

# TDC PROGRAM

Nov. 2019 -  
Jan. 2020



## Mentor Teacher Handbook

LIC 6

LIC Theme: Teaching and Learning Strategies (Part 2)  
MT Skill Focus: Encouraging and Sustaining Change

Name of Mentor Teacher: \_\_\_\_\_



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# SECTION ONE

## Looking Back at LIC 5



*DDE District and DDE Zone at DPCM - RK Puram*

### IN THIS SECTION

- Quick Recap: Skills Focus
- Quick Reflections: Classroom Routines
- Testimonials
- What Is the Aim of the TDC Programme?
- The 6 Steps

# Quick Recap: Skills Focus (Developing a Culture of Learning)

## Developing a Growth Mindset in Schools

Why is it important?	How can I apply this?
<ul style="list-style-type: none"> <li>• Significant amount of evidence suggests that <b>those with a Growth Mindset perform better in a variety of areas</b> (sport, test scores, music and many more) than those with a Fixed Mindset (those who believe intelligence and ability cannot be changed).</li> <li>• It changes lives and systems. <b>Once people start believing in their ability to get better – they work harder, learn from failure, and actually do get significantly better!</b> If teachers and learners adopt a Growth Mindset, they will begin to see their sense of possibility transforming before their eyes.</li> </ul>	<ul style="list-style-type: none"> <li>• Praise effort, not intelligence</li> <li>• Celebrate mistakes/challenges as opportunities to find areas of improvement</li> <li>• Work on finding strategies to improve on areas of development</li> <li>• Challenge them to reflect on whether they have a Fixed Mindset or a Growth Mindset</li> <li>• Show teachers that you have adopted a Growth Mindset</li> </ul>

## Strategy 2: Building recognition in your schools

		Why is it important?	Example
P	Personal	Recognition should be personal. It is important for the person to feel that it is for them and them only. If for example someone sends a thank you email to 100 people, individuals may feel that their personal contribution has not been recognised.	A handwritten letter thanking someone.
A	Authentic	Recognition needs to feel real. Praise or recognition that feels false has a negative effect.	Being clear on why you appreciated something someone has done. <i>e.g. 'your thoughts on making eye contact during facilitation made me realise that I need to change my own practice in this area'.</i>
S	Specific	Recognition needs to be for specific things. This will make it feel personal and authentic, that the person recognising has really noticed what they are doing.	Thanking someone for a specific contribution they have made in a discussion, quoting or paraphrasing their words.
S	Spontaneous	Recognition should feel like it is organic, and not something that has simply been planned out – this will make it feel personal and authentic.	Writing an appreciation note to someone immediately after they have done something that has positively impacted you or others.

## Reflections:

*How did you use Growth Mindset to help TDCs overcome challenges?*

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*Did you see any advantages of using Growth Mindset while problem solving in your mentee schools?*

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*Were you able to develop a culture of recognition in your mentee schools? Write down any changes you observed because of it.*

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*Our Skills Focus for LIC 5 was Developing a Culture of Learning. What are 2-3 things you will do in LIC 6 to continue doing that?*

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# Quick Reflection: Classroom Routines

*What are some successes of classroom routines that you observed during LIC 5?*

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*What were some challenges teachers faced in implementing the classroom routines?*

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*How can you support teachers in continuing the routines in LIC 6?*

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*We have covered 5 LICs so far. Which of the different strategies can teachers use for the following:*

**Building a Culture of Trust and Communication:**

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**Building Retention:**

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**Check for Understanding:**

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# Testimonials

“ TDC Programme equips the teachers with the wings to open their classrooms not only for others but even for themselves to try new strategies, to administer various new techniques of building connect with students, lesson plan, asking different types of questions, dealing with student's responses and evaluation of our teaching style. ”

ART Meetings has given the platform to teachers to discuss about TEACHING LEARNING PROCESS going inside the classroom, to share the success of any new technique or method they implemented in the class or to discuss the loopholes in any strategy in the reflective manner, moulding the strategy according to the feedback and re-implement it. It's really a great feeling to witness the growing appreciation culture among teachers.

- Pooja Gandotra, BRP/District Coordinator, North West A and B

“ इस कार्यक्रम में सम्मिलित होकर मैं बहुत उत्साहित हूँ। मेरे सम्बंधों में सुधार हुआ है। विभिन्न कार्यशालाओं द्वारा एक विकसित व प्रगतिशील व्यक्तित्व की ओर उन्मुख हुई हूँ। अभी थोड़ी नींव मजबूत हुई है और आशा है आगे की यात्रा गौरवशाली रहेगी। ”

- डॉ. कविता, प्रवक्ता (हिन्दी) सर्वोदय कन्या विद्यालय पूठकलां

“ Intervention of Mentorship Program and TDC Program are landmarks in Education system of Delhi. ” Building academic environment in the school was the prime focus for deputing mentors in the schools. Now teachers have a friend and a guide in the form of TDC and Mentor who help them to deal with problems related to teaching learning strategies, pedagogy and academic challenges.

ART meetings provided a platform for discussion about the benefits of changing teaching methods. TDC and ART members are the most effective contributors for further sharing the innovative methods during 30 minutes session to cascade ideas to reach the whole school. HOSs also motivated to attend and contribute their academic vision and wisdom through the ART meetings. Now teachers are showing Exponential Growth using teaching strategies, they are using Elaborative Questioning Techniques, Brain Dump, Do Now, No Hands, etc. Teachers opened up to share their own practices with each other. Class observation started by ART members and TDC. Through Whatsapp group, ART members share the pictures, videos and minutes of 30 minute sessions every day.

- Mrs. Ila Verma, Mentor Teacher



# Testimonials

“ When students see their teachers learn they also tend to learn because they learn what they see, not what they are told. Professional development of teachers inspires them to learn and there cannot be a better program than a school-based learning program and the Teacher Development Coordinator Program offers this opportunity to teachers.

- MT Murari Jha, South West - A

“ TDC program creates an environment that facilitates learning. TDCs collaborate with one another, mentor and HOS to work for the shared vision of the school by conducting focussed learner led discussions, providing one to one support to teachers, sharing new co-teaching learning strategies and model lesson plans, providing development feedback following peer classroom observations, creates a culture of support for each other. TDC program helps in fostering teacher-led culture of collaborative professionalism centred on the holistic development of the child and building a culture of continuous learning and improvement.

