

TDC PROGRAM

July 2019 -
Oct. 2019



Mentor Teacher Handbook

LIC 5

LIC Theme: Classroom Routines
MT Skill Focus: Developing a Culture of Learning

Name of the Mentor Teacher :

Name of the Zone:



मनीष सिसोदिया
MANISH SISODIA



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

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

Dear friends,

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

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

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

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

Warm regards,

Manish Sisodia

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SECTION ONE

Understanding the Learning Improvement Cycle

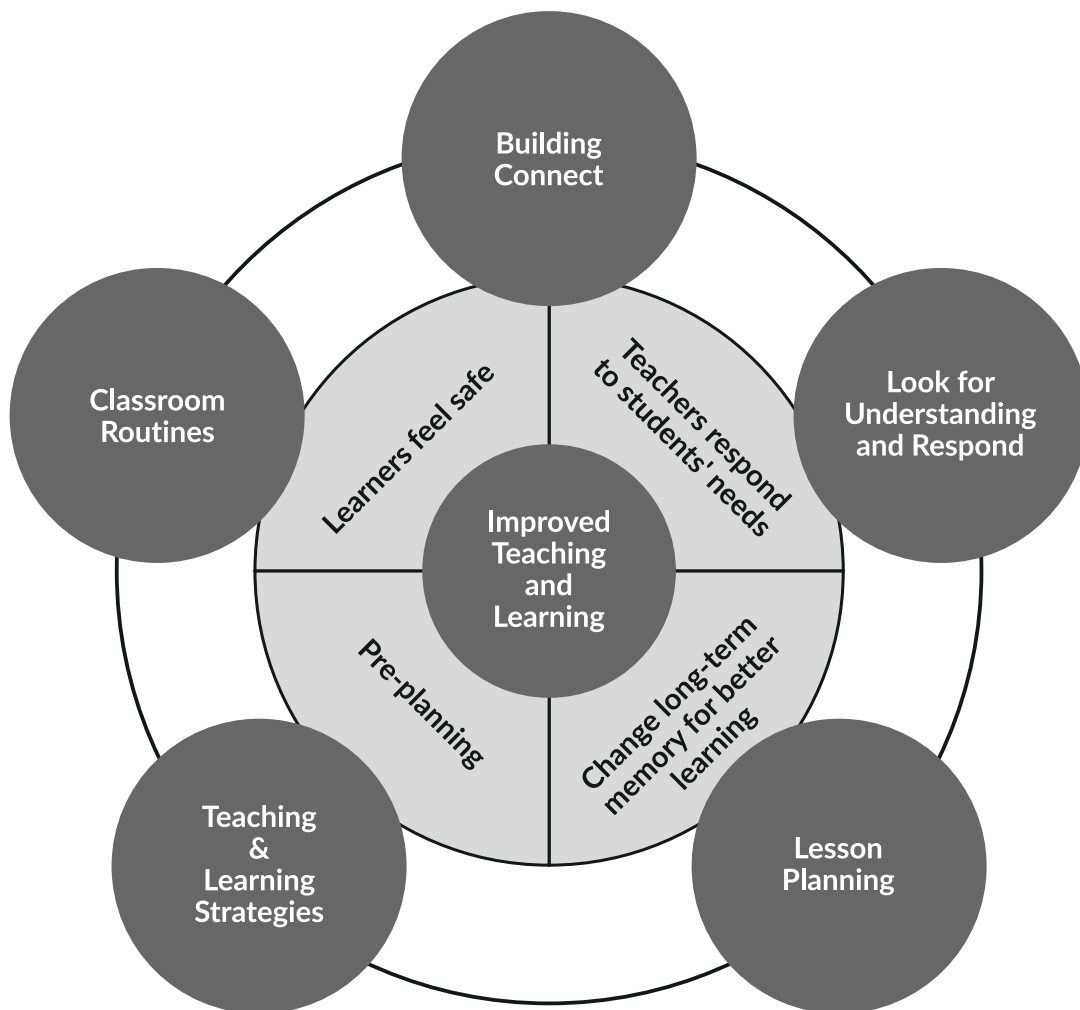


IN THIS SECTION

- Our Journey So Far
- What is the purpose of this handbook?
- What is the Learning Improvement Cycle?

Our Journey So Far

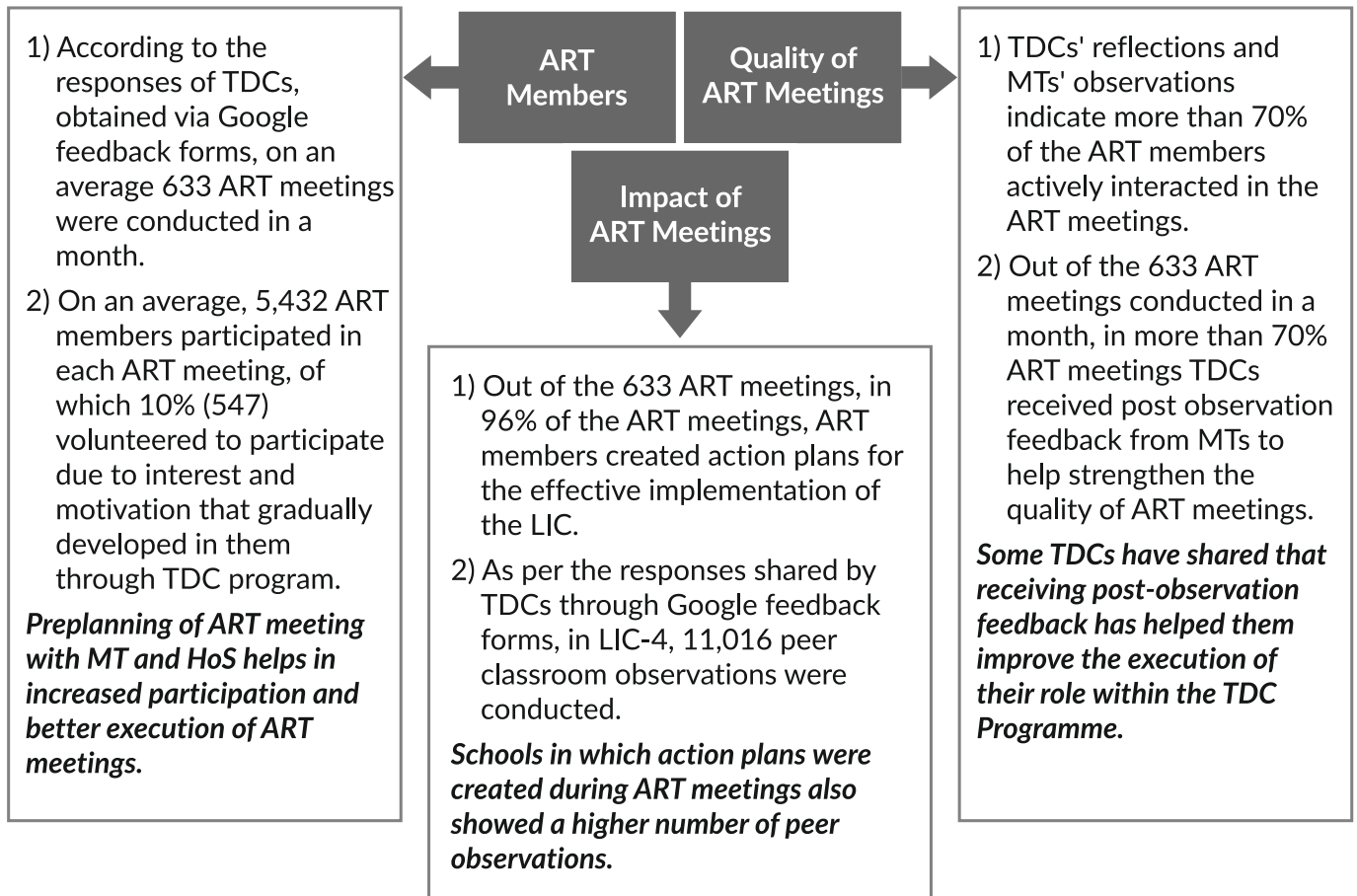
Over the past three years, the TDC programme has focussed on different themes that, when used together, help improve teaching and learning. The various themes connect to different pillars of effective classrooms - beginning with making learners feel safe by building connect, establishing learners' needs by looking for understanding, and moving on to improving instruction by pre-planning lessons and using simple strategies that help build long-term memory. In this LIC, we will now focus on establishing classroom routines that help increase engagement while passing on some ownership to students as well. In order to keep building on these pillars, moving forward, we will deliberately look at themes that draw a clear linkage to what has been done previously.



