

TDC PROGRAM 2018



Mentor Teacher Handbook

LIC 2

Look for Understanding and Respond

Name of the Mentor Teacher :

Name of the Zone:

Dear Mentor Teacher,

Welcome to the second cycle of Teacher Development Coordinator Program, aiming to take a leap in creating 'an education system where everyone learns together.'

Congratulations, for successfully completing the first Learning Improvement Cycle based on theme 'Connect'. In last LIC you made an effort to connect with your TDCs and mentored your TDC to help him/her to get into the role. Kudos for that!!

You have the potential to make a massive difference to the quality of teaching and learning in your schools by supporting and developing TDCs to be effective in their schools. This LIC is based on 'Look for Understanding and Respond' which focusses on doing assessments for identifying gaps between teaching and learning and respond to these gaps by modifying our teaching strategies. Apart from this, as TDCs are settling in their roles, they will be looking up to you for support and mentoring. You will play a role of coach who supports them to overcome challenges through reflective practices. You will also be a link between DIET and TDCs to cater to any Zone specific/District specific needs for TDCs .

To help you play your role effectively you will be supported by program manager along with DIET facilitators and DoE. To have a regular and continuous reflection of the program's progress, the DIET Facilitators and Program Manager will meet you monthly in District Alignment Meetings

Most importantly, you will gain real experience of coaching by guiding your TDCs through Mentor Teacher Development Programme. With sessions on behaviour change, regular support from your Programme Manager and a motivated network of MT to seek support from, you will learn not just in theory but in practice.

Let's learn and work together to fulfil our shared vision of creating an education system where everyone learns together.

Very best,



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SECTION ONE

About TDC Program



IN THIS SECTION

- Introduction
- Role of Mentor Teacher
- MTs support & Responsibilities
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Teacher Development Coordinator Program

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 is an initiative introduced by the SCERT as part of the flagship Mentor Teacher Program with the vision of creating a collaborative network of teacher educators for Teacher Professional Development of all the teachers teaching in DoE schools with the following vision and Priorities: -

'An education system where everyone learns together.'

To fulfil this vision, following priorities are set :-

- **Improve students' foundational skills (Literacy and Numeracy levels)**
- **Achieve learning outcomes through child centred pedagogy as well as the overall student learning outcome**
- **Improving teachers' classroom practice to be more engaging and support learning with understanding**
 - Classroom observation and support through constructive feedback
- **Teacher's collective and individual capacity and Professional development**

Over the course of this year, we will work collectively to achieve the vision. The TDC will get system's support to lead the changes in her/his school in the form of Mentoring and skill development. S/he will identify and lead the Academic Resource Team in her/his school with support of Mentor Teacher(MT), Head of School (HOS) and District Officials.

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 lead) 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 effectively support TDCs and teachers.

So – this programme is about re-focusing the MTs' role – 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 we will aim to practice in this journey for next year. These have been prioritised based on international evidence about effective education leadership.

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 the role – they are all focused on a desire for an action towards continuous improvement.

Core Mindsets and behaviours for we will aim to practice:	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 Co-learning Sessions of total 10 days (co-led by facilitators and PMs) each academic year to set them up to facilitate TDC Co-Learning Sessions (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 and DIET facilitators, PMs and DDEs in the District to share learning, review data and practice core skills of coaching, facilitation and data-based decision making. 	<ul style="list-style-type: none"> • Co-Facilitate 3 TDC 'Co-Learning Sessions' 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 DIET Facilitators. • Co-Facilitate 3 x half day 'Mid-term TDC meet-ups' to share learning and reflect together on how to run their ART and support teachers more effectively. • Provide fortnightly structured support calls/ school visits to each of their TDCs on a monthly basis. • Observe each of their TDCs facilitating monthly ART meetings and provide feedback and support to develop facilitation skills • Other than Monthly ART meetings observe other 'forms of engagement' than 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 alignment meetings with teachers, HoSs, MTs, DDEs, 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 and where they need more support • Try role modeling 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 ART effectively • Provide excellent facilitation 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

DIET 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

SECTION TWO

MT Development Activities



IN THIS SECTION

- Success Stories from ground
- Coaching: - Asking Appropriate Questions, Active Listening and Grow Model
- Framework for practicing coaching with TDCs
- Introduction to LIC theme: Look for Understanding and Respond

Success Stories from the Ground

These stories reflect the efforts of Mentor Teachers in establishing the 'Connect' with their TDCs, Help TDCs establish their connect within their schools:

30-Minutes Session

School- GSV Sector-6, Rohini / Principal- Dr. G.S. Sharma / TDC- Mrs. Reena

Mentor Teacher- Mrs. Preeti Nanda

Challenge - To bring regularity in 30-minutes meeting

In consultation with Hos, Mentor Teachers and Teachers

The schedule of meetings during the half hour span is fixed. On every Monday and Thursday our language teachers sit together to discuss their problems and achievements. Similarly, Tuesdays and Fridays have been fixed for Math and Science faculties and Wednesdays and Saturdays for Social science and Sanskrit subjects.

This helped teachers to plan their engagements as per the schedule. Teachers do not have any confusion around where to sit and start their 30-minutes session. As a TDC I do not have to run around and daily to organize the 30-minutes session.

Classroom Strategies

School- GSV Sector-6, Rohini / Principal- Dr. G.S. Sharma

TDC- Mrs. Reena / Mentor Teacher- Mrs. Preeti Nanda

Steps taken by the TDC

Among so many problems, the present challenge for us is:

1. To prepare the students of class tenth face exams which is going to be a board based exam first time after so many years.
2. To enable every child attain a minimum learning level under RTI (Chunauti 2018).

The boards challenge:

With the consent and worthy help and guidance of my HOS and the mentor teacher, I, as TDC, took a head start in the following manner:

- a) **Know your students:** All the class teachers were told to maintain "Student Profile" collecting data about the student's family conditions, health, hobbies, passions, future aim etc. It helped the teachers know their students better and the students in-turn found themselves more attached with their teachers.
- b) **Performance Chart:** Performance Charts were made and pasted on the front wall so that the students could see the improvement in their performance all the time before them and get motivated to perform better in future. Different colors were selected for different subjects and performance was marked with the help of stars, weekly. The students were found taking interest in getting a star before their names.
- d) **Making WhatsApp groups:** WhatsApp groups of tenth class students including their subject teachers have been made. The students are checked randomly anytime to check whether they are following the timetable (already given to them) or not. Through this group we are in direct contact with their parents too.