- Heena Jain, Mentor Teacher North West – A

“ TDC program is boon for enhancing teaching learning environment in classroom. This program has provided a platform for academic discourse amongst teachers which is so necessary but was missing. It helped in bringing teachers together and sharing their classroom teaching experiences. After introduction of this program teachers have been overcoming inertia of using traditional classroom teaching practices and are motivated to experiment with new age techniques and methodologies.

- Divya Maan, Facilitator DIET Keshavpuram

“ TDC program is a wonderful academic program that gave opportunity to teachers to think innovatively. Classes are more interesting and learning is better than before.

- Dr. Anjul Sharma, TDC Nodal Officer, DIET Daryaganj

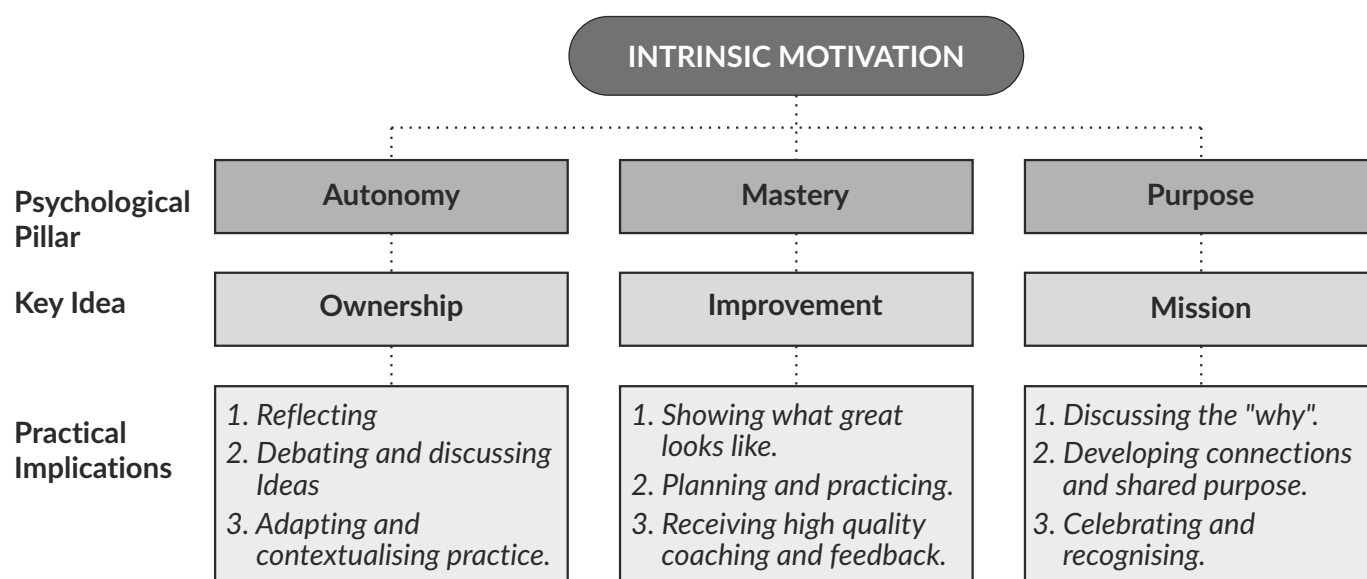


# What is the aim of the TDC Programme?

While each LIC introduces a new theme and new strategies, the main aim of the TDC Programme is not the mastery of those specific strategies but the **creation of an environment in schools that helps teachers sustain their intrinsic motivation to teach.**

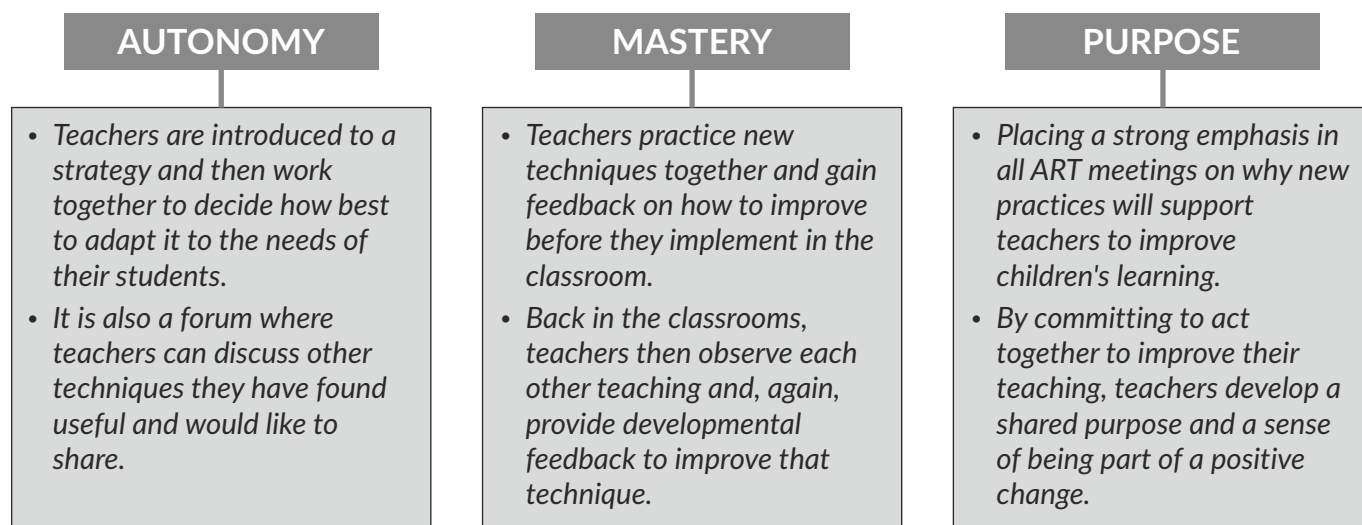
Research tells us that intrinsic motivation can be sustained if a person's need for autonomy, mastery, and purpose is fulfilled:

- **Autonomy:** Being able to decide for ourselves how best to do our work.
- **Mastery:** Constantly being able to engage in opportunities for professional growth; to become better consistently and to be able to see our growth.
- **Purpose:** Being able to see a shared purpose for the work we do.



## Intrinsic Motivation in Action: ART Meetings

At the heart of the TDC programme are the Academic Resource Teams (ART) in every school. **ART meetings are designed specifically to increase teacher intrinsic motivation through building autonomy, mastery and purpose:**



## Where else do we see Intrinsic Motivation?

Get into groups! Each group will be responsible for any one programmatic activity in the table below. In your groups, think about how autonomy, mastery, and purpose are built into that activity (like the example of the ART meeting below). Then, write down some key observation points for each of those activities based on autonomy, mastery, and purpose.