| Theme | Summary | Suggested Strategies |
|--|--|--|
| LIC 1: Building Connect | Helped teachers build a culture of trust and positive communication in the classroom, ensuring that students feel valued. | <ul style="list-style-type: none"> • Name Tags • Class Tree |
| LIC 2: Look for Understanding and Respond | Helped teachers use assessments to identify gaps between teaching and learning, and adapt teaching strategies to fill those gaps. | <ul style="list-style-type: none"> • Differentiated Groups • Peer Learning • Sign for Understanding and Respond |
| Pre-LIC: Mission Buniyaad | Helped teachers learn more about developing reading skills in students. ART members discussed Mission Buniyaad and how it can be strengthened in their schools. | Linked to the strategies suggested by the material developed for Mission Buniyaad by the state |
| LIC 3: Lesson Planning | Helped teachers plan and sequence lesson activities in a way that is engaging. Planning also helped teachers be more deliberate in the strategies and questions they used. | <ul style="list-style-type: none"> • Opening Routine • Main Activity • Closing Routine |
| LIC 4: Teaching & Learning Strategies | Helped teachers integrate simple techniques to their teaching to help learners understand and remember what they learn. | <ul style="list-style-type: none"> • Elaborative Questioning • Retrieval Practices |
| LIC 5: Classroom Routines | Will help teachers build warm but orderly classrooms while transferring some ownership to the students as well. | <ul style="list-style-type: none"> • Do Now • No Hands |



What the data tells us*



*Data has been gathered through Google form responses of TDCs on the reflection of ART-1, ART-2, and ART-3 in LIC-4.



What is the purpose of this handbook?

The handbook is designed to help you lay the foundations for TDCs and teachers to build a love of learning in the children in your schools. As an MT, your key role in this process will be to help create a positive working culture where TDCs and teachers can focus their efforts on doing this.

Over the next few months, we will support you to:

Create a highly positive working environment for your schools, by helping you learn, practice and implement 2 clear strategies for developing a culture of learning

Lead the development of TDCs, so that they can deliver great ART meetings and give high quality feedback to ART members and teachers

Build your own professional skills through regular observation and developmental feedback sessions

Developing a Culture of Learning

What: A culture in which TDCs believe in their capacity to learn and become increasingly better, and one in which they are recognised for it.

Why: To help you develop skills that will help you set a great tone and platform for working effectively with your fellow MTs, officials, and teachers, in order to deepen your connect with them.

Link to Classroom Routines:

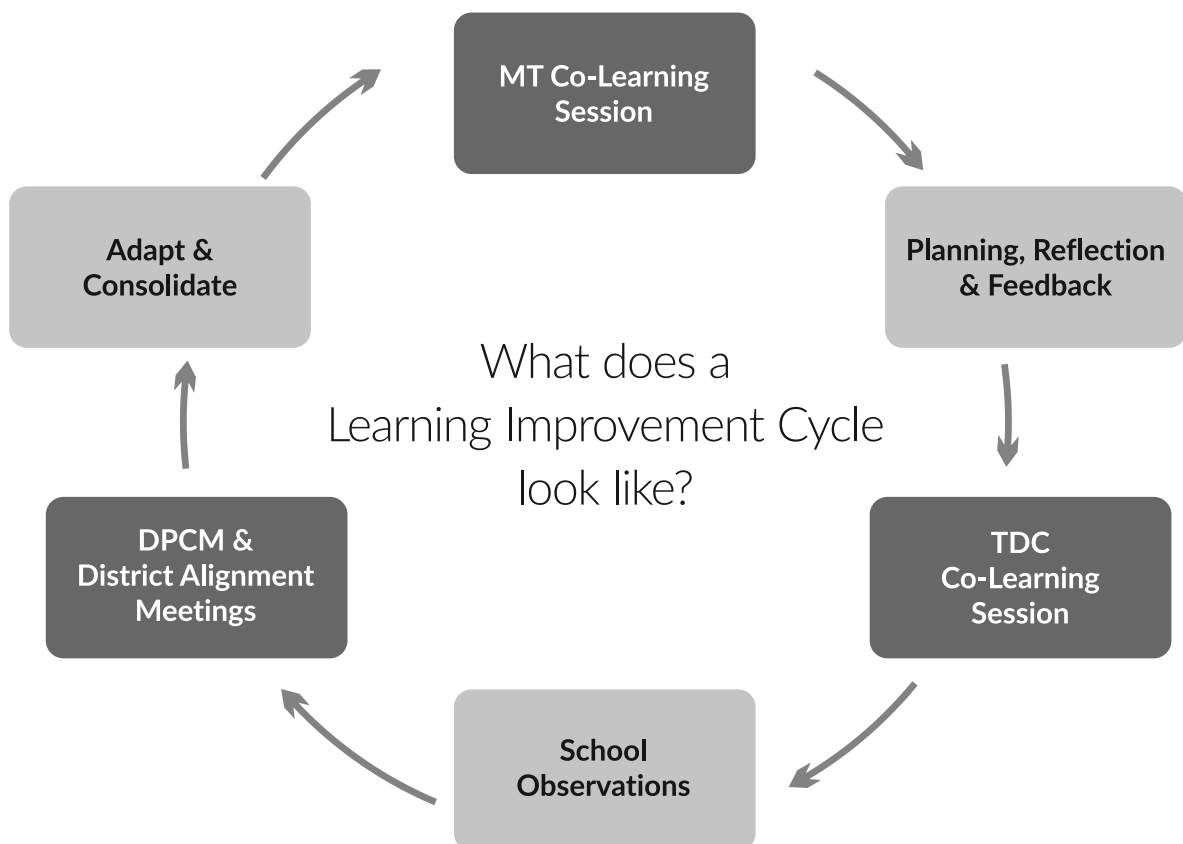
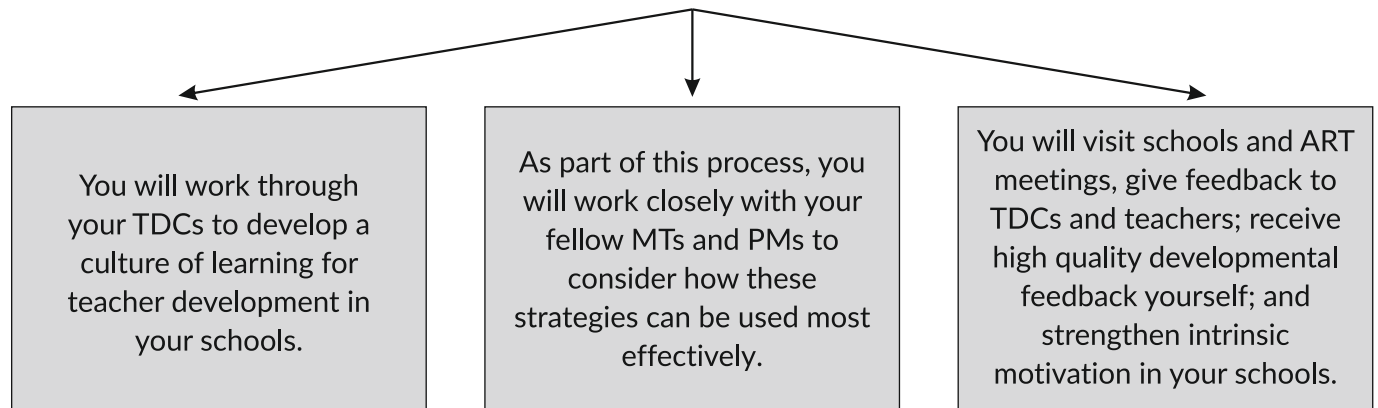
- Just as you will be setting a culture of learning with the TDCs and teachers, they will be doing the same for their learners through examining classroom routines.
- In this way MTs, TDCs and teachers are on the same journey – helping to create the conditions so those they work closest with can thrive!

