they could make observation visits more useful 	

ACTIVITY	PURPOSE	Ticks when completed with date of completion
MT/ DDE catch-up	<ul style="list-style-type: none"> To update the DDE on progress so far To give the MTs 'face time' with the DDE and recognise them publicly for their efforts to date To share any logistical challenges that they, their TDCs or teachers are facing and jointly create solutions 	
DDE VOICE MESSAGE TO TEACHERS	<ul style="list-style-type: none"> To show teachers and HoS that there is full alignment and support for them sharing ideas and participating in networks 	
MT Review & Training	<ul style="list-style-type: none"> To take stock of challenges and successes of the program from all stakeholders To develop a plan for the next quarter 	
TDC Review & Training	<ul style="list-style-type: none"> To take stock of challenges and successes of the program from all stakeholders To develop a plan for the next quarter 	
VISIT 'OTHER FORMS OF ENGAGEMENT' WITH TDCs	<ul style="list-style-type: none"> To attend sample of 30 minute sessions to gain understanding of whether the meetings are focused around the objectives of this phase To participate in One on One sessions between TDC and teacher and to facilitate Mentor - Mentee relationship through observations and constructive feedback to TDC. To observe the TDCs' ability to identify issues of general pedagogy within the faculty meets and to encourage faculty members to try various classroom strategies 	
Spaces for MTs plan above and beyond		

ACTIVITY	PURPOSE	Ticks when completed with date of completion
Phase 4: November - December		
CALL WITH EACH TDC	<ul style="list-style-type: none"> • To check in on TDC planning for the Network meeting 3 and ensure no logistical barriers • To check the TDC has done all they can to engage HoS and prep teachers in advance • To talk through ideas/ doubts that the TDCs have • To give encouragement and support to the TDCs and wish them good luck! 	
SUPPORT VISITS	<ul style="list-style-type: none"> • To observe TDCs conducting network meetings and give them support and constructive feedback • To get an 'on the ground' sense of the teachers' reaction to the network model and see first-hand the energy of teachers that exits when given the chance to share. • To encourage teachers for their efforts in their classrooms. • To show teachers that the 'system' is behind them and supports their participation in networks • To build momentum and energy around improving teaching and learning 	
MESSAGE TO TDCs	<ul style="list-style-type: none"> • To thank TDCs visited and recognise/ encourage them publicly for what they did well in facilitating the session 	
MESSAGE TO TEACHERS FROM MT	<ul style="list-style-type: none"> • To thank teachers for their participation in the Network Meeting 3 and recognise them for all the ideas shared and energy with which they participated 	
SCHOOL VISITS Support to MT/TDC for classroom observation and data collection/ compilation	<ul style="list-style-type: none"> • To get a sense of how network teachers are implementing different strategies in their respective classrooms • To help TDCs reflect on the NETWORK meeting and support accordingly • To support AC in classroom observation • To collect and compile data 	
School Visits	<ul style="list-style-type: none"> • To help TDCs reflect on the NETWORK meeting and support accordingly • To do classroom Observations with TDCs 	
MT/ PM reflection call	<ul style="list-style-type: none"> • To provide chance for the MT to take stock following NETWORK meeting 3 • To reflect on the overall needs of TDCs and how they can support them • To think through how they could make observation visits more useful 	

ACTIVITY	PURPOSE	Ticks when completed with date of completion
MT/ DDE catch-up	<ul style="list-style-type: none"> • To update the DDE on progress so far • To give the MTs 'face time' with the DDE and recognise them publicly for their efforts to date • To share any logistical challenges that they, their TDCs or teachers are facing and jointly create solutions 	
DDE VOICE MESSAGE TO TEACHERS	<ul style="list-style-type: none"> • To show teachers and HoS that there is full alignment and support for them sharing ideas and participating in networks 	
VISIT 'OTHER FORMS OF ENGAGEMENT' WITH TDCs	<ul style="list-style-type: none"> • To attend sample of 30 minute sessions to gain understanding of whether the meetings are focused around the objectives of this phase • To participate in One on One sessions between TDC and teacher and to facilitate Mentor - Mentee relationship through observations and constructive feedback to TDC. • To observe the TDCs' ability to identify issues of general pedagogy within the faculty meets and to encourage faculty members to try various classroom strategies 	
Spaces for MTs plan above and beyond		

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