<b>Programmatic Activity</b>	<b>Practical Implication of Intrinsic Motivation Seen In Activity</b>	<b>Key Observation Points</b>
ART Meetings	<ol style="list-style-type: none"> <li>1. Reflecting</li> <li>2. Debating and Discussing</li> <li>3. Contextualising</li> <li>4. Planning and practicing</li> <li>5. Getting feedback on plans</li> <li>6. Establishing purpose of the strategy</li> </ol>	<ol style="list-style-type: none"> <li>1. Do ART members get a chance to discuss the strengths and challenges of the strategy?</li> <li>2. Do they get time to plan how they want to use the strategy and then get feedback on the plans?</li> <li>3. Is the purpose of that strategy/skill discussed?</li> </ol>
Co-Learning Sessions		
Classroom Observations		
DPCMs		
Developmental Feedback		

# The 6 Steps

In the previous LIC, we introduced The 6 Steps for ART meetings and Co-Learning Sessions.

It is important to remember that these 6 steps are to be used for a single session in a training or ART meeting. They are not the 6 steps of an LIC. For example, when introducing a strategy in an ART meeting, we will use the 6 steps to guide the process as seen in the table below:

STEP	OBJECTIVES
Inspire	<b>Facilitator introduces the content of the session to the participants:</b> For example, What is Do Now?
Concrete Examples	<b>Facilitator gives an example of what the strategy/skill looks like when it is implemented well.</b> For example, sharing an example of how Do Now can be used in a Fractions lesson and talking about how the example meets the success criteria.
Contextualize	<b>ART members discuss what was good about the example, how it could be improved and how they will use it.</b>
Practice	<b>Now, ART members plan how they will implement the strategy/skill in their classrooms. Each participant should do this on their own and refer to the success criteria.</b>
Feedback	<b>Each ART members shares their plan with a partner and receives feedback based on the success criteria.</b>
Adapt	<b>After feedback, each participant adjusts their plan.</b>

Think about how the 6 steps help introduce aspects of autonomy, mastery and purpose in the ART meetings.

Discussion in DPCM





# ART Meeting – Success Descriptors

You will notice that the success descriptors are not focussed only on explaining the strategies. Instead, they focus on discussions, reflections, practice and developing purpose. As long as that is happening, teachers will be able to find meaning in the ART meetings and will feel more motivated to be a part of them.

	Criteria	Level 1	Level 2	Level 3	Level 4	Level 5
FACILITATOR	<b>Linking to purpose</b> (Purpose: To promote the development of a shared sense of purpose)	No rationale given for the content in the meeting	Rationale is given but the link to learning and purpose is not clear	Rationale is given and clear c.50% of the time, but limited or no checking for understanding	Most activities (75%) linked to wider purpose and usually but not always checks for understanding of this link	All activities linked to wider purpose, and checks carefully that all participants understand this
	<b>Recognition and celebration</b> (Purpose: To ensure there is a sufficiently positive atmosphere for teachers to thrive)	No appreciation of participants	Limited and mostly superficial appreciation (e.g. thanking participants for coming to meeting)	Recognises participants consistently throughout the meeting (as whole group and range of individuals)	Builds culture of recognition by ensuring there is opportunity for participants to recognize each other effectively	Consistent recognition and appreciation that is explicitly linked to wider purpose
	<b>Probing</b> (Mastery: To ensure teachers are pushed to reflect deeply and thus identify ways to improve)	No 'how' or 'why' questions asked	May be some 'how'/'why' questions, but unclear on when they are needed	Confidently uses probing questions to go deeper	Actively promotes peer probing	Actively promotes peer probing and explains why this is important
TEACHER	<b>Practising</b> (Autonomy/Mastery: To ensure teachers are supporting each other to practise a particular strategy, receive feedback and improve)	No practice	Limited time and/or lack of understanding of how to practice	Practice occurs (and at least 50% show a good understanding of how it should occur) but no feedback	Practice occurs followed by feedback, though feedback may not be understood and/or not implemented	Practice occurs with feedback, which is understood and implemented (evidence of both)
	<b>Developing action plans</b> (Mastery: To ensure teachers are in as strong a position as possible to translate learning into their work)	No action plan	No detail in action plan	Specific, time-bound action plans	Action plans incorporate feedback	Action plans incorporate feedback and are clearly tied to wider goals
	<b>Attitude towards meeting</b> (Purpose: To ensure teachers are excited about the strategy/observing each other and therefore likely to translate it into action)	No interest (i.e. negative body language and tone)	Minority show positivity and interest (25%)	At least 50% show passion and interest (50-75%); less than 50% show understanding of link of activities to purpose	Majority of participants show passion(75%+) ; most show understanding of link of activities to wider purpose	All participants highly passionate throughout and show understanding of link between activities and wider purpose

## Let's Practice!



Individually, read the notes from an observation of an ART meeting. Once you have read the notes, use the success descriptors above to rate on the different indicators:

- The ART meeting was initiated with an energizer where the ART members shared something they had learnt from another ART member. The objectives of the ART meeting were shared by the TDC along with the agenda, which was followed by a pair discussion and large group sharing on their reflection on 'Do Now'. One of the ART members, Jaimala Ma'am, shared that 'Do Now' had helped increase the self-confidence of some of her students but that she needs to learn how to make it inclusive of all students. Ms. Sheetal shared that she could not effectively implement the routine as she was on leave. The TDC summarized the pointers shared by the ART members on a chart paper and requested Ms. Sheetal to share the picture of the same in the school WhatsApp group.
- The TDC then shared the handouts for reading and promoting discussion within the ART members on the second strategy of the LIC. She also ensured that she observed each pair and also asked probing question to engage the ART members in in-depth discussion. She strengthens the understanding of the participants by reading the example which was also displayed with the help of the PPT through Kyan, which was followed by the discussion on the utility of the strategy in the classroom.
- Finally, the TDC asked them to plan how they will implement the strategy in class which was followed by feedback in pairs. Towards the end, she emphasized the success criteria for the strategy. The meeting was concluded with a two-minute video about the importance of teachers. Before leaving, the ART members and the TDC shared the date of implementation of the strategy, and the TDC requested the ART members to observe her class.