Our Biggest Achievement : The 30 Minutes Session

TDC, RPSKV Rithala - Shikha Gupta

It is said that change is inevitable but growth is intentional. One reason people resist change is because they focus on what they have to give up, instead of what they have to gain. At RPSKV Rithala bringing teachers together for a 30 minutes talk daily was indeed a challenge. Grouping teachers and convincing them to spare their crucial 30 minutes for subject discussions was a milestone. However, under the leadership of our revered Principal Mrs Manju Kochchar and Vice Principal Mrs. Suniti Vaid, this huge task also seemed like a cake walk. Sitting together with the mentor Mrs Preeti Nanda and pondering over the appropriate way out was the next step. Subgrouping as much as a staff of 120 teachers into small functional subject specific groups was not very easily manageable. The teachers – without a doubt initially remained skeptical about the program's success in general and the students' success in particular. Gradually the teachers themselves experienced the sweet taste of success with their pupils and began to believe that miracles can indeed happen, with hard work and lots of faith. It gives me immense pleasure to see how our teachers have begun to sit together and discuss problems, challenges they meet and even make efforts to find solutions for the same. Not only innovative teaching methods are discussed but content is taken up and peer group teaching is also attempted.

Indeed,

NOTHING WILL CHANGE IF NOTHING WILL CHANGE



School has developed an open and positive professional learning culture, and supported staff to analyse and discuss teaching and learning more successfully.

School ID 1821015(SKV No 2 Palm Village) / TDC - Adi Laximi

In my School daily 30 minutes session help us to develop professional learning and enabling environment in school. As a TDC always seek support from ART members and promote them to share their classroom practices in 30 minutes session. In beginning took time to connect with ART members and explaining them about their role and support in TDC Program. Mr bala and Preeti really help us to summarise and support to establish program very well. When i started name Tag activity in my class and share the experience front of teacher in 30 session it was really impactful for me to connect with teacher and ART members. I always emphasised & tried to connect with ART members through ONE on ONE and promote them classroom innovation and share their knowledge and best practices in 30 mi session. After the few months ART members taking efforts to establish and organized 30 mini sessions in regularly. In 30 mi session gave Teacher access to video clips, resources and discussion questions focused on dialogic teaching, Connect. Teachers then came together to reflect, discuss and learn before implementing the new strategies in their own classrooms.

We caught up with every day 6 teacher to find out about his experience of Connect innovation and how this innovation helping to teachers in classroom.

Connect: Why effective?

As a TDC It works because it ties into what we are already doing, teacher realized that we should connect with children through different classroom innovation such as Name TAG activities, classroom tree etc this innovation becoming part of the classroom practices and student really enjoying and sharing their problem and concern front of teachers because they have established good relationship with teachers. Daily 30 mi session and ART members concept would help in school because teacher giving extra time in school and thinking about student learning and classroom practice.

My Journey as a Teacher Development Co-ordinator

Dr. Anita Singh (TDC) / RPVV Sec-10 Dwarka

After my selection as a teacher development coordinator (TDC) for the school, I had discussion with principal regarding my new role, his expectations and challenges, I might face. Three days TDC orientation workshop in the month of August 2017 further enlightened about the aim, objectives and ideas behind TDC program. After introductory meeting of this program in school, those staff members who were willing to lead, mentor, guide, motivate and coach other staff members became Academic Resource Team (ART). ART was expected to innovate, value and encourage reflection and new ideas in others. Regular discussions and deliberations were held on "realising the importance of basic human values" like listening, enabling environment, putting others before self, empathy connect, effective communication and feedback. During these, everyone agreed and felt that we all need to strengthen our connect with each other and students to improve classroom strategies. There were inhibitions among few at the start of program but as our connect got strengthened, other teachers happily came forward to share their ideas and good practices. They were also ready to explore new ideas. A culture of learning support for each other has been created and entire focus has shifted from "teacher " to "learner".

Myself and HOS has always considered ourselves a co-passenger, guide and facilitator in the educational journey of students. Education is meant to realise inherent potential present within. We shared the idea of teacher being facilitator with ART and motivated them to become role models for others. ART adopted this method that is based on reflective questioning and understanding deeper meaning. Such thought provoking

questions improved listening ability, removed inhibition, students opened up and exposed their weaknesses, thus made them authentic. Students also prepared PPT presented and shared with their classmates. Staff members also realised that student grooming doesn't occur only through teaching them, hence many of them also adopted this method. Also, different methods were applied for different learners. Facilitation method has produced confident self learners with effective communication skills and excellent subject knowledge. Students have emerged out as leaders and their overall personality has improved immensely. There has been a consistent and significant improvement in learning outcome. The continuation of facilitation method is going to bring remarkable impact in the coming years ahead.

Preeti Batra (Mentor Teacher) / South West B

I am Preeti Batra, working as Mentor Teacher in Department of Education, Govt of Delhi. As a mentor I got excellent opportunity to learn a lot during Capacity Building Workshops and Value Based Learnings from several organisations like Jeevan Vidya, Pratham, Jodo Gyan, Joy of Learning etc. These learnings helped me a lot in connecting with Students, Teachers and HoS and to further enhance the process of education reforms initiated by the government of Delhi. Recently the concept of TDC (Teacher Development Coordinator) is introduced. The idea was that a competent teacher will be assigned within each school who will work as a mentor only for that school and play a big role in overall academic and systemic improvements working closely with Teachers and Students.

I have been assigned five schools and in all of my mentee schools TDCs are working very well and are a great addition to the team. We are working as dedicated team determined to bring about a positive change.

All the TDCs are in touch with me regularly and share their challenges individually. I along with TDC of the school and HoS try to solve these. We have identified specific target areas in each school. Focussing on these areas we make our future plans. For example, in one school strength of teachers was less and they were unable to give extra time/assign separate teachers for non-readers. I along with the TDC motivated the staff to adopt 2 students each and help them in learning. With little effort and motivation all the members are now willingly teaching two or three students. Similarly TDCs are doing one to one interaction daily with the teachers in their schools and help to further build connect with the students.

I take a common meeting with all the five TDCs and we share our learning and challenges and brainstorm possible solutions, thus helping each other. All the TDCs are very enthusiastic and try to put their best foot forward. So we are able to come up with unique and innovative solutions.

I must admit that with the combined efforts of TDC and Mentor Teacher a lot of positive change is visible whether it be the mindset of the teachers or the connect with the students.

MT and TDC - Bridge to a Bright Future

Gaurav Kumar (Mentor teacher) / South West B

Once in a lifetime it happens that one witnesses something so inspiring, so innovative that it changes the course of his life.

Yes, it is happening to me.

I'm talking about my life as a Mentor Teacher. I have always seen teaching as the most respectable profession. As a teacher, it's not the salary that I am getting, it is the satisfaction that I feel within when I see my students (mostly first generation learners) achieving the confidence and skills to live a better life.

For last one and a half years, as a mentor teacher, I am now getting the opportunity to share the vision and ideas of my fellow mentee school teachers with all the teachers of Directorate of Education.