What is your idea of a culture of learning?

What is the Learning Improvement Cycle?

What is the LIC for an MT?

A Learning Improvement Cycle (LIC) is a 3-4-month learning process which you will use to effectively deliver the Teacher Development Coordinator programme through the use of two high impact leadership practices (discussed below). During this process:



What does each of the activities involve?

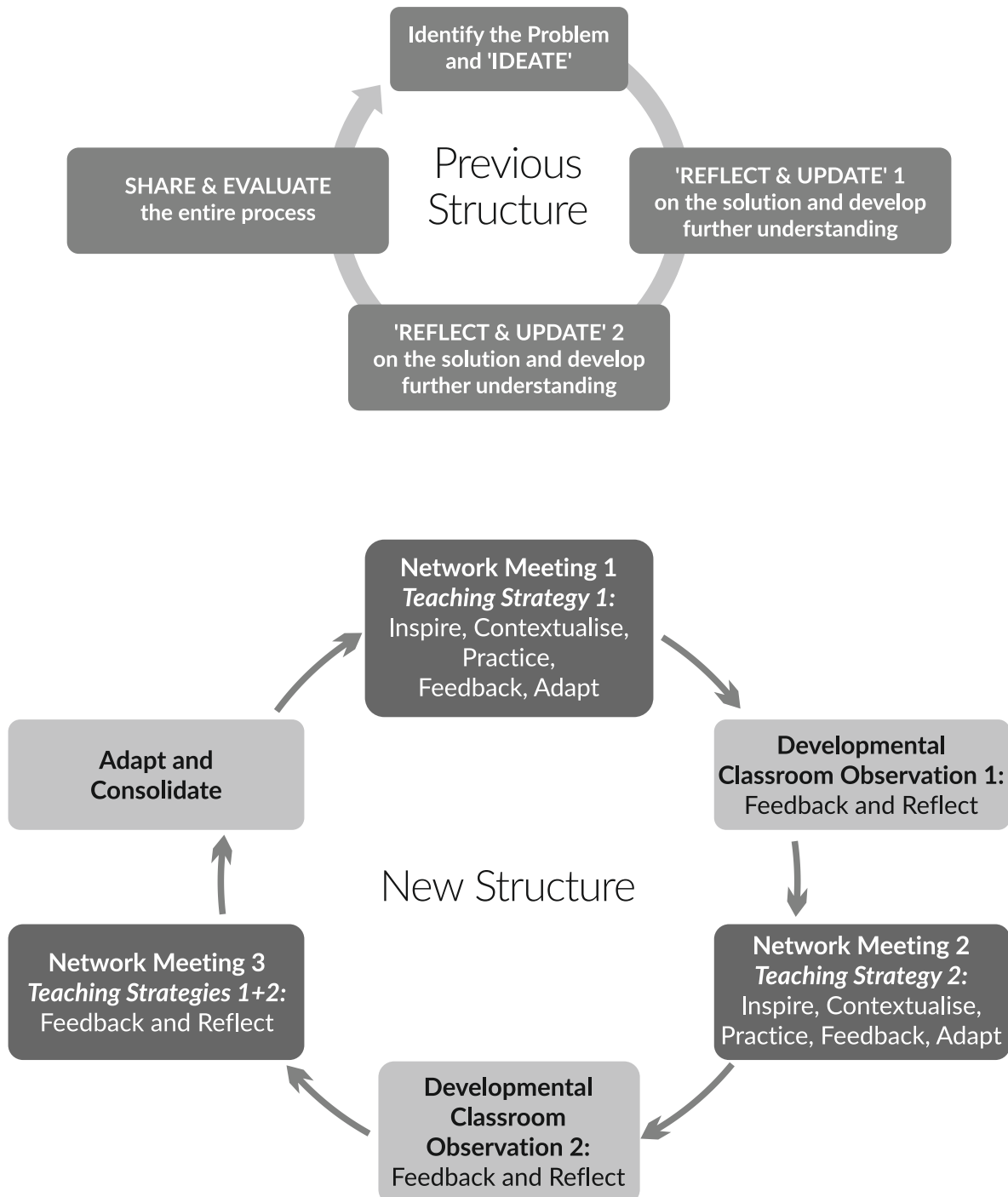
| | | |
|---|---|---|
| 1. MT Co-Learning Session <ul style="list-style-type: none">• 2-3 day training that covers all the focus skills and themes for the upcoming LIC.• You will learn about the SCERT-STIR partnership; how to plan the delivery of the programme in your schools; how to deliver great training and feedback. | 2. Planning, Reflection, and Feedback <ul style="list-style-type: none">• <i>Planning:</i> You will plan the TDC Co-Learning sessions that are to take place.• <i>Feedback and Reflection - MTs:</i> DIET facilitators and/or PMs will conduct these meetings with you so you have the chance to reflect on and practise how to strengthen your support to the TDCs.• <i>Feedback and Reflection - TDCs:</i> You will conduct these with TDCs to help them reflect on and practice how to improve their delivery of ART meetings and feedback to teachers. | 3. TDC Co-Learning Session <ul style="list-style-type: none">• This is where you will support the TDCs on delivering a high quality offer for teachers.• You will focus on helping them to: effectively plan and deliver their meetings; create a culture of learning for teachers; give developmental feedback to teachers; and build Growth Mindset in their schools. |
| 4. School Observations <ul style="list-style-type: none">• You will visit ART meetings and conduct classroom observations jointly with TDCs/ART Members – observing the entire class - with the focus on helping them reflect on and strengthen their delivery of strategies.• To support you, a district official or your PM will attend 1-2 of these field observations with you to help you reflect on your support. | 5. DPCMs and DAMs <ul style="list-style-type: none">• After the completion of the LIC for ART members, you will reflect upon how the LIC went using data to identify what went well and what could be improved• You will receive feedback and suggestions from your peers, and commit to specific actions to improve intrinsic motivation in your schools. | 6. Adapt & Consolidate <ul style="list-style-type: none">• This is where you will put your commitment at the District Alignment Meeting/DPCM into action. |

How does this relate to what teachers do?

The ART members in your schools will also participate in a Learning Improvement Cycle over the same period. It is the responsibility of the TDCs to run this effectively, and your responsibility to support the TDCs in this. **Your responsibility is not to master the exact details of what the ART members will do, but to support and challenge the TDCs in facilitating this process.**

The ART members and TDC will focus on the theme of 'Classroom Routines', and will consider, practise, deliver and reflect upon two high impact strategies related to this theme over the course of the LIC.