Stakeholder	Criteria	Score
Facilitator	<b>Linking to purpose</b> (Purpose: To promote the development of a shared sense of purpose)	
	<b>Recognition and Celebration</b> (Purpose: To ensure there is a sufficiently positive atmosphere for teachers to thrive)	
	<b>Probing</b> (Mastery: To ensure teachers are pushed to reflect deeply and thus identify ways to improve)	
Teachers	<b>Practising</b> (Autonomy/Mastery: To ensure teachers are supporting each other to practise a particular strategy, receive feedback and improve)	
	<b>Developing action plans</b> (Mastery: To ensure teachers are in as strong a position as possible to translate learning into their work)	
	<b>Attitude towards meeting</b> (Purpose: To ensure teachers are excited about the strategy/observing each other and therefore likely to translate it into action)	

## Feedback

Now, pair up with a partner and discuss each other's scores. Get feedback on how you can adjust your scores to make them more accurate. Make any changes you think necessary after your discussion.

# SECTION TWO

SKILLS FOCUS:  
Encouraging and  
Sustaining Change



## IN THIS SECTION

- Making It Attractive
- Making It Social



## Strategy 1: Making It Attractive\*

### What does it mean to 'make it attractive'?

The simple idea is that for people to adopt a particular behaviour, it has to be something that is attractive to them in some way. For example, think about '2 for 1' offers in a market. The fact that we think we might make a saving is attractive to us, and therefore we are more likely to buy the item on offer.

It is not just 'rational' choices like this that determine whether something is attractive. If something makes us feel a certain way, we may be more likely to do it. For example, anti-smoking campaigns that have an emotional impact are more successful than those that do not.

Why is it important?	How can I apply this in my work?
<ul style="list-style-type: none"><li>• There is lots of evidence to suggest that making things more attractive in the ways described changes the likelihood of particular behaviours being adopted.</li><li>• If considered carefully, there is lots of scope to 'make it attractive' in our work which can lead to significant changes in the way that officials and teachers work in your block.</li></ul>	<ul style="list-style-type: none"><li>• Consider the way you ask questions to teachers, and see if you can construct them in such a way that makes their job feel important to them.</li><li>• People are more likely to do something if it is personalized. Consider writing a personalized message or letter to a teacher which thanks them for their work when asking them to do something.</li><li>• Highlight clear benefits that teachers may gain from engaging in a particular activity.</li></ul>

### Example

Deepa is an MT in a district of Delhi. She has been a part of the Teacher Development Coordinator programme for two years. Recently, she has got a new TDC (Rajvi) who is not engaged in the feedback process as much as Deepa would like. Whenever Deepa asks her to sit down to discuss an ART meeting or classroom observation, she seems to be in a hurry to end the conversation. Deepa has tried lots of things – she has tried talking to about why feedback is important, and about the benefits of the programme, but it doesn't seem to lead to long-term change and leaves her feeling exhausted. She decides that she needs to try something new, and from her recent reading about behavioural psychology, she decides that she needs to make it more attractive for Rajvi to be a part of the feedback conversation.

**Highlighting the importance of the person's contribution:** Deepa starts by talking about what she noticed went well. She tells Rajvi that she is very impressed by how Rajvi responded to a couple of questions that came from the ART members. Then, she frames her question in a way that highlights the importance of the Rajvi's contribution. Instead of saying, 'I think you need to speak less so that the participants get more time to discuss' she asks, 'What can we do so that more people get time to think about and share their questions and ideas so you can support them like you supported Arti today?'

**Highlighting benefits to that person:** Deepa also tries to highlight the benefit that Rajvi will get by implementing this suggestion. She says, "I know you have a lot of responsibilities. Maybe by getting the ART members more involved, you can get some help? It will give you some more time to dedicate to other activities."

**Personalised recognition:** Deepa notices that this time, Rajvi is listening to her patiently and also adding a few opinions of her own. Before leaving, Deepa leaves a note for Rajvi that says: *Thank you for taking out time today to discuss the ART meeting, Rajvi. It was great to see how comfortably you responded to questions today in spite of being new to the role. Looking forward to our next meeting!*

After doing this 2-3 times again, Deepa notices that Rajvi starts approaching her for feedback on her own.

In the previous LIC, we discussed Building Recognition – a way to celebrate the efforts of the TDCs. Building Recognition is an important part of Making It Attractive as well. However, it is not enough. To make it attractive, it is important that the TDCs are able to see why their contribution is important and what benefit they can get from the activity.

#### Discussion

1. Do you think this is an effective use of the 'make it attractive' strategy? Why or why not?
2. What else could Deepa have done to 'make it attractive'?
3. How might you use this strategy with your TDCs?

Think back to the pillars of intrinsic motivation. Highlighting a person's strengths shows them how their mastery over their work is improving while highlighting their contribution helps build their sense of purpose – both important ways to increase intrinsic motivation!

## Practice

Think of a problem you are currently facing with a TDC that you might be able to solve by 'making it attractive'. Use the Planning Template to plan your conversation with them.

### Planning Template

<b>How will you show them that their contribution is important?</b> <i>(Example - What can we do so that more people can share their questions and ideas so you can support them like you supported Arti today?)</i>	
<b>Benefit to them</b> <i>(Example - Maybe by getting the ART members more involved, you can get some help? It will give you some more time to dedicate to other activities.)</i>	
<b>Personalised strength of the TDC</b> <i>(Example - It was great to see how comfortably you responded to questions today in spite of being new to the role.)</i>	
<b>Encouragement of Growth Mindset</b> <i>(CHALLENGE: Make it even better than Deepa's by linking it to Growth Mindset!)</i>	

## Feedback and Adapt

Swap your plan with a partner. Give them ONE area of strength and ONE area to improve. Make sure your feedback explicitly refers to the success criteria below:



### Success Criteria

- Emphasising their contribution
- Personalised strength
- Benefit to them

## Committing to Action

Starting behaviour change through 'making it attractive' is only the beginning. In order to build habits that last, you will need to keep reinforcing this. Think about a TDC with whom you can use this strategy.

- What is the problem you are trying to solve:
- What can you do to make it attractive:
- When should your partner follow-up with you about this:



## Strategy 2: Making It Social

### What is 'making it social'?

As humans, we are social animals – therefore we are heavily influenced by what others around us do. Just think about a time you have been thinking about going somewhere new for a holiday. Before you do, you want to know what other people think of the place, so you might ask a friend who has been there, or check for reviews on the Internet. You are very likely to make your decision based on what you find out from this exercise – if the reports of the place are good you will go; if they are not you won't go.