Following points would further explain how beautiful this unique concept of Mentorship is-

- As a mentor I get continuous opportunities of my own capacity building. Credit goes to the efforts and commitment of the government
- I get chances to share my ideas and practices with my colleagues as well as with our honorable Education Minister, Directors and other officials.
- I get chances of Academic Observation of my fellow teachers(in my mentee schools), which gives me the opportunity to learn from them and share their innovative practices with other teachers.
- As mentors, we get the chance to develop the content for our students by understanding their levels and challenges.
- We get the chance to serve as a bridge between the resource center (DIET) and the schools thus making it possible to process the needs of our teachers and students on time.

This bridge of Mentorship which had been catering to the needs of our teaching learning requirements in the schools so beautifully, got a new lifeline, as the concept of TDC got introduced by STIR.

Teacher Development Coordinator (TDC) is the perfect example of taking the things to the roots...From Macro to Micro.

School- GGSSS Chattarpur / School ID-1923048 / HOS- Ms. Sadhna

TDC- Ms. Mandeep Walia / MT- Ms. Asha Khurana

My journey as TDC has been an uphill task. We are a big school comprising 2800 students and 96 teachers (6th to 12th). The school runs in three different blocks-A,B and C (C being the new three storey building) All the three blocks are placed at a distance. So, I started with making 'Connect' with the teachers. I talked to as many as i could each day, finding time as and where possible (in the free periods, in the recess and in between the class change in the corridors). The point was to make them understand the vision and goals of the department. These interactions helped me so that I was finally able to select a group with a same vision and objectives to work as ART in the school. It was sometimes a happy moment when a teacher discussed the problems she was facing in the class and followed the suggestions and sometimes I was left dismayed when some teachers gave no response. Not all have been supportive, some showed resistance and opposition also. At such times I was completely lost but with the support of the HOS, the Vice-principle and the the MT, I was back with more enthusiasm.

Right from the begining when I was fumbling in what to do I realised that the only place I could start real work was with the Neo Nishtha Group. With 201 students in class 6th to 8th, it was a challenging work. Students are irregular to school and lack concentration. I started interacting with teachers teaching those classes to work out some strategy. We started meeting weekly to discuss our efforts and progress. The teachers teaching these classes offered support and have put in efforts. This is showing the results and the students, though not all but many our showing improvement in foundational skills.

I also understood that for bringing a change in teaching learning methodologies, teachers need to share their experiences. many teachers were already using activities and interactive teaching, Others had also always known all these. It only needed to be brought back to the classroom. For this I put in all efforts to bring the big staff of 96 teachers in their respective faculty meetings. It was difficult to convince all fellow teachers to assemble in the assigned meeting rooms everyday after the school. For this instead of the faculty rooms classrooms in the block A ground floor were allotted. It was easy for me and the HOS to monitor with all he staff at one floor in the rooms in line. I could easily hop around in the rooms, interacting and encouraging discussions everyday. Slowly few started being regular and others followed. Today the faculty meetings are effectively being conducted everyday and classrooms experiences, strategies and methodologies are being shared. So much so that last month it was a happy moment to learn that the mindset is changing. A teacher sought help on a particular topic and opened her class for another teacher. The teacher went to her class and taught the topic in her presence. This really made my day. All the hard

work seem to be paying. Today the teachers in my school also look happy and contented being in their subject faculties and seem to be enjoying the meetings.

The TDC program has been a life changing experience for me. On the personal level I am more agile, active and learning management skills everyday. At times it seems to be a rollercoaster ride, running around in the school and carrying work at home. Difficult, Yes it is but at the end of the day it is also satisfying.

In G.S.K.V. Pulbangash our Mentor Teacher, Mr. Tripathi under whose guidance along with our Vice Principal, Dr. Renu Bala and our appointed TDC, Mrs. Ritu Mathur under their specific guidance four ART's Members we're elected in our school namely Ms. Ranjana Nanda (P.G.T. History), Mrs. Madhu Gupta (T.G.T. Maths), Ms. Monika (T.G.T. Home science), Mrs. Sonam Goel (Asstt. Teacher) under their expert guidance learning outcomes charts and models were prepared with the help of students. These were used in the classes from primary to eighth. It was seen that there was a lot of improvement in the students. Using the aids, the students were able to understand the lesson easily. Learning capacity of Nishtha students were also improved they developed confident in the class and got good marks in class test and PSA exam.

For Neo Readers under the guidance of Mrs. Sunita Bhasin (T.G.T. Hindi) in Chunauti programme daily first three periods were held separately for the students in Hindi, English, Maths subjects. Individual attention was paid to every Students by the Teachers of the school and students were keen to learn and a lot of changes and improvement were seen.



According to Atuba Saeed (Mentor Teacher), science is not just a theoretical domain it's a conjunction between theory and practice, it's a meaning making process which encompasses an understanding of our own bodies, our surroundings and an interaction between them.

Most often the subject taught in higher grades tend to touch many fascinating theoretical aspects and logics but, partly due to pressure from syllabus and examination and partly due to lack of resources, practical route seems a miss.

“The question that gauged me the most has been whether we can practice activity based/ laboratory method approach to teaching of science subject in our schools?”

She started by talking about a few simple activities and experiments to supplement conceptual understanding pertaining to some chapters in science textbook which the students seemingly thoroughly enjoyed.

Such learning not only brought joy for children but for teachers too as this aided meaningful learning.

Shared below are some glimpses from SKV Jama Masjid No. 1.



The initiative to establish lab culture i.e. using labs for demonstrating and providing hands-on experience related to chapters in the textbooks and different topics (as much as possible) has been established with kind support from Ms. Dhanwanti (Head of School) and Ms. Garima Mathur (Teacher Development Coordinator). This has also inculcated an appreciation towards scientific attitude and aptitude of children.

'CONNECT' a tool for building bonds between teachers and students. - Monika Jagota

MONIKA JAGOTA, TDC, SKV NO.1, C-BLOCK JANAKPURI (1618017)

With the advent of the constructivist approach for teaching-learning in the classrooms, the focus shifted to the learner as an active seeker of knowledge through action and reflection within a unique set of contexts and experiences. A child is no longer considered to be a 'tabula rasa' or a blank slate; each child is different and learns differently. A teacher in the class must be aware of the unique strengths and learning styles of each student in order to achieve the desired learning outcomes.

The HOS, TDC and the ART TEAM at SKV, NO 1, C-Block, JANAKPURI believe that Connect is an endeavor to know each child in such a way that she feels valued and safe in the classroom. If a teacher wants the students to learn, behave and perform better in the class, she should learn their names. This is the simplest way to show respect, commitment and acceptance of a child irrespective of her financial and social background. It leads to better communication and fosters a sense of community. A child feels motivated and performs better when encouraged by a teacher who scaffolds her learning at an individual level.