This year, the LIC has a revised structure:



Why has the structure changed?

Previously, we received feedback that teachers did not get enough time within an LIC to implement the different strategies. Keeping this in mind, **the new structure aims to give ART members more time to implement strategies and formalises the process of developmental classroom observations in order to improve mastery.**

In the new structure:

- Each ART meeting will focus on one strategy.
- ART members will then implement the strategy, adapted to fit their context, and receive support from their TDCs/peers through Developmental Classroom Observations.
- Following the observation, the ART member and TDC/peer will meet to reflect on and improve the strategy for continued use.

| 1. ART Meeting 1 + 2 | 2. Classroom Observations & Developmental Feedback | 3. ART Meeting 3 | 4. Adapt & Consolidate |
|--|---|---|--|
| <ul style="list-style-type: none">• Monthly meetings in which ART members are introduced to a high impact teaching strategy.• They discuss and reflect upon the strategy with their peers, and think of ways they can adapt it for their own learners.• They practise planning or using the strategy with their peers, giving each other feedback on how they can further improve. | <ul style="list-style-type: none">• After the ART meeting, members will put what they have learnt into practice.• A peer or TDC will observe them doing this, in order to help them reflect upon and improve their mastery of the strategy (not to judge their teaching!).• Each ART member should try and reach out to at least two non-ART members to share learnings from ART meetings and involve them in observation and developmental feedback process. | <ul style="list-style-type: none">• In this meeting ART members share their classroom experiences and their overall learning and reflections from the LIC with their peers.• They commit to taking further action based on suggestions from their peers. | <ul style="list-style-type: none">• ART members will put their commitment from ART Meeting 3 into action in the classroom. |

Another important part of the LIC for teachers is the 30-minute meeting:

- In order to help develop a culture of 'academic discussion' in schools, ART members will be responsible for scheduling regular 30-minute meetings with other subject teachers.
- These 30-minute meetings will aim to spread the use of the strategies for that LIC to teachers who are not a part of the ART.
- As an MT, you can help TDCs bring focus to 30-minute meetings within their teams.

SECTION TWO

SKILLS FOCUS: Developing a Culture of Learning



IN THIS SECTION

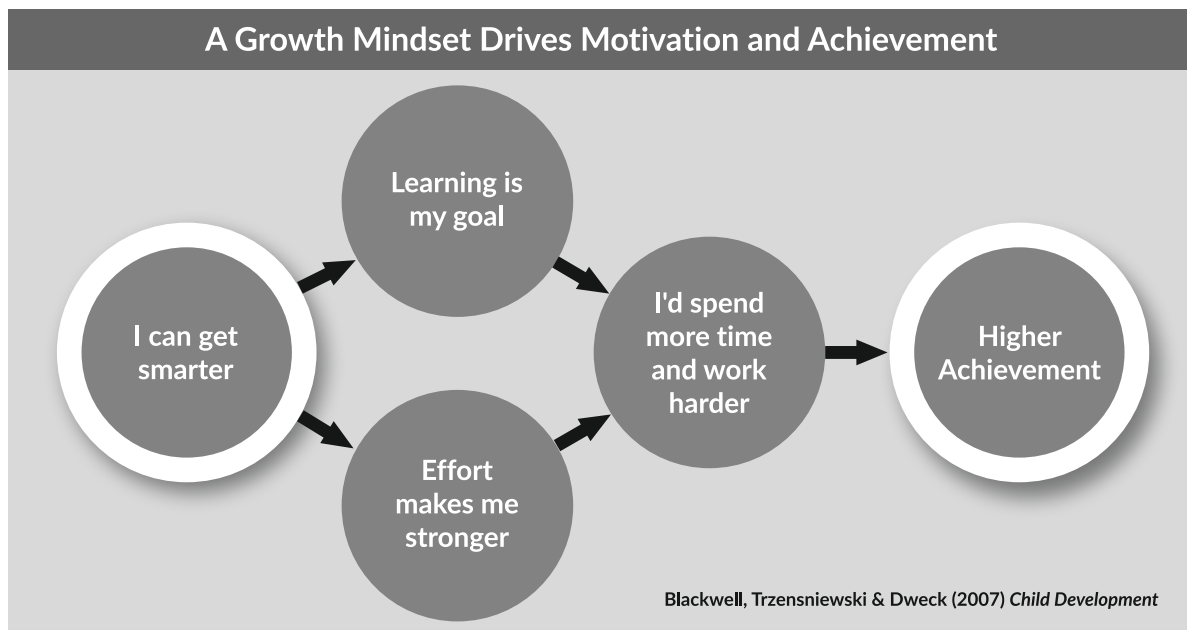
- SKILLS FOCUS: How will I develop a Culture of Learning in my schools?
- What is the theme for this LIC?
- How will I support my TDCs?
- How will my own observation and developmental feedback work?
- End of LIC reflection

SKILLS FOCUS: How will I develop a Culture of Learning in my schools?

Strategy 1: Developing a Growth Mindset in your schools

What is Growth Mindset?

It is the belief that ability, and intelligence, is not something we are born with. It is improved and nurtured over time with practice. In other words, anyone can become smarter and better at something if they make an effort and work hard. It was established by Carol Dweck, a psychologist at Stanford University in California.



When people believe they can get smarter, they understand that failure and mistakes are just an opportunity to learn; they put in extra time and effort when they face challenges, which leads to higher achievement.

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

Example 1

Jaya is a TDC and, through her efforts, she has been able to establish a good relationship with many of the teachers in her school. One day, an ART member, Prasad, tells Jaya that he doesn't think he can conduct 30-minute meetings for his subject area. "Public speaking isn't my strength," he says.

First, Jaya tells Prasad she has seen him teach – he is a great facilitator. She reminds him that teaching is a bit like public speaking too. Jaya tells Prasad about how much she struggled with facilitating ART meetings initially. She tells him about the different strategies she used to get better at public speaking – planning the sessions in advance, practicing the delivery of her sessions in private – and how those challenges helped her get better. She talks to him about how facing this challenge, and practicing, will help him improve his skills. Then, Jaya sits with Prasad to identify the main challenges he faces and, together, they come up with strategies to tackle those challenges. She asks him to practice his session a couple of times before the meeting. They decide to meet the following week to talk about what worked and what needs to change.

Discussion

1. How does this example show Growth Mindset?
2. How can Jaya's Growth Mindset influence how Prasad thinks about skills and abilities? What else can she do to help him develop a Growth Mindset?
3. What lessons from this can you incorporate in your practice?

Practice

You are going to plan how to explain Growth Mindset to your TDCs, and practise it with your peers. You will all get the opportunity to plan, practise, receive feedback and improve.

Groups

Get into pairs with another MT and label yourselves Person 1 and Person 2. Person 1 should be the person with the birthday closest to January 1st!

| Practice Steps | Success Criteria |
|---|--|
| <ol style="list-style-type: none">1. Prepare your plan in the template below. (5 minutes)2. Person 1 delivers their script to Person 2. (2 minutes)3. Person 2 gives feedback saying ONE thing that was good and ONE thing that could be improved – both must refer to the success criteria box. (1 minute)4. Person 1 edits their script taking the feedback into account. (1 minute)5. Person 1 delivers their script again. (2 minutes)6. Swap, and repeat steps 2 – 5 for Person 2 | <ul style="list-style-type: none">• The MT explains clearly that Growth Mindset is about believing people can improve through focused effort and hard work.• The MT explains that there is evidence supporting it.• The MT gives an example from their own life on how they have used Growth Mindset.• The MT gives a practical strategy to use Growth Mindset that is easy to understand and do. |

Planning Template - Use this to make a few notes or to script what you will say:

| | <i>Before Feedback</i> | <i>After Feedback</i> |
|---|------------------------|-----------------------|
| <i>Explanation of GM and why it is important (let it be a quick explanation!)</i> | | |
| <i>One way you have used GM (if you haven't, how you WILL use it)</i> | | |
| <i>One way teachers can use GM</i> | | |

Committing to action

Write in the space below when you are planning to explain Growth Mindset to your TDCs. Tell your partner the date, and ask them to follow-up with you to check you have done it.