'Making it social' tries to help you make use of this phenomenon to build great working habits in your schools and groups.

**This is something a lot of you are already engaged in through WhatsApp groups!  
Let's think about how to make even better use of it.**

### Why is it important?

There is now a huge body of research showing that almost every decision we make is influenced by others, but quite often we don't even notice these social influences. Knowing how to effectively build work culture by 'making it social' will help inspire TDCs in a sustainable way.

### How can I apply this?

- *Show that most people already do the desired behaviour.* For example, if you find that most of your TDCs are successfully promoting peer to peer observation in schools, make sure this is made clear to all TDCs by celebrating it (for example, as a congratulatory message on the WhatsApp group).
- *Encourage TDCs to make a commitment about action to a peer,* as research shows this is much more likely to result in people actually doing it. For example, ask TDCs to choose a specific time and date for when they will meet you to reflect on a network meeting, but ask them to also share this with a peer.
- *Use the power of networks.* For example, rather than just committing to a peer, use a TDC WhatsApp group for the commitments above. Make it clear this is not to force them, but it will help them commit to action and therefore improve (make the links to Growth Mindset!)

### Example

Deepa is pleased at the initial reaction that Rajvi has to her attempts at making it attractive. She tries it with the other TDCs she is struggling with and again sees initially promising results. However, she begins to notice another challenge. While an action plan is always decided after feedback is discussed, a lot of the TDCs do not end up implementing the action plans. They give several reasons for this, such as shortage of time, change in schedule, lack of cooperation from teachers etc. However, Deepa knows that they have the potential to overcome these challenges if they are motivated to. Deepa initially becomes deflated, but her fellow BRP Shashi encourages her to keep trying by reminding her of the importance of keeping a Growth Mindset.

Deepa therefore decides to try 'making it social' in order to get the TDCs to implement what they decide on. She previously set up a TDC WhatsApp group, but so far it has only been used to share logistics and planning details for different activities related to the block.

She decides to use the WhatsApp group for TDCs to share their action points every two weeks, and then share their successes and areas of support. She takes the following steps to make sure it is set up for success:

1. **Using the power of networks:** She calls each TDC personally to explain what she would like them to do. She is careful to explain the benefits and the fact that she wants them to learn from each other and share each other's successes, but that it can only be successful if everyone contributes.



2. **Making public commitments:** At the beginning of the day on a Saturday, she posts her own message on the group to say how much she is looking forward to hearing about all their efforts. *'Good morning everyone! I'm really excited to hear about your priority actions for the next two weeks. On the 14th, all of us will share back how our efforts went, what went well and where we need more support. That way, we can all help each other by brainstorming ideas!'*
3. **Highlighting desirable behaviour:** On Sunday morning, she sends a message to the group summarising the messages, and she thanks everyone who contributes by name. *'I loved hearing about TDC Shweta's decision to focus on planning the ART meeting along with the HoS. This is inspiring and a brilliant example of someone showing real Growth Mindset and persisting! Many thanks to Shweta, Neha, Ajay, Rahul, Amit and Lakshmi for sharing their action points. All the best!'*

After two weeks, she sends out a reminder message for everyone to share their progress. For the first few weeks, only a few TDCs do this. However, gradually, as Deepa celebrates those who were consistent, she notices that other TDCs (including Rajvi) start joining in too.

### Discussion

1. Do you think this is an effective use of the 'make it social' strategy? Why or why not?
2. What could Deepa have done even better?
3. What other non-technology forums can be established to 'Make It Social'?

### Practice

Think of a problem you would like to solve amongst your TDCs. For example:

- You would like them to take part in more classroom observations
- You would like them to follow up on action plans

Write down the problem here:



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Role Play - A Day at School (Mentor) - Pitampura



In the following table, explain how you will 'make it social' in order to solve the problem:

<b>Using the power of networks. What forum will you use?</b> <i>(e.g. WhatsApp group, email group, team meeting)</i>	
<b>How will you use it to address the problem?</b> <i>(look how Deepa used the WhatsApp group)</i>	
<b>Highlighting desirable behaviour.</b> <i>How will you use the forum to show that many people are already doing the behaviour? (e.g. thanking and celebrating those who do it every week)</i>	
<b>Making public commitments.</b> <i>What sort of commitment will you want TDCs to make publically, and how will you ensure that they do this?</i>	
<b>Promoting Growth Mindset.</b> <i>How will you use this opportunity to further promote Growth Mindset?</i>	

## Feedback and Adapt

Swap your plan with a partner. Give them ONE area of strength and ONE area to improve. Make sure you feedback explicitly refers to the success criteria below:

### Success Criteria

- Using the power of networks
- Highlighting desirable behaviour
- Making public commitments

## Reflection and Committing to Action

'Make it social' yourself to increase your likelihood of using this! Commit to the following with your buddy:

- What is the problem you are trying to solve:
- What can you do to make it attractive:
- When should your partner follow-up with you about this:

# SECTION THREE

## LIC 6 (Theme & Strategies)



### IN THIS SECTION

- What is the theme for this LIC?
- Strategy 1 : Supporting Student Discussions
- Strategy 2 : Student Reflection Diary/Learning Log

# What is the theme for this LIC?

## Teaching and Learning Strategies (Part 2)

Research has long supported writing as an instrument to facilitate learning (Deshler, Palincsar, Biancarosa & Nair, 2007) as it enhances conceptual understanding (Abell, 1992) by asking students to “pay closer attention to details, organize data more logically, and structure the arguments in a more coherent way” (Kober, 1993, p. 45). There is also a growing body of research around how the human brain learns and its implications on the teaching learning process. According to Allan Paivio's Dual Coding theory, the brain has two ways of processing: the visual and the verbal. The combination of the two leads to the most powerful results. Students will remember more when they've mixed language and imagery.

However, while writing is an important tool for learning, so is talk! Talk is a part of human development that helps us to think, learn and make sense of the world. People use language as a tool for developing reasoning, knowledge and understanding. Therefore, encouraging students to talk as part of their learning experiences will mean that their educational progress is enhanced. Talking about the ideas being learnt means that those ideas are explored, and reasoning is developed and organized.