The Strategy to use Name Tags to connect with the students has been a part of school and classroom culture for some time now. The TDC and the other Art team members have adapted it in various ways to connect with the students. The TDC used it in her English class by encouraging the learners to associate their names with Adjectives or other Nouns that describe them the best. Funny associations such as sleepy



Lovely and beauty Parlor Sheryl came up, which enabled the teacher not only to remember their names but also their main traits. The activity lowered the anxiety levels in the classroom and the students instantly connected with the teacher in a fun filled way.

Similarly, the other ART team members encouraged the students to write couplets with their names, associate the first alphabet of their names with a metal or a non metal and remember that element's properties, relate themselves with their favorite thing in nature and find synonyms for that thing, etc.

This has brought the humane side of teachers into limelight. The students, especially the shy and introvert ones, have started finding their voice in the classrooms because they know their teachers better now. They are becoming confident enough to approach the teachers with their problems, questions, dilemmas, confusions and weaknesses. The teachers on the other hand are helping them focus on their strengths and encouraging them to be spontaneous and creative. There is no dearth of challenges with some students being indifferent or mocking the others who are making the efforts.

A joyful learning atmosphere has begun taking shape, although in a small way. A beginning has been made in the right direction. The TDC-ART team members are hopeful that this endeavor will soon find its way into the other classrooms through word of mouth and sharing of best practices in the form of videos and pictures. Academic improvement, development of behavior appropriate coping skills, increase in communication, courage to persevere and all round development of the students are the expected changes that everyone is looking forward to.

Carrie B., a teacher has rightly concluded:

“Connect, connect, connect. Connect with your students, as deeply as you can. Shower them with concern and love. Prove to them you believe in them and that they have worth in your class-that you would miss them if they weren't there. They will move mountains for you!”



An opportunity to lead academic improvement in school

TDC- Veena Kumari Dua, Govt. Sarvodaya Kanya Vidyala, Nilothi.



Teacher Development Coordinator Programme started by Delhi Govt is absolutely a new concept. First, when I came to know the programme, I thought this to be a programme for upliftment and growth of teachers itself. I was the first to apply for the programme in my school, as I was interested in enriching my knowledge. However, later on, after attending the training at Rajinder Nagar, we were amazed to know the purpose was to create one resource to train other teachers as well. The training was one exceptional experience, which encouraged me to conduct a similar meeting at my school.

As the name suggests, this is a programme which enhances the growth of a teacher on professional and humanitarian front. But too much of our dismay, there was some reluctance on teacher's end to participate in the programme. Many teachers considered it a wastage of time or another task in the series of many others. Considering the hesitancy in the situation, I initiated the introductory meeting saying "Let's do as an activity for a bit of fun". We conducted activities like the NAME GAME and Association of eatables in the meeting and to our surprise – the meeting ended leaving all the participating teachers in a very cheerful, excited and participative mode. We also conducted a small play on to exhibit the connection between teacher and other stake holders & the impact of developing the connection between teachers and students on the education system at large. To further make the session captivating for the teachers, we brought the activity based on the theme "CONNECT". The outcome of this activity was overwhelming, bringing in the realization within the teachers about how ignorant they have been on the inner strengths of their colleagues prior to the activity, even though they have known each other for years.

Therefore, I believe one of the biggest success of the meeting was to make the teachers consider that the project was not a wastage of time. The teachers understood that we can raise the bar of our teaching learning process with the help of these activities.

A lot of teachers expressed their inability to remember the name of their students due to large class size, but post this session, the teachers used the inspirations from these activities to connect with their students and achieved success to a large extent. "CONNECT" has brought a lot of change in the relationship between teachers and students, thereby helping to increase the self-esteem of many



students. It encourages students to complete their work, bring in discipline and perform well in their studies. Therefore, acting as one major and important achievement.

Members of the art team are working hard. They keep doing faculty meetings after school hours, listen to the difficulties faced by their fellow colleagues, plan the activities, discuss the novel ways of teaching and plan of action if there is some problem like absenteeism or excessive home work by all the teachers etc. it has been very useful in the smooth running of the school as well as increasing the student's learning curve.

Though the programme is very useful and interesting but along with remedial classes, it becomes difficult to get together all faculty members. Space is another problem in double shift schools. To meet the TDC to discuss one on one meetings as TDC has many other jobs of her own as a teacher.

Apart from all these difficulties we the teachers of GSKV Nilothi, are putting our best efforts to make all ends meet. We hope we would be able to make use of this programme in the coming session in a much better way.

30 minute की मीटिंग का सदुपयोग

30 मिनट की मीटिंग का सर्कुलर आने के बाद इसे मेरे किसी भी विद्यालय ने सीरियस नहीं लिया। अनेक प्रश्न होने लगे जैसे 30 मिनट में क्या चर्चा होगी? बैठते- बैठते ही समय खत्म हो जाएगा। बच्चों को भी गेट पर देखना होता है। एक और कागजी कार्यवाही करनी पड़ेगी। पढ़ाई छोड़ कर के केवल उन्हीं कामों में लगे रहो। थोड़ा समझाने पर फॉर्मलिटी के लिए ही सही मीटिंग होने लगी पर रजिस्टर भी भरा जाने लगा। मीटिंग हो या नहीं हो पर रजिस्टर में अवश्य लिखा जाने लगा।

TDC और ART के गठन के बाद मैंने अपने 6 स्कूलों का एक WhatsApp ग्रुप बनाया और जिस विद्यालय में मैं जाता वहां के मीटिंग के बिंदु शेयर करने लगा साथ ही कुछ अन्य बिंदु जिन पर 15 से 20 मिनट चर्चा हो सकती है डालने लगा। सभी से अपने सुझाव शेयर करने को कहा कुछ को one - on - one द्वारा मोटिवेट करके शेयरिंग कराने लगा। समस्याओं के समाधान भी शेयर करने को कुछ से विशेष निवेदन किया। अब सभी साथियों को लगने लगा यह इतना मुश्किल भी नहीं है, बल्कि फायदा होने लगा। धीरे-धीरे विषय की बैठक के साथ साथ अन्य विषयों जैसे " मूल्य आधारित शिक्षा, हाउ टू कनेक्ट टॉपिक विद डेली लाइफ, न्यू एक्टिविटी, रोल मॉडल, पेडागोजी फॉर निओ निष्ठा, इंपॉर्टेंस ऑफ लर्निंग आउटकम, असेसमेंट ऑफ लर्निंग आउटकम " आदि पर भी चर्चा होने लगी। ग्रुप में शेयरिंग से सभी के सुझावों का फायदा सभी को मिलने लगा। आज अधिकांश मीटिंग HOS इसी 30 मिनट में करने लगे। अब 30 मिनट का फायदा सभी को नजर आने लगा और इसका सदुपयोग होने लगा।

राजेन्द्र कुमार गोयल, प्रवक्ता, गणित / 19900425

“Be Your Own Lamp”

Anjali (Mentor Teacher), GGSSS No.2 Gandhi Nagar D31, 1003034

The demand of the new century is regeneration of man. That is possible only by building an integrated human being. The outer light can sustain us through storm and rough weather, but the inner light will sustain us forever. Ms. Savitri a true women, religious, helps the poor and destitutes, does not have feeling of malice ,bonds of intimate relationship with others. This is because of more life as well as work experience .As students have not seen the other ground so they thought our ground is best, so love Savitri ma'am also. But the reality was she became the part of the Traditional System, where no one ask or search you, whether be a part of progressive world or not. After observing people of progressive world in one of the gathering, she got motivation and wanted to be a change, but unfortunately didn't try. Then incarnation of compassion appeared and very aptly said “you have to search yourself the path of liberation. How long shall I continue to guide you” but again she recoured the traditional system. Again can say qualities of a true leader reflect in their pupil if lighten their own lamp.