When and where I will implement:

.....

.....

When I will follow-up on my partner's plan:

.....

.....

.....

Strategy 2: Building recognition in your schools

What is recognition?

Recognition is about positively appreciating and celebrating effort and achievement.

| Why is it important? | How can I apply this? |
|--|---|
| <ul style="list-style-type: none">• There is a large body of research showing the positive effect of recognition on morale and engagement in the workplace.• Research also tells us if we do not get recognition right, the people we work with may think we are being inauthentic. For example, with initiatives such as 'employee of the month' awards, there is a risk that they become inauthentic as there is a perception that 'everyone has to win eventually', and thus the award loses meaning.• We need to find initiatives where recognition is both regular and planned, but is also spontaneous, special and authentic. | <ul style="list-style-type: none">• Unexpected 'noticing': Letters to teachers following observations saying what specific strategies you appreciated.• Focussed feedback: When you observe a teacher give them really specific examples of great effort and engagement.• Local recognition: Work on creating chances for teachers/TDCs/Hos/DDEs etc. to be recognised in front of parents and other members of the local community, especially local 'dignitaries'. |

Do you have an example of how you or someone you know used recognition? Write it here!

Example

One way of giving effective recognition is using a structure to help you plan and do so. Effective recognition should have the following elements, that can be summarised in the acronym '**PASS**', standing for **personal, authentic, specific** and **spontaneous**:

| | | 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. e.g. <i>'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. |

Discussion

1. Which of the above elements do you feel is most effective? Why?
2. What else do you think is involved in effective recognition?
3. What lessons can you take from above that you could use in your own schools? How would you use it?

Practice

You are going to plan out how to appreciate someone using the PASS structure above. You are going to appreciate each other as MTs. Get into pairs with someone, and once you have, take 2 minutes to think about something they have done that you have appreciated during the co-learning session.

| Practice Steps | Success Criteria |
|---|---|
| <ol style="list-style-type: none"> 1. Prepare your plan in the template below. (5 minutes) 2. Person 1 delivers their script to Person 2. (2 minutes) 3. Person 2 gives feedback saying ONE thing that was good and ONE thing that could be improved – both must refer to the success criteria box. (1 minute) 4. Person 1 edits their script taking the feedback into account. (1 minute) 5. Person 1 delivers their script again. (2 minutes) 6. Swap, and repeat steps 2 – 5 for Person 2. | <ul style="list-style-type: none"> • The appreciation is PERSONAL (it is about you and not just anybody). • The appreciation is AUTHENTIC (they are clear how your behaviour has positively affected them). • The appreciation is SPECIFIC (an example of a thing you have done is mentioned). |

Use the template below to plan this to make sure that the appreciation is 'PASS' (it may be quite hard to be spontaneous here- make sure it is at least personal, authentic and specific):

| | |
|--------------------|--|
| Personal | |
| Authentic | |
| Specific | |
| Spontaneous | |



Committing to action

Complete another PASS grid, this time for a TDC or teacher in one of your schools.

| | |
|--------------------|--|
| Personal | |
| Authentic | |
| Specific | |
| Spontaneous | |

When will you use this?

.....

.....

.....

.....

What will you do to ensure that TDCs start appreciating teachers in this way?

.....

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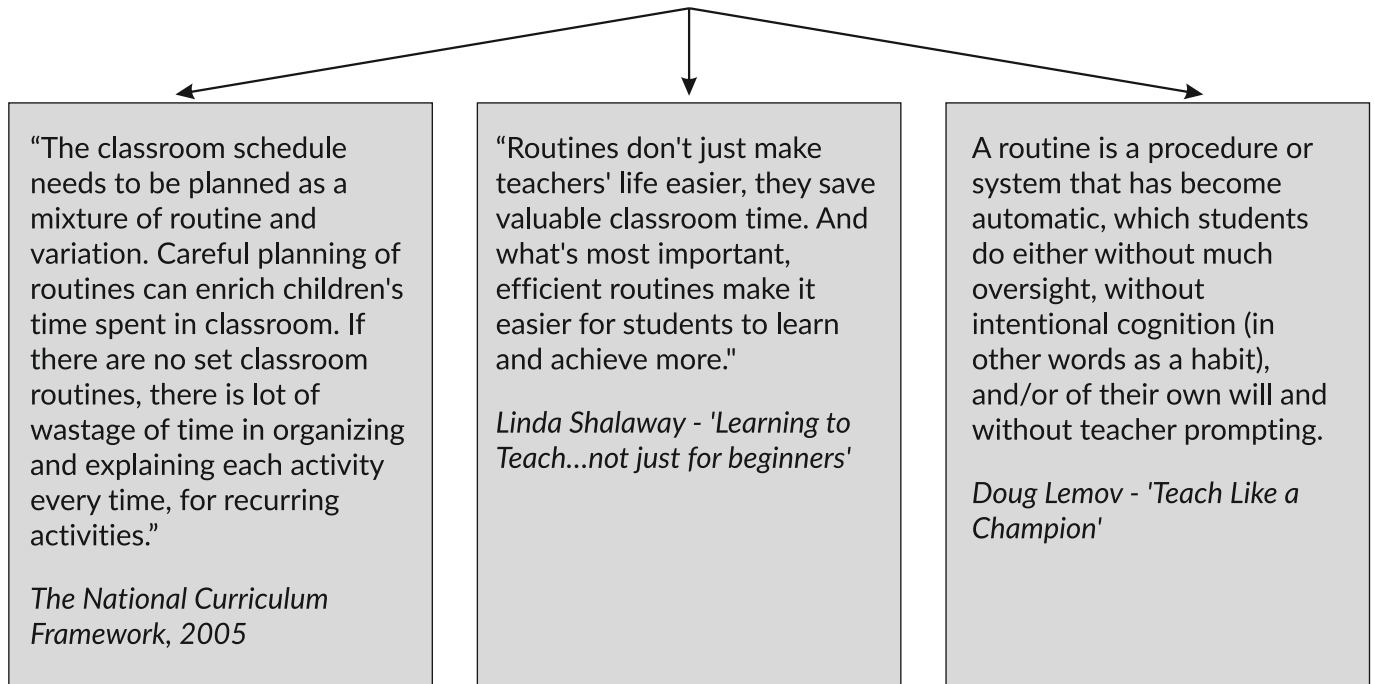
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What is the theme for this LIC?

Classroom Routines

As part of the theme, Building Connect, we discussed how it is important that students feel valued in their class. Establishing classroom routines that help all students feel included, and those that help establish trust towards students, are an effective way of making students feel valued.

This Learning Improvement Cycle reaffirms the necessity of classroom routines as a backbone of the classroom life.



This term we shall be focusing on classroom routines that help:

- a) **Increase classroom engagement** - this ensures that classroom discussions are not restricted to the same set of students, allowing teachers to develop a stronger connect with students who, otherwise, may have remained quiet and withdrawn.
- b) **Develop a habit of self-managing productive work** - this makes it easier to get students to stay on task, while also handing over some responsibility to them, developing a deeper trust between teachers and students.