Keeping these principles of learning in mind, we will be focussing on the following two strategies this LIC:

- 1) Supporting Student Discussions
- 2) Student Reflection Diary/Learning Log

## What are the two strategies for this LIC?

### Strategy 1: Supporting Student Discussions

**What:** After teachers finish explaining a concept and check for understanding, based on their students' needs, they provide elaborative questions for student discussions (in pairs or groups) that help students elaborate on key concepts. The teacher also provides several support structures such as initial modelling, suggested sentence structures, list of key ideas etc. The students then discuss in pairs or groups, and share with the larger class. As the students get more comfortable with this approach, teachers can also start including broader questions or asking students to create their own questions for discussion. This strategy can be used as and when the teacher sees fit based on how much time they have.





Why is it important?	How to use it effectively?
<ul style="list-style-type: none"> <li>• Builds on the effectiveness of elaborative questioning to consolidate learning while also helping students improve their communication skills.</li> <li>• Providing support structures helps students develop their skills by taking away support slowly and also models for students what effective communication looks like around a specific topic.</li> <li>• Can be used to start laying the foundation for effective group working.</li> </ul>	<ul style="list-style-type: none"> <li>• When introducing this strategy in your class, ask students to discuss in pairs so that every student contributes to the discussion. As students become more confident, teachers can create bigger groups to introduce more variety in discussions.</li> <li>• In classrooms with fixed desks or limited space, ask students to turn around to make groups or get them to pair up with the person sitting next to them.</li> <li>• Ensure that the pairs and groups are different every time.</li> <li>• Use elaborative questions, as discussed in LIC 4, to create discussions questions.</li> <li>• It is also important to listen to student interactions in order to intervene and support wherever required.</li> </ul>

Whenever possible, use these discussions to get students to make connections between the lesson and their real lives!

### Example

Meena is a Mathematics teacher in Delhi who has been using No Hands for the past few months. While she is happy that more of her students are now participating in class, she still sees them struggle to express their opinions and communicate their thoughts verbally. While observing her colleague, Vimal – an English teacher, she sees that he uses part of his lesson to let students discuss their ideas with each other. She wants her students to be able to do this in Math as well and decides that twice a week she will include some 'Talk Time' in her lessons.

Meena explains to the students that during the last ten minutes of the class, they will get time to revise what they will learn by discussing it with a partner. Having previously discussed the concept of averages, Meena guides the students through a worked (solved) example. Then, she puts up another solved example on the board:

*Ashish studies 4 hours, 5 hours and 3 hours respectively on 3 consecutive days. How many hours does he study on an average daily?*

$$\begin{aligned}
 \text{Average study hours on a daily basis} &= (4+5+3)/3 \\
 &= 12/3 \\
 &= 4 \text{ hours}
 \end{aligned}$$

Under the worked example, Meena writes 3 questions:

- **Why did we add 4, 5 and 3 in the first step?**
- **What do you understand by average/mean?**
- **Where do you find use of averages in your real life?**

Since this is the first time she is trying to get students to have focussed discussions, she supports the activity by preparing a student beforehand to model the discussion with her for the rest of the class to see.

Meena then asks students to begin their discussion with the first question. As students begin their discussions, Meena goes around the classroom and gives support to the students who are having difficulty getting started. At the end of the ten minutes, she invites one pair to come up and share their thoughts with the rest of the class. Due to the different kinds of support structures she provides, she notices that students gradually start becoming better at expressing their thoughts verbally. She also realizes that this is a great way to get students to revise concepts!

## Success Criteria

- Use elaborative questions as prompts for discussion.
- Provide adequate support structures based on your students' needs (*eg. list of key words, sentence starters, etc.*)
- Go around the room to identify students who need help.

### Discussion

1. Do you feel that 'Supporting Student Discussions' is a useful strategy for students? Why/why not?
2. What are some challenges that teachers might face? How can these be addressed during the Co-Learning Sessions?
3. Is there anything you would do to improve Meena's use of the strategy? What would it be and why?

Remind students that good listening is an extremely important part of strong communication skills!

ART meeting at Kalkaji

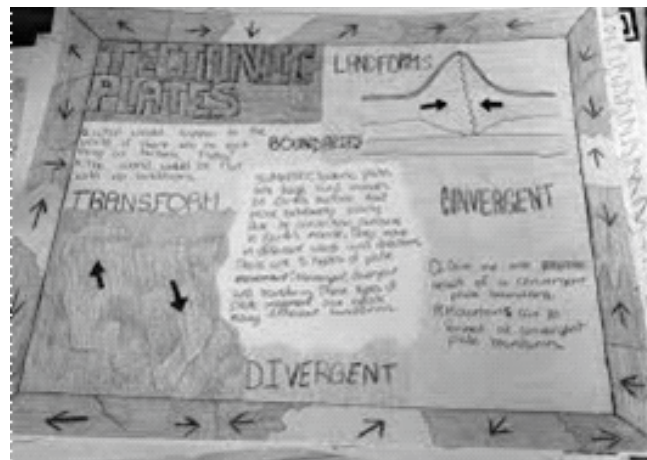
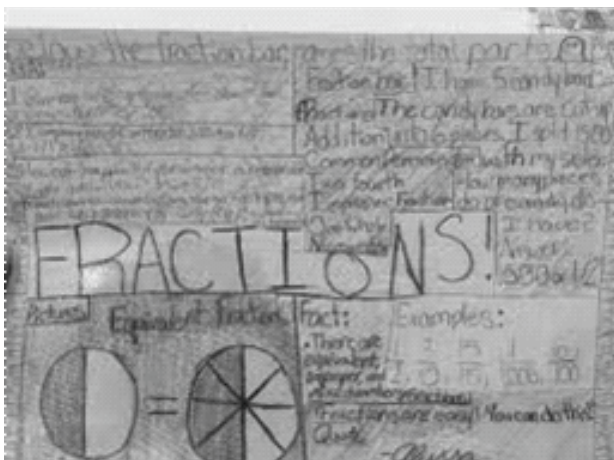


## Strategy 2: Student Reflection Diary/Learning Log

**What:** A 'Student Reflection Diary/Learning Log' is a notebook students use to reflect on what they learnt. It is one of the various activities under 'Writing to Learn' - short, informal writing tasks that help students think through key concepts or ideas presented in a course. Students, either during the last five minutes of class or as part of Do Now, reflect on and summarize what they learnt during that, or the previous, class. Then, teachers provide students with an opportunity to self-check their responses by referring to class notes or textbooks. Building on the effectiveness of retrieval practice in consolidating learning, Student Reflection Diary/Learning Logs encourage students to recall information they had previously learnt while also providing a safe space for them to practice their writing.