On the other hand Mr. Raghava was that personality for whom students hankered and surprisingly, he also have all the qualities like Ms. Savitri but except one that he wanted to be a change and worked for it. A good thing was he didn't want to be a part of Traditional System but a part of progressive world. He was also creating academic environment like Ms. Savitri ,but initially he worked on self. It lead to transformational change in the way of teaching-learning process, students started enjoying the study hour and this change created change in his colleagues also ,as he created a positive academic environment.

He searched for the inner light and made sincere efforts in the right direction, he was Sure that he will not go towards darkness. He proved by following his own inner light that we should go on proceeding on the proper path and shall be able to reach our goal.

Shared by Mentor Teacher Ravinder Kaur

"Success is not final & failure is not fatal, it is the attitude that count with which action is taken."

Positivity is the drive which sustained me in the journey of mentorship. When you initiate some steps and the results unfold in astonishing ways, then it becomes worth sharing.

I always found teachers uncomfortable while their class is observed, be it mentor, HoS or any official. So to make them feel comfortable, I suggested the teachers to observe the classes of their colleague for TAKE AWAYS. One day of week was fixed for 1 subject faculty of the school. On the assigned day, the teachers of the faculty stays back after the assembly in the ground for 5 minutes to co-ordinate among themselves to observe the classes of fellow teacher in their free period. One free period a week was the cost to run this practice. This practice was first started in SBV MASZID MOTH and then in SKV EAST OF KAILASH NO. 2. Although teachers were not very keen for it but continuous pondering by me and TDC initiated this practice. When after 2 weeks feedback was taken, to my surprise, I found teachers appreciating their fellow teacher's practices like anything and incorporating those practices in their classrooms. Resource pool was created within the school vicinity.

When the TDC program started with the first phase of CONNECT, I found myself in a tough situation of achieving it. But this practice helped to develop connect among the teachers along with sharing of good practices.

Happy to see a culture supporting academic sharing in my mentee schools!

TDC Strategy Shared by MT Bhawani Singh

*Teacher Development Coordinator (TDC) AT GBSSS C. R. PARK
1925055*

Sh. Pramod Kumar (PGT, English) as TDC initiated a cultural program on every Saturday in his school. His prime focus is to make connectivity between teachers and students. So he motivated the staff members as well as children to share their inspiring ideas and thoughts. Moreover the second priority in his mind is to develop the competency of literacy and numeracy among children of neo nishtha and nishtha groups. So motivated teachers were shared some innovative techniques one on one and assigned for teaching of foundational learning classes. His both experiments within school are running well and all children are learning with fun and joyful activities.



Success Story

G.G.S.S.S , West Jyoti Nagar, Delhi. Mrs.Anuradha Sharma, TDC.

With the initiation of Academic Resource Team, the most challenging task as a TDC was to make sure that the teachers attended and participated in the 30 minutes sessions post school. In addition to taking the official route via the HoS, I realized that setting the agenda clearly and dividing the days of the week based on the subject would help the faculty to define the purpose of the 30 minute session and also keep them engaged. I also used my personal rapport with the faculty to make sure that they participated in the meetings. Use of energizers at the beginning, and concluding with encouraging and appreciative words kept the teachers motivated for the next session. The acceptance for the 30 minutes sessions amongst the teachers and the synergy it created could be seen from the way the discussions were used to overcome challenges in the classroom. The feedback from the faculty specifically mentions that the 'Connect' created with the students, helped them to strategize their pedagogy according to the needs of the students.

Ms Anju TDC , GGSS WELCOME COLONY, SCHOOL ID-1105108

The first LIC on the theme CONNECT was successfully taken to her school by the TDC Ms.Anju Gupta. She successfully overcame the initial hiccups with respect to the appointment of the TDC and the acceptance of the TDC amongst the teacher in the school.

Amongst the many strategies adopted by her to build a CONNECT with other teachers and in turn with the students, she first threw open her classroom for other teachers to observe her innovative pedagogies and how she made the classroom inclusive and enjoyable. This removed the barrier between the teachers and the TDC and a safe space was created for other teachers to discuss their challenges

Keeping a focus on the learning outcomes of the students, with the help of the HoS and other teachers, the group strategized to adopt weak students from standard 6th-10th. They motivated the students for regular attendance and self-study.

Through the ART meetings, strategies were devised to improve the attendance of the students in the school that would in turn impact the learning outcome. Parents were regularly involved through regular Parent Teachers Meeting for weak students and increased involvement of SMC and community members.

30 minutes sessions were utilized to their full potential to keep the teachers motivated on a continuous basis. Together, they prepared subject-wise question banks to impact the learning outcomes of Nishtha, Pratibha and Neo-Nishtha children.

The key point in the 30 mins session was that it was thoughtfully structured. The agenda for the next meeting was shared a day before so as to give time to all teachers to prepare. The group was also divided basis the faculty and pedagogical planning and lesson planning for weak students was done. Division of the group also ensured that the smaller group was able to share classroom teaching in a better way. The presence of HoS in most of the sessions generated seriousness amongst the teachers and had a positive impact on the larger outcome.

In addition to the material provided,the TDC made use of resources available on the internet for innovative pedagogical practices and content capacity building.

Her tremendous efforts have paid off as a change in the attitude of the teachers can be seen. The teaching methods and the classroom environment has become more positive. Also, the students are better motivated and their attention in classrooms is improving..

MT Co-Learning Session Activities

Being a Mentor Teacher, you have an instrumental role to play in mentoring your Teacher Development Coordinators. Mentoring in itself comprises of various roles. Some of these roles you have already been performing in one way or another with teachers of your respective Mentee Schools. We will try to practice element of Coaching in this upcoming cycle which will help you conduct one on ones more effectively with your TDCs



Coaching: Asking Appropriate questions, Active Listening and Grow Model

A form of dialogue, which supports and challenges someone to arrive at their own solutions.