Specific teaching strategies teachers we will use in this LIC:

1. 'Do Now'

What is Do Now?

As part of Lesson Planning, we spoke about the Opening Activity. The Opening Activity is a simple activity that gets students interested in the upcoming lesson, activates prior knowledge, or just gets them engaged. Using Do Now, teachers can turn the Opening Activity into a routine so that students know that at the beginning of every lesson, they have to do the Do Now activity themselves – they do not wait to be told what to do. **A Do Now is a short, 5-7 minute, activity that students do independently at the beginning of a lesson while the teacher settles down and gets ready for the class. For example, teachers can use Do Now to ask students to list down 1-2 questions they have about the topic being discussed, or they can use it to do a quick recap of the previous lesson. The idea is to get students to develop a habit of self-managing their time to do productive work.**

| Why is a 'Do Now' important? | How to implement a 'Do Now'? |
|---|---|
| <ul style="list-style-type: none">• It helps decrease classroom disruption at the beginning of a lesson because students always know what they have to do. In other words, students never have to ask themselves, <i>"What am I supposed to be doing?"</i>• It can be used for various purposes - to activate students' prior knowledge, recap previous concepts, do a fun activity, etc.• As the routine tells students that they have to start working on the task soon as the class starts, the teacher does not have to spend time getting them to settle down, | <ul style="list-style-type: none">• Write a problem of the day or short activity on the board.• Let students know that at the beginning of every class, they will complete the Do Now before you start the lesson for that day.• Keep the task simple enough for students to be able to complete it independently.• Check that students have completed the task before moving on.• Routines take some time to become habits - make sure you use it regularly! |

TDC Co-Learning Session Tip

Focus on the following key points to communicate the essence of Do Now:

Do Now is NOT:

- a strategy that will work if used inconsistently
- a way by which to test students
- a complicated, long activity

Do Now IS:

- a strategy to use at the beginning of each class
- a way to help students develop a habit of self-managing time to do productive work
- a simple activity students can do independently

2. 'No Hands'

What is No Hands?

Traditionally, we have drawn students into classroom discussions by asking them to volunteer by raising their hands. This limits the discussion to only those students who are already confident about what they know. **No Hands is a routine in which teachers pick the students who will answer questions instead of asking them to volunteer by raising their hands. This ensures that all students know they are expected to be paying attention, allows a larger number of students to participate, and also decreases disruption when you have too many students who want to answer at once.**

- No Hands is most effective when we use it to ask particular students particular questions, to make sure the questions are suited to their learning needs or to find out what their learning needs are.
- You can do this by using colour-coded ice cream sticks. Write students' names on the sticks, colour the tip blue for students who need to be asked higher-order questions, green for students who struggle with the basic concept and so on.
- Now, you can still pick student names randomly, but use your knowledge of your students to decide which kind of questions to direct at which group.

| Why is No Hands important? | How can you use No Hands effectively? |
|--|---|
| <ul style="list-style-type: none">• Ensures that classroom discussions involve a larger number of students.• Sets an expectation that all students will be paying attention during the lesson.• Ensures questions are used as per students' needs.• Makes students more comfortable engaging in classroom discussion. | <ul style="list-style-type: none">• Develop a method that helps you pick student names to avoid picking the same students repeatedly, but plan for individual students' needs.• Encourage students to voice their opinions even if they don't have the answer; help them think through their confusion.• Give students time to think, or discuss with a partner, before you pick a name.• If a student is unable to answer, ask their peers to help so that they begin to see questions as opportunities to learn instead of seeing them as tests. |

TDC Co-Learning Session Tip

No Hands is NOT:

- a way to test students
- simply picking names randomly
- useful if used to ask only factual questions

No Hands IS:

- a way to increase engagement
- targeting specific questions at specific students based on their learning needs
- useful when used to ask probing questions (it can tell us how students are thinking)

How will I support my TDCs?

Planning the TDC Co-Learning session

PREPARATION AND MANAGEMENT OF THE TDC CO-LEARNING SESSION

| 1. PLANNING AHEAD | |
|--------------------------------|---|
| Administrative support: | Prior to the TDC Co-Learning session, it is important to secure venue and service providers, invite the TDCs and prepare training materials. This should be done at least a week before the session. |
| Co-facilitator | Since the TDCs are usually many, it is recommended to have a co-facilitator if you are to have quality sessions. A DIET official and fellow MTs will be available to co-facilitate the session. |
| Venue | Set-up the room in a way that promotes collaborative or group learning. Remember to make the sessions different from other traditional trainings by including icebreakers and energisers. |
| Teaching aids | Ensure to have all the different materials in place to facilitate the sessions, for example TDC handbook, chalk, flip charts, markers, success criteria pinned on the wall/written on the blackboard. In case you have inspirational sessions by other TDCs, kindly inform them in advance so that they come prepared. |
| 2. CONFIRMATION | |
| | Follow-up with your TDCs about the institute. Inform them to carry any materials that you will need, for example trackers to capture ART meeting attendance for the term, or any success stories you want them to share. They may also need to carry a scheme of work that they will use to plan a lesson incorporating the learned strategies. |
| 3. ON THE TRAINING DAY | |
| | You will need your attendance forms, resources needed for the icebreakers, and TDC handbooks. |



How do I facilitate great TDC Co-Learning sessions?

Why is this important?

For TDCs to be able to really develop and thrive, the co-learning sessions need to be of the highest quality. These co-learning sessions represent our main opportunity to prepare TDCs to run great ART meetings. So, the way you, as an MT, participate and deeply engage TDCs at these sessions is critical.





So how do I do it?



There are broadly two parts to ensuring that your facilitation of the TDC co-learning session is excellent:

1. Using core facilitation skills.
2. Carefully planning sessions.

1. Core facilitation skills

The following table outlines the core skills that a facilitator needs in order to successfully support a TDC Co-Learning session to run. It offers a brief explanation of each skill, and gives an example of how you can apply it in your own facilitation. Evaluate how successfully you feel you currently use these skills – score yourself out of 5 but make sure you can justify your score!

| SKILL | EXPLANATION | EXAMPLE | SCORE (1-5) |
|---|--|--|-------------|
| 1. Get to the point  | When a facilitator talks too much, the participants start losing interest. Participants should be able to start discussing and planning as quickly as possible. Your instructions and explanations should be to the point. | 'Let's go through the task to make sure everyone is clear, but we want to get discussing and practising in groups as quickly as possible'. | |
| 2. Stick to time limits  | There is always a lot to cover! Be very clear with members about how long they have to complete an activity on time. Remind participants of the time throughout. Once the time is up, be sure to stop. | 'You will have 10 minutes to complete this task in groups. I will remind everyone when there are 2 minutes left'. | |
| 3. Use 'cold call'  | Very often it is common for a small number of teachers to dominate a discussion, and be the only ones who answer questions. This means you won't know which teachers have understood the content and which haven't. Choose people to answer through cold calling. Be aware of those who have been quieter than others. | 'Thank you everyone for that interesting discussion. Rakesh Sir, I would like to hear your views on this topic'. | |
| 4. Probe  | Skillful facilitators always push participants to think more deeply. If a participant answers a question or makes a contribution, be sure to push them to explain their thinking. Ask probing questions like 'how', 'why' or 'give me an example'. | 'That's an interesting response. Why do you think it will help teachers learn more?' | |

| | | | |
|--|---|--|--|
| 5. Circulate  | <p>When participants are discussing and practising in groups, don't just sit down. Move around and listen to what is being discussed.</p> <p>Walk around and listen to what participants are saying. Give feedback where necessary and encourage groups to share important points with everyone.</p> | <p>'I just heard the group at the back say something very interesting about how teachers ask effective questions. Pallavi Ma'am, would you mind sharing with the wider group what you said?'</p> | |
| 6. Narrate the why  | <p>Make sure it is always clear why they are doing activities.</p> <p>Link activities to how they will help teachers improve.</p> | <p>'Let's remember why we are doing all of this'</p> | |

Which of these skills do you think you most need to improve? How will you do it?