Why is it important?	How to use it effectively?
<ul style="list-style-type: none"> <li>• Writing is an important tool for facilitating learning and enhancing conceptual understanding of students. However, students often associate writing only with examinations and struggle to become comfortable with writing.</li> <li>• Writing to Learn activities present writing as non-threatening opportunities for students to put their thoughts into words, developing confidence and skill.</li> <li>• As discussed in LIC 4, long-term memory is enhanced when students try and recall information that they had previously received.</li> <li>• Retrieval is made more effective if students get a chance to check for accuracy and points they may have missed.</li> <li>• This makes Student Reflection Diary/Learning Logs an ideal, yet simple, way to help students revise and retain what they learnt in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Reflection Diary/Learning Logs are most effective when they are not used as assessments. The most important aspect of the strategy is to use it to let students write down their thoughts without the fear of being judged.</li> <li>• Ask students to make a separate notebook that will be their Student Reflection Diary/Learning Log. Let them know that this will be only for them!</li> <li>• While Student Reflection Diary/Learning Logs should not be corrected like other notebooks, go around the classroom to ensure that all students are engaged and offer support where required.</li> <li>• Ensure that students get a chance to self-correct their work.</li> </ul>

A great variation is to get students to use images along with text to summarise their learnings. According to Allan Paivio's dual coding theory, the brain has two ways of processing: the visual and the verbal. The combination of the two leads to the most powerful results. Students will remember more when they've mixed language and imagery. Plus, one-pagers provide variety, a way for them to share what they've learned that goes beyond the usual written options.



The prompts for Student Reflection Diary/Learning Logs can be broad (Write down everything you remember from today's lesson) or slightly more specific (Write down what you remember about Mendel's experiments), based on your objective for the reflection.

### Example

Hema, a Biology teacher in Meena's school, has been wondering how she can get students into the habit of writing down their thoughts. Currently, she notices that her students feel nervous showing their answers and this often leads to them copying answers off of other students. She comes across the concept of Writing to Learn and decides to use Student Reflection Diary/Learning Logs in her class to get students to record their learning and reflections every day. As always, when she enters the classroom, she writes down the learning outcomes for that lesson. When there are 5 minutes left, she tells the students to take two minutes to read the learning outcomes of the lesson again.

She then asks her students to take the last five minutes of the class to write down whatever they remember related to the learning outcomes. She tells the students that they can use diagrams and words to summarise what they have learnt. Their homework, Hema tells them, is to go home and look at their books in the evening to see how much of what they remembered was accurate. Whatever was inaccurate, they must correct.

After a week of doing this, Hema decides to club Do Now and Student Reflection Diary/Learning Log to save more time. She gets students to fill in their Student Reflection Diary/Learning Logs as part of the Do Now, and asks them to self-correct when they go home.

Through this activity, Hema is able to make her students more comfortable with writing and is also able to take advantage of strategies that help build long-term memory. Slowly, she starts encouraging students to also look out for spelling mistakes to help them self-monitor and improve. By focusing on self-correction, she ensures that students do not feel afraid of getting things wrong and, instead, see it as an opportunity to learn.

### Success Criteria

- Encourage all students to participate by allowing a variation in responses (*eg. using words instead of full sentences, using images and captions, etc.*).
- Provide students the opportunity to self-check their work.
- Encourage students to use images along with words when writing down summaries.

#### Discussion

1. Do you feel that 'Student Reflection Diary/Learning Log' is a useful strategy for students? Why/why not?
2. What do you see as the key points to keep in mind while implementing this strategy?
3. What are some challenges that teachers might face? How can these be addressed during the Co-Learning Session with TDCs?

# End of LIC Reflection

*Based on all the activities you have participated in, 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 encouraging change through 'making it attractive' and 'making it social'? Please elaborate with examples.*

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*What will be some specific strategies/practices that you will carry forward after the end of this LIC?*

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# APPENDIX 1: Planning Activity Flow and Dates

Use this table during the DPCMs in your DIET to make a plan for upcoming activities.

ACTIVITY	To be completed by	Specific Dates (To be filled in with your DIET Nodal Officer)
DPCM		
ART Meeting 1		
Classroom Observations		
30-Minute Meeting		
TDC Developmental Feedback Meet-up 1		
DPCM		
ART Meeting 2		
Classroom Observations		
30-Minute Meetings		
TDC Developmental Feedback Meet-up 2		
DPCM		
ART Meeting 3		
Classroom Observations		
30-Minute Meetings		
TDC Developmental Feedback Meet-up 3		
District Alignment Meeting		

TDC Singapore visit



# APPENDIX 2: Subject Specific Examples

## Supporting Student Discussions

### **Science, Grade 9, Chapter 3 – Atoms and Molecules**

Yesterday and today we learnt about the Mole Concept. With your partner, discuss the following two questions:

- 1) Why are molar mass and molecular mass not the same?
- 2) Why was the unit 'mole' introduced by scientists?

### **English (Flamingo), Grade 12, Chapter 3 – Deep Water**

Talking About the Text (Question 1) - "All we have to fear is fear itself". Have you ever had a fear that you have now overcome? Share your experience with your partner. Make sure you mention:

- 1) What were you afraid of?
- 2) Why were you afraid?
- 3) How did you stop feeling afraid?

### **Social Science (Democratic Politics – 1), Grade 9, Chapter 4 – Electoral Politics**

- Country X is about to hold their first democratic election next month. They come to you to ask for advice. What are the different challenges that they may face in conducting a free and fair election? What will you suggest they do so that they can tackle those challenges?
- Ramit did not vote in the previous elections. When the government implements a policy that Ramit does not like, his father says, "You didn't vote. So you chose this." How does abstaining from exercising your right to vote affect a democracy?

#### **Chapter 3 – Working of Institutions**

We have seen in history lessons that many times when trying to dismantle a democracy, dictators try to destroy the independent judiciary. Why do you think an independent judiciary is so important for a democracy?

### **Hindi (वसंत), Grade 8 – (कामचोर)**

- घर के किन कामों को आप रुचि के साथ करते हैं और किन कामों को करने में आपको मज़ा नहीं आता?
- आपके अनुसार कहानी क्या संदेश दे रही है?