The skill of the coach is:

- To ask appropriate questions
- Actively listen
- To work out how much support and how much challenge is needed with each person.

Why is it valuable to coach someone?

- Encourages reflection, increased self-awareness, learning and action.
- Improves personal effectiveness
- Empowers, gives confidence and increases motivation – People will have greater commitment to actions they have decided for themselves.

Framework for a coaching session

- Must be based on openness and trust.
- Is most effective with colleagues who are motivated to develop themselves, and who want to improve in specific areas.
- At the beginning, establish ground rules (contracting): timescale, purpose of the session, confidentiality etc.
- It should take place where Coach can listen. S/he is also needed to be focussed during this discussion.
- Engage in dialogue: Approximately 70 – 80% of talking should be done by the coachee.
- Use mainly open-ended questions – “What” or “How” are useful, non-threatening ways to begin many of these questions.
- Check that you have understood (and demonstrate that you have been listening) by summarising and reflecting back what you have heard at various points during the dialogue.
- At the end of the session, sum up what has been said by your colleague, especially any actions that your colleague will take - or ask your colleague to sum up the main outcomes of the session.

Asking Appropriate Questions

Asking the right coaching questions means the difference between a one-way interrogation and a dynamic learning session. Good coaching questions give someone who's busy but competent the space to step back and examine himself/herself. The right question can stop the person in the tracks as s/he finally sees her/his own actions from a different perspective or envisions a new solution to an old problem. She/he may learn to reflect upon his/her actions and devise a better/more appropriate process/action. Through practice, s/he may be able to alter his/her actions in the future. Think of questions as bridge between what s/he has stated and what else you want to learn. Your intuition plays an important role in forming a sequence of questions. and it is much better in play when you are genuinely interested in the development of concerned person.

- Asking Open Ended Question starting with 'What , How 'and avoiding closed ended questions starting with 'Is, Can, Shall, Do'.

Eg. :-

- How have the 30 minutes' sessions been happening over all?
 - How do you feel about time management of your last monthly ART Meeting?
 - What prevents you from talking to HOS about this situation?
- Questions that help the participants reflect and look at a situation from different perspective without prescribing. As important as it is to empathise with the Coachee, it is also important to not fall into the judgements made by her. So, make sure you help him / her reflect about the situation from various point perspectives.

For example, if your TDC has described an argument she had with HoS, instead of saying things like, "I can't believe that, that person would do that to you" or saying "how did that make you feel," ask questions that pose a different perspective: "I hear how frustrated you are. What do you think is going on in his world that may have led to this behavior?" or "What does the development of children need the two of you to do? Or "What would you need to see from this person to have a better relationship?"

- Avoid Asking Leading questions: Leading questions are those which prompts for an answer we are consciously/sub consciously looking for. It's done in multiple manner through: -
 - a) Verbally through the content of our questions: -
 - Do you think that teachers are not participating enough in the discussions?
 - All of your ART members understood the objectives of upcoming cycle. Right ?
 - b) Non Verbally through body language we exhibit while asking question.
- Being genuine and authentic while asking questions: -The most important thing to keep in mind while composing (and delivering) coaching questions is that you need to be genuinely curious about the answers. People can tell if you're just asking a question because it's what you're "supposed" to do. And you won't be able to get to that one question and that moment of self-discovery if you're just going through the motions rather than authentically interested in your coachee, her situation, and her growth.
- Some Descriptor questions that might b helpful in summarizing or help the person reflect more. It's really important that a coach reaches the root of the concern. Such questions can be really helpful for doing same: -
 - Help me understand...
 - Tell me more about that...
 - Let me make sure I understand what you are saying...
 - I'm curious about...
 - Could you describe further...

MT Co-Learning Session Activities

Active Listening:

- Non-Verbal:
 1. Smile: - Providing warmth and comfort to the listener.
 2. Mirroring: - Facial expressions
 3. Eye Contact: - Gauge and maintaining the appropriate eye contact
 4. Posture: - Slight inclination, leaning forward.
 5. No Distractions: - Fidgeting, looking at watch etc.
- Verbal:
 1. Remembering
 2. Questioning
 3. Clarification
 4. Positive Reinforcement
 5. Reflection
 6. Summarisation

GUIDELINES FOR ASKING QUESTIONS

1. Establish ground rules at the beginning of the session. In particular, there needs to be clarity about purpose, the timing and length of session(s).
2. Generally use “what” and “how” questions, as these are open-ended and encourage thinking. “Why” questions can appear too direct and possibly be perceived as judgemental.
3. Begin each session with a question that focuses on what has been working/achieved since last time. For example, ask, “What has been a highlight for you during this last month?” “What is the most interesting thing that has happened since we last met?” This focus on the positive helps to generate positive energy that can be self-perpetuating.

SAMPLE QUESTIONS FOR TDC COACHING CALLS/VISIT

1. Overall, how do you feel about your last ART Meeting?
2. In what ways do you think it could have been improved?
3. How has been the 30 minutes sessions happening over all?
4. How do you feel about time management of your last monthly ART Meeting?
 - a. Very good
 - b. Good
 - c. Fair
 - d. Poor
 - e. Comments:_____
5. What is going well at the moment? Can you provide examples of this?
6. What needs to be changed / improved? Can you provide some specific examples?
7. On a scale of 1 to 10, how near your goal are you? Why did you not choose a lower number/a

MT Co-Learning Session Activities

higher number?

8. What strengths can you use / build on, in order to make changes?
9. What prevents you from talking to HoS about this situation?
10. Have you discussed this with the ART members, with anyone else? What is their perspective on the situation?

IDENTIFYING AREAS FOR GROWTH

1. What are you aiming for? What is your goal? What do you need to achieve? Tell me more about that.
2. When you have achieved your goal, what will it look like? What will you be doing? What will others be doing? Talk me through it in detail.
3. What would teachers notice or see you / others doing differently, if you achieved this goal?
4. What will it feel like when you have achieved this goal?
5. Have you seen someone else doing this effectively? What exactly do they do?
6. How will you know when the issue has been resolved / your goal has been achieved?
7. What can you do to improve the situation?
8. What are your options for action? Don't worry about whether or not they are realistic at this stage. What else? What else? What else?
9. What are the possible benefits and downsides of each of these options?
10. What is the likelihood of this or that option succeeding? If not, why not?
11. What approaches have you used yourself, or seen others use, in similar circumstances?
12. Please describe your greatest strengths that you can draw on, in order to achieve your goal.

TDC MEANS OF SUPPORT/MOVING FORWARD

1. In what ways can you be better supported as an TDC?
2. Overall, how satisfied are you with the level of support your HoS provides you?
 - a. Very good
 - b. Good
 - c. Fair
 - d. Poor
 - e. Comments:_____
3. What does the head teacher/ART member do that support you and enable you to move forward with this issue?
4. What does the head teacher/ART members do that interferes with your effectiveness or your job satisfaction or both?
5. What further support do you need in carrying out these actions successfully?
6. Would it be helpful for you to put this action plan into writing?