.....

.....

2. Carefully planning sessions

It is crucial that you plan your sessions carefully along with your supporting DIET official. In this handbook, there is a template for planning your session at the institute – please fill it out together with your nodal officer.

Think carefully about the session you did at the MT Co-learning session on the Growth Mindset and recognition strategies. They followed a 6 step process which is outlined below. **We highly recommend using the same structure to plan your sessions for the TDC Co-learning session, as it will help TDCs understand and practise the material.**

In order to ensure you practise your skills on embedding Growth Mindset and recognition, you should also plan how you plan to promote these in each session.

| STEP | DETAILS |
|--------------------------|---|
| <i>Inspire</i> | <i>This is where you will share with the TDCs the content for the session – what they are going to look at, and why it is important.</i> |
| <i>Concrete Examples</i> | <i>In this step, you will give an example of good practice related to the theme. For instance, if you are doing a session on helping the TDCs to prepare ART Meeting 1, you might model for them how to explain Do Now.</i> |
| <i>Contextualize</i> | <i>After you have completed the model, the TDCs will then discuss what was good about what you did, how it could be improved and how they will use it.</i> |
| <i>Practice</i> | <i>This is where TDCs should plan and practice. For instance, for the session on ART Meeting 1, they might get a chance to plan how they will explain Do Now to ART members.</i> |
| <i>Feedback</i> | <i>After they have practiced, each TDC should get feedback from the group. In order for this feedback to be meaningful and of high quality, you need to make sure there are clear success criteria in place for them to refer to (think about the success criteria from your sessions).</i> |
| <i>Adapt</i> | <i>After feedback, each participant should have the chance to try again.</i> |

Sessions to cover at the TDC co-learning session:

1. **Preparing for ART Meeting 1 and 2:** Introduce TDCs to the theme and the two classroom strategies, also to the 6-step structure of ART meetings.
2. **Preparing for ART Meeting 3:** Introduce TDCs to the goals of ART Meeting 3, and make them familiar with the templates to be used.
3. **Promoting Growth Mindset and Recognition:** Introduce the concepts of Growth Mindset and Recognition, and get the TDCs to practice and receive feedback.
4. **Promoting classroom observation:** Talk to TDCs about the importance of classroom observations and get them familiar with the Observation forms.
5. **Giving feedback:** Introduce the PASS technique and give TDCs an opportunity to practice the strategy and receive feedback on it.

Example – Session plan on introducing the 6-step process for 'Preparing ART Meeting 1 and 2'

| STEP | OBJECTIVES |
|-------------------|---|
| Inspire | <ul style="list-style-type: none"> • I will begin with a short energizer to set the tone. Link it to the theme of 'Classroom Routines' • I will tell the TDCs what the session will involve, and that it is important for them to plan the ART meetings around the 6 steps so ART members get a chance to practice and get feedback. • I will explain to them that they will be using their expertise to do the detailed planning, practice and feedback and that they will discuss the answers with their peers, making it clear that I am not the expert – they are. |
| Concrete Examples | <ul style="list-style-type: none"> • I will direct TDCs to the facilitation guide for ART Meeting 1. • I will direct them to the 'Inspire' session, and model how they can introduce the strategy of 'Do Now'. • I will make sure I am enthusiastic and clear, and will use the following script: |
| Contextualize | <ul style="list-style-type: none"> • I will ask TDCs the following questions: <ul style="list-style-type: none"> ✦ What was good about my model? Why? ✦ What could have been better? Why? ✦ How can you use this? • I will use cold call to choose different TDCs to give their answer, and probe their answers further. I will recognize those who give thoughtful answers publically. |
| Practice | <ul style="list-style-type: none"> • I will give TDCs 15 minutes individually to plan their session for ART Meeting 1, then put them in groups of 4 to practice. • I will circulate to check each group knows what they are doing, and cold call a TDC to explain to the whole group. |

| | |
|----------|---|
| Feedback | <ul style="list-style-type: none"> • I will encourage the TDCs to give each other feedback using the following success criteria: <ul style="list-style-type: none"> ✦ The plan covers Growth Mindset and Do Now. ✦ Follows the 6 step plan. ✦ Has space for teachers to share. |
| Adapt | <ul style="list-style-type: none"> • I will ask if everyone has had a chance to practise, receive feedback and re-practise. • I will 'narrate the why' about the importance of committing to action, and ask 2-3 TDCs to share their actions with the group. |

NOTE: During the TDC CLS, model 1 or 2 parts of the 6-step process for the TDCs. You can use the example above or use the template below to plan your own model. (Refer to pages 24-26 of the TDC Handbook for the details of the activity they will do)

Template for planning model

| STEP | ACTIVITIES |
|--------------------------|------------|
| <i>Inspire</i> | |
| <i>Concrete Examples</i> | |
| <i>Contextualize</i> | |
| <i>Practice</i> | |
| <i>Feedback</i> | |
| <i>Adapt</i> | |

GIVING FEEDBACK

How do I give great feedback to a TDC?

Why is this important?

Research shows that effective feedback from colleagues or managers is one the most powerful ways to help someone improve. However, if we get feedback wrong it can be very damaging. Therefore, it is crucial that, as an MT, you have a very strong understanding of giving effective feedback to a TDC.

So how do I give good feedback?

Giving feedback can be a sensitive matter. When you wish to give feedback to a TDC or anyone else on their performance, it is important to plan out what you are going to say so as to relieve this potential sensitivity. The plan should include the following steps. The examples are for giving feedback to TDCs during classroom observations.

| STEP | EXPLANATION | EXAMPLE |
|-----------------------------|--|--|
| Start positive | It is important for the TDC receiving the feedback to feel that you are 'on their side'. Starting with a positive sets a really clear tone that you are there because you want to help, not because you want to criticize or undermine. | 'It is really great to see how much time you are now spending supporting students. I want to recognise you for this as I know you have many other duties to do as well' |
| Encourage reflection | Give a chance for the person to reflect on their actions before telling them what you saw/how you think they can improve. This helps to build ownership and will depersonalize the situation. | 'When I saw you give feedback to Abdul Sir, how do you think it went? What went well? What do you think could have been better? Why?' |
| Be specific | When giving points for improvement, be very specific about what you are referring to. This again depersonalizes things and will help show them that you are not just giving a negative view for the sake of it, but are trying to help specific behaviours. You should also keep it to ONE area of feedback (more than that is overwhelming) so if there is more than one area for improvement, decide which one is more important and use that one. | 'It was interesting when you went straight into the things the teacher had done wrong in the lesson. Abdul Sir's body language changed. I wonder if it would have been more effective to have started with a positive to set a better tone?' |
| Agree on an action | It is important that the TDC knows what they should do differently and commits to trying it out. You can help them with this. | 'So when is your next observation? Ok, so next Tuesday when you give feedback to the teacher, try start with a positive. Let's write that down on the classroom observation form now so we don't forget about it'. |

Example:

A TDC has told you that he has completed 4 classroom observations at his school. However, when you ask the teachers, they say this hasn't happened. Another teachers confirms this, saying he had agreed with the teachers that he would come in on Tuesday but he didn't show up. You need to speak to the TDC and give him feedback about this. Plan out what you would say using the table below.