### **Happiness, Grade 7 (माँ का प्यार)**

- Have you ever appreciated yourself? If yes, when and why?
- How can you help your younger siblings or other friends to develop self-confidence?

### **EMC (Field Project)**

- How was your first day experience in running the project outside the school?
- What new did you learn?
- Where do you think you or the team could have done better?

## Student Reflection Diary/Learning Logs: *Providing a format for reflection*

Name \_\_\_\_\_ Date \_\_\_\_\_

## Learning Log: Visual Learning Log




Topic/Big Idea:	
<u>What I Learned</u>	<u>My Reaction</u>
Picture, diagram, or illustration of main ideas	Your thoughts, questions, and connections

GOALBOOK

Find more resources at <https://goalbookapp.com>

Name \_\_\_\_\_ Date \_\_\_\_\_

### Learning Log: Student Prompts & Sentence Frames

Topic/Big Idea:	
What were the main ideas and important facts you learned from the lesson?	Today, I learned
	One important idea I'll remember is
How do these ideas connect to things you have already learned?	What I learned reminds me of
What did you find most interesting in what you learned?	One really interesting idea from the lesson was
What questions do you have from the lesson? Are there any ideas that you are still confused about?	I'd like to know
How do you feel after today's lesson?	<div>    </div> <div> I understand! A little confused I need more help </div>

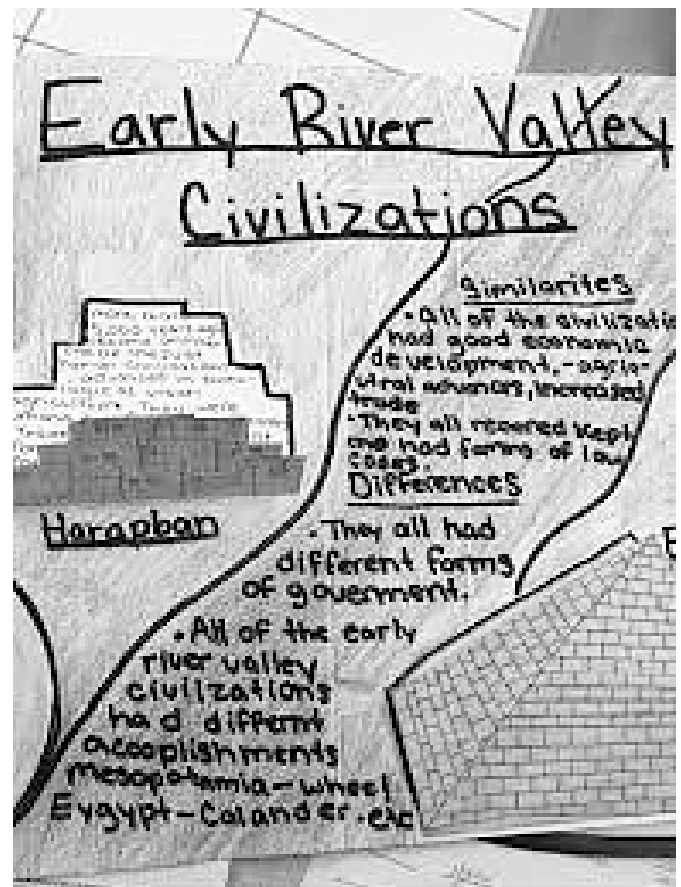
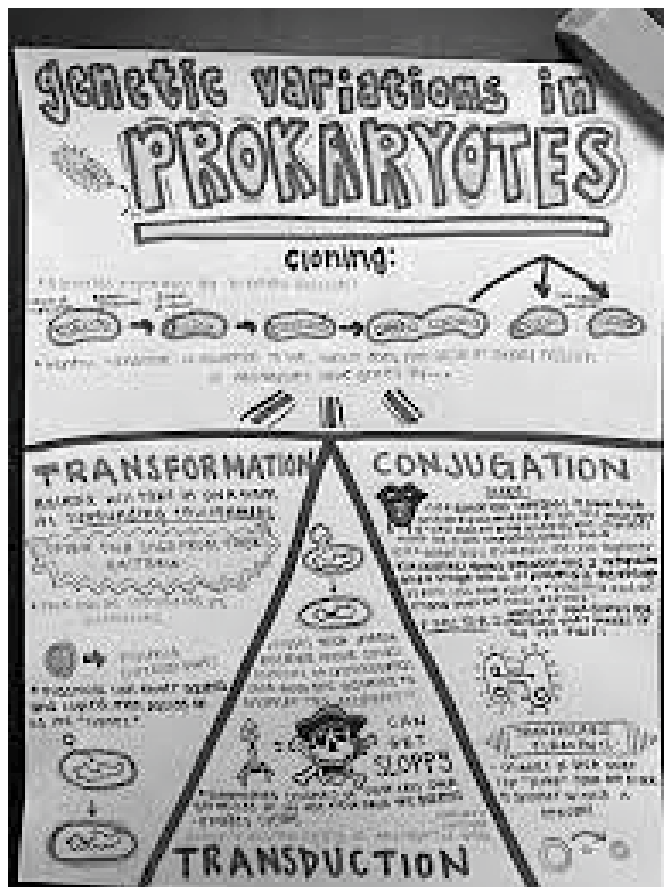
GOALBOOK

Find more resources at <https://goalbookapp.com>



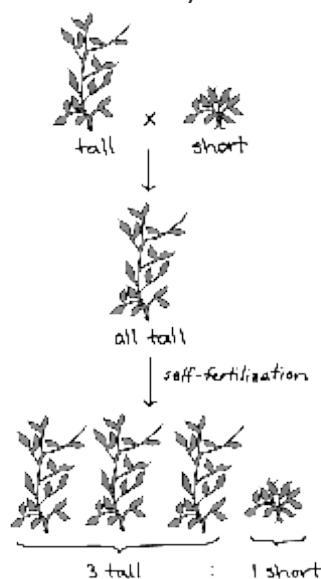


## Using images to represent learning:



## Different types of prompts for Student Reflection Diary/Learning Logs:

- 1) Gregor Johann Mendel conducted experiments to work out the rules of inheritance. Write down what you remember of these experiments and their significance.
- 2) Write what comes to your mind when you see the image below:



- 3) Imagine you are a scientist. You conduct an experiment in which you breed tall pea plants bearing violet flowers with short pea plants bearing white flowers. The progeny all bore violet flowers, but almost half of them were short. What do you know about the tall parent?

## NOTES

## NOTES



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