MT Co-Learning Session Activities

7. What actions will you take..... and when?
8. What specifically will you do in the coming ART meeting?
9. What specifically will you do in upcoming 30 minutes' sessions?
10. How will you ensure that you will definitely carry out these actions?
11. What could stop you moving forward?

The GROW Coaching Model

1. Goal

- Clarify the desired goal.
- Establish the long term aims.

2. Reality

- Gain clarity about the current situation.
- Clarify the differences between the reality and the goal.
- Check underlying assumptions.
- Address any self-doubt.



4. Wrap up

- Commit to action.
- Make actions specific and realistic.
- Identify possible obstacles.
- Identify the support required.

3. Options

- Cover a full range of options for action.
- Consider the advantages and disadvantage of each option.
- Offer suggestions – carefully.

TDC:

School:

Date of Coaching Visit/Call	Goal	Reality	Options	Wrap Up
Month 1 (January)				
Month 2 (February)				
Month 3 (March)				

TDC:

School:

Date of Coaching Visit/Call	Goal	Reality	Options	Wrap Up
Month 1 (January)				
Month 2 (February)				
Month 3 (March)				

TDC:

School:

Date of Coaching Visit/Call	Goal	Reality	Options	Wrap Up
Month 1 (January)				
Month 2 (February)				
Month 3 (March)				

TDC:

School:

Date of Coaching Visit/Call	Goal	Reality	Options	Wrap Up
Month 1 (January)				
Month 2 (February)				
Month 3 (March)				

TDC:

School:

Date of Coaching Visit/Call	Goal	Reality	Options	Wrap Up
Month 1 (January)				
Month 2 (February)				
Month 3 (March)				

TDC:

School:

Date of Coaching Visit/Call	Goal	Reality	Options	Wrap Up
Month 1 (January)				
Month 2 (February)				
Month 3 (March)				

TDC:

School:

Date of Coaching Visit/Call	Goal	Reality	Options	Wrap Up
Month 1 (January)				
Month 2 (February)				
Month 3 (March)				

TDC:

School:

Date of Coaching Visit/Call	Goal	Reality	Options	Wrap Up
Month 1 (January)				
Month 2 (February)				
Month 3 (March)				

TDC:

School:

Date of Coaching Visit/Call	Goal	Reality	Options	Wrap Up
Month 1 (January)				
Month 2 (February)				
Month 3 (March)				

Notes for MT Co-Learning Session

A series of horizontal dotted lines for taking notes.

Notes for MT Co-Learning Session

A series of horizontal dotted lines for taking notes.

Introduction to the second LIC Theme

Look for Understanding and Respond

As a teacher, we should Assess for students' understanding and respond accordingly to improvise it.

Classroom is a dynamic ecosystem where the students and teachers are in a process of co-learning continuously. The teacher takes the responsibility of facilitating the students' learning but in the process s/he ends up learning as well. Since it's a dynamic process, it's important that there is a continuous assessment of the gaps between teaching and learning. As an educator, the responsibility falls on us to adapt our teaching strategies for filling these gaps.



During the whole academic year, at various point in time, we take tests or do activities with children. We get a certain sense of the students' current learning standard during this whole process as well. As an educator, it's important that this process:

1. Does not judge the students based on his/her performance. Instead, the students feel safe and appreciated for their efforts. It's important that the teachers do not pass any comments or remarks that make students feel judged in the process.
2. Allows the teacher to identify changes s/he needs to adapt to fulfil the gaps between teaching and learning process. The teacher adapts the classroom strategies to fulfil these gaps.

In this whole process, it's important to identify that what are we trying to assess and be very clear with. We are not trying to assess students, instead we are trying to assess our efforts to ensure teaching-learning process in our classrooms. We act based on our perceptions and it's important that the conversation moves away from :-'You have got 3/10 and she has got 8/10' to 'I saw in last assessment that most of my students learnt multiplication of single variables but some still face challenges with multiplication of double variables. I will try to find some way to fulfil this gap'

The purpose of assessment is necessarily to improve the teaching-learning process and materials, and to be able to review the objectives that have been identified for different school stages by gauging the extent to which the capabilities of learners have been developed. Needless to say, this does not mean that tests and examinations will have to be conducted frequently. On the contrary, routine activities and exercises can be employed effectively to assess learning. (NCF: Pg -79, 3.11)

SECTION THREE

Plan of Engagement for Mentor Teachers



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
Pre-LIC 2 -(December)		
District Alignment Meeting	<ul style="list-style-type: none"> To Reflect and Review the success and challenges of LIC-1 To gain an insight on data collected from previous cycle To form a shared understanding of upcoming steps in the cycle. 	05-12-17 ✓
MT Co-Learning Session - LIC 2	<ul style="list-style-type: none"> To develop key skills of mentor teachers namely <i>Coaching and facilitation skills</i> so that they can support TDCs To develop a plan-of-engagement with their respective mentee schools 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"> Ensuring that the TDC has been finalized for the upcoming cycles. To set-up the TDCs to be learning ready and excited for their Co-Learning session 	
MESSAGE to TDCS	<ul style="list-style-type: none"> To remind the TDCs about the logistics for the co-learning session Building Anticipation with TDCs for upcoming cycle using carefully selected pre-reading/ short film (linked to the role and the upcoming theme) through WhatsApp groups or in person. 	
Phase -1 (January)		
TDC Co-Learning Session :- LIC-2	<ul style="list-style-type: none"> To ensure the TDCs understand their and ART role To reflect and review the work done in first LIC based on theme 'Connect' To prepare the TDCs to lead the first theme of LIC 2- “Look for Understanding and Respond” and key facilitation skills 	

ACTIVITY	PURPOSE	Ticks when completed with date of completion
Reflection on TDC Co-Learning Sessions with PMs and DIET Facilitators	<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 TDC Co-Learning Sessions for the next time • Chance for the PMs and DIET facilitators to talk with each MT through Follow up call 	
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 sessions and to stimulate discussion on the whatsApp group 	
CALL WITH EACH TDC	<ul style="list-style-type: none"> • To check in on TDC planning for the ART meeting 1 and ensure no logistical barriers • To check the TDC has done all they can to engage HoSs and prepare 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! 	
Monthly School VISIT 1	<ul style="list-style-type: none"> • Exchange calendars with Respective PMs to coordinate support visits for upcoming ART meetings. • To observe TDCs conducting ART meetings and give them support and constructive feedback • To support TDCs through Coaching sessions and Calls, focussed on their ART meetings and 30 minutes sessions. 	
MESSAGE TO TDCs	<ul style="list-style-type: none"> • To thank the 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 ART meeting 1 and recognise them for all the ideas shared and energy with which they participated 	
Monthly School visit -2 Feedback, Support visit, data collection/compilation, Coaching	<ul style="list-style-type: none"> • Exchange calendars with Respective PMs to coordinate support visits for upcoming ART meetings. • To get a sense of how ART members are implementing different strategies in their respective classrooms • To support TDCs through Coaching sessions and Calls, focussed on their ART meetings and 30 minutes sessions. • To collect and compile feedback of ART members regarding ART meetings and 30 minutes sessions 	

ACTIVITY	PURPOSE	Ticks when completed with date of completion
MT/ PM reflection call	<ul style="list-style-type: none"> • To provide chance for the MT to take stock following ART 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 	
Monthly District Alignment Meeting	<ul style="list-style-type: none"> • To reflect and compile on last month's progress with DIET Facilitators, PMs and DDEs using collected data, discussions with TDCs on :- <ul style="list-style-type: none"> (a) Quality of ART meetings , 30 minutes sessions, One on One discussions and Classroom practices. (b) Documentation of best practices in various forms of engagement. (c) Challenges faced in the district related to TDC program and collectively create solutions to overcome them 	
Spaces for MTs plan above and beyond		

ACTIVITY	PURPOSE	Ticks when completed with date of completion
Phase 2 - February		
MESSAGE TO TDCs	<ul style="list-style-type: none"> • To thank the TDCs for their efforts in phase 1 and suggest ideas to encourage them • To share a reading/ film clip to reinforce learning from the sessions and to stimulate discussion on the whatsApp group 	
CALL WITH EACH TDC	<ul style="list-style-type: none"> • To check in on TDC planning for the ART meeting 2 and ensure no logistical barriers • To check the TDC has done all they can to engage HoSs and prepare 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! 	
Monthly School VISIT 1	<ul style="list-style-type: none"> • Exchange calendars with Respective PMs to coordinate support visits for upcoming ART meetings. • To observe TDCs conducting ART meetings and give them support and constructive feedback • To support TDCs through Coaching sessions and Calls, focussed on their ART meetings and 30 minutes sessions. 	
MESSAGE TO TDCs	<ul style="list-style-type: none"> • To thank the 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 ART meeting 2 and recognise them for all the ideas shared and energy with which they participated 	
Monthly School VISIT -2 Feedback, Support visit, data collection/compilation, Coaching	<ul style="list-style-type: none"> • Exchange calendars with Respective PMs to coordinate support visits for upcoming ART meetings. • To get a sense of how ART members are implementing different strategies in their respective classrooms • To support TDCs through Coaching sessions and Calls, focussed on their ART meetings and 30 minutes sessions. • To collect and compile feedback of ART members regarding ART meetings and 30 minutes sessions 	
MT/ PM reflection call	<ul style="list-style-type: none"> • To provide chance for the MT to take stock following ART 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
Monthly District Alignment Meeting	<ul style="list-style-type: none"> • To reflect and compile on last month's progress with DIET Facilitators, PMs and DDEs using collected data, discussions with TDCs on :- <ul style="list-style-type: none"> (d) Quality of ART meetings , 30 minutes sessions, One on One discussions and Classroom practices. (e) Documentation of best practices in various forms of engagement. (f) Challenges faced in the district related to TDC program and collectively create solutions to overcome them 	
Spaces for MTs plan above and beyond		
Phase 3 – March		
MESSAGE TO TDCs	<ul style="list-style-type: none"> • To thank the TDCs for their efforts in phase 2 and suggest ideas to encourage them • To share a reading/ film clip to reinforce learning from the sessions and to stimulate discussion on the whatsApp group 	
CALL WITH EACH TDC	<ul style="list-style-type: none"> • To check in on TDC planning for the ART meeting 1 and ensure no logistical barriers • To check the TDC has done all they can to engage HoSs and prepare 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! 	

ACTIVITY	PURPOSE	Ticks when completed with date of completion
Monthly School VISIT 1	<ul style="list-style-type: none"> • Exchange calendars with Respective PMs to coordinate support visits for upcoming ART meetings. • To observe TDCs conducting ART meetings and give them support and constructive feedback • To build momentum and energy around improving teaching and learning • To support TDCs through Coaching sessions and Calls, focussed on their ART meetings and 30 minutes sessions. 	
MESSAGE TO TDCs	<ul style="list-style-type: none"> • To thank the 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 ART meeting 3 and recognise them for all the ideas shared and energy with which they participated 	
Monthly School visit -2 Feedback, Support visit, data collection/compilation, Coaching	<ul style="list-style-type: none"> • Exchange calendars with Respective PMs to coordinate support visits for upcoming ART meetings. • To get a sense of how ART members are implementing different strategies in their respective classrooms • To support TDCs through Coaching sessions and Calls, focussed on their ART meetings and 30 minutes sessions. • To collect and compile feedback of ART members regarding ART meetings and 30 minutes sessions 	
MT/ PM reflection call	<ul style="list-style-type: none"> • To provide chance for the MT to take stock following ART 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 	
Monthly District Alignment Meeting	<ul style="list-style-type: none"> • To reflect and compile on last month's progress with DIET Facilitators, PMs and DDEs using collected data, discussions with TDCs on :- <ul style="list-style-type: none"> (g) Quality of ART meetings , 30 minutes sessions, One on One discussions and Classroom practices. (h) Documentation of best practices in various forms of engagement. (l) Challenges faced in the district related to TDC program and collectively create solutions to overcome them 	

ACTIVITY	PURPOSE	Ticks when completed with date of completion
Spaces for MTs plan above and beyond		

APPENDIX



IN THIS SECTION

- Monthly TDC Planning Sheet:

Monthly TDC Planning Sheet

PHASE 1 (JANUARY)			
Date	TDC Name	School Name	Reflections and Actionable steps from Visit

Monthly TDC Planning Sheet

PHASE 2 (FEBRAURY)			
Date	TDC Name	School Name	Reflections and Actionable steps from Visit

Monthly TDC Planning Sheet

PHASE 3 (MARCH)			
Date	TDC Name	School Name	Reflections and Actionable steps from Visit

LIC -2: ART meeting participation summary sheet
Filled by Mentor Teacher

Zone: _____		MT name: _____		Introductory meeting_date		LIC_2_meeting_1_date		LIC_2_meeting_2_date		LIC_2_meeting_3_date	
TDC name and zone	Name or code of School	Number of total teachers in the school	Number of ART members	ART_meeting_1	ART_meeting_2	ART_meeting_3	ART_meeting_3 HOS_attendance	Total teacher dropped in LIC 2	Reason to drop		
				present teachers/total current teachers	present teachers/total current teachers	present teachers/total current teachers	present HT/total current HTs		1. ___ Not interested 2. ___ Transfer 3. ___ Personal reasons 4. ___ Others		

NOTES

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