Plan what kind of feedback you would give to the TDC using the table below.

| | |
|-----------------------------|--|
| <i>Start positive</i> | |
| <i>Encourage reflection</i> | |
| <i>Be specific</i> | |
| <i>Agree on an action</i> | |

Developmental Feedback meet-ups for TDCs

For the TDC developmental feedback meet-ups, you will give TDCs the opportunity to reflect upon, receive feedback and commit to improving their delivery of the ART Meetings/classroom observations and feedback. The following structure may work well for these meetings:

1. Introduce the meeting and thank the TDC for their hard work, and comment specifically on any great practice you have seen.
2. Invite the TDC to share their reflections on what has been going well, and what could be better. Ask them to rate their ART meetings/classroom observations on a score of 1-5 based on the success descriptors, explaining their answer.
3. Probe the TDC, asking how they know and why they think these things are going well or could be better. Ask them specifically how they have promoted Growth Mindset and recognition.
4. Give suggestions and feedback to the TDC based on your observations from the field, including the scores you gave and why.
5. Ask the TDC for their thoughts and response to the feedback.
6. Ensure that the TDC has committed to an action going forward, and ask them to share this with you and with a date for when they will complete it.

How will I receive developmental feedback?

As mentioned, one of the key supports you will receive is regular support for your own professional growth, where you will get the opportunity to reflect upon to strengthen your practice. The templates below will help you plan for, take notes and commit to action after your mentoring sessions.

| | |
|---|--|
| Objective for the meeting <i>This is where you will state what you want to get out of the meeting. You need to think about this in advance, and be very clear what you hope to do.</i> | <i>To identify 1-2 specific things I can do to give more effective feedback to TDCs on 'narrating the why'.</i> |
| Actions from last meeting <i>This is what you agreed in your last meeting.</i> | <ul style="list-style-type: none"> • To try to use at least one positive in giving feedback to TDCs so they become more open to receiving feedback. • To try to get TDCs to plan 'narrating the why'. |
| What did I do to meet the actions? <i>This is where you list what you have done in order to address the actions you committed to. You will explain what you did and how.</i> | <i>I carefully planned out positives I would give to my TDC. For instance, after I watched them facilitate an ART meeting, I wrote down that I was impressed by their effort to schedule peer observations, so I shared this with them. I also told them why 'narrating the why' is important.</i> |
| How did I promote Growth Mindset or recognition? <i>This is your chance to explain how you have implemented the strategies from the co-learning session to promote a culture of learning in your schools.</i> | <i>When I shared the feedback with the TDC, I made sure that I related it to Growth Mindset. I spoke about how their efforts to identify and focus on areas of improvement has helped them become a better facilitator.</i> |
| What went well <i>Describe here the successes you had in addressing the actions.</i> | <i>The TDC was very happy at the positive feedback. As a result, they have been more open and proactive in seeking my advice.</i> |
| What could have been better <i>Describe here what could have gone better.</i> | <i>I was not able to establish the importance of 'narrating the why' and TDCs have not used it.</i> |
| What do I want to achieve as a result <i>Note here what you want to do over the next couple of months to be shared with the mentee and peers.</i> | <i>I want to have 1-2 practical examples of strategies I can give to the TDC to help them 'narrate the why' in ART meetings so they understand.</i> |
| Feedback/suggestions <i>Note here any feedback and suggestions you get from the district official or peers from the meeting.</i> | <ul style="list-style-type: none"> • Get them to reflect on how knowing the rationale behind ideas helps them. • Try getting them to script out explaining the rationale for a strategy and practising it with them. |
| Actions and timelines <i>State 1-3 concrete actions you will take as a result of the meeting.</i> | <i>At my next TDC coaching meet up in 1 week, I will get the TDC to script and practise explaining why 'No Hands' is such an effective classroom strategy.</i> |
| How will I promote Growth Mindset & recognition? <i>This will help you focus on continuing to promote great culture by refining again your use of the strategies.</i> | <i>I will make sure that I give very specific recognition to the TDC if they make the effort to do the scripting. I will plan this in advance and check I have used the PASS framework.</i> |

End of LIC reflection

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

What could have been improved? Please elaborate with examples.

How successful were you in building a culture of Growth Mindset and recognition?
Please elaborate with examples.

What will you do going forward to further strengthen intrinsic motivation, Growth Mindset
and recognition? Be specific.

APPENDIX 1: Planning Activity Flow and Dates

What will I do during the LIC?

You will need to plan a programme of support to support the TDCs.

Activities Flow and Dates

| ACTIVITY | To be completed by | Specific Dates <i>(To be filled in with your DIET Nodal Officer)</i> |
|--------------------------------------|--------------------|---|
| Attend MT Co-Learning Session | | |
| MT Developmental Feedback meet-up 1 | | |
| Run TDC Co-Learning Session | | |
| 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 Meeting | | |
| TDC Developmental Feedback meet-up 3 | | |
| District Alignment Meeting | | |

APPENDIX 2: Planning and Receiving Developmental Feedback

2.1 Planning Feedback for TDCs

To help ensure your coaching suggestions and feedback are effective, you should keep records of when you observe a TDC in the field conducting an ART meeting or giving feedback to ART members/teachers. The following template may be useful for structuring this, which you should fill in during the visit itself:

| | |
|---|--|
| <i>Activity (ART meeting/feedback to ART member or teacher)</i> | |
| <i>Date</i> | |
| <i>What did the TDC do well? Did they promote Growth Mindset and recognition?</i> | |
| <i>What could the TDC do better?</i> | |
| <i>Script your feedback for the TDC here (remember PASS)</i> | |

2.2 Receiving Feedback

MT Developmental Feedback

| | |
|---|--|
| Objective for the meeting | |
| Actions from last meeting | |
| What did I do to meet the actions? | |
| How did I promote Growth Mindset or recognition? | |
| What went well | |
| What could have been better | |
| What I want to do as a result | |
| Feedback/suggestions | |
| Actions and timelines | |
| How will I promote Growth Mindset or recognition? | |

APPENDIX 3: Classroom Observation Tips

(Be sure to share this with your TDCs as well!)

Being observed is something that is not easy for teachers. The purpose of the classroom observation is purely to support each other in getting better. It is really important that teachers feel comfortable in this, and know you are there to help and not judge. The following tips will help in this:

Before the lesson:

- Find time to meet with the teacher for 10 minutes or so to discuss the observation
- Be clear that you want to help them and learn from them. The job of the observer is to play a support role, and is in no way to judge the quality or effectiveness of the teaching. Show them the observation tool.
- Ask the teacher if they have a specific area in mind. You might suggest some examples – what their body language and tone is like, whether they question effectively, whether students have understood a particular topic. Take note of what the teacher says
- Agree with the teacher what time you should arrive, and where you should sit
- Agree a time and place to meet after the lesson for feedback and debrief

During the lesson:

- Spend a few minutes just observing before you write/fill the app, to ensure you are taking in the lesson properly
- When filling the Observation form provided in this handbook, make sure that what you write is relevant to the agreed area of focus and is as specific as possible. For example:
 - ✦ **Agreed area of focus:** Effective questioning
 - ✦ **Teacher behaviour:** *'The teacher asked the question 'do you agree with this?' The pupils did not respond, so the teacher repeated the question'.*
 - ✦ **Learner behaviour:** *'The learners did not answer the question at first. After repeating, approximately 20 pupils said 'yes' quietly and the rest did not respond'.*

After the lesson:

- Follow the feedback template that is part of the tool
- It is crucial to ensure that what you say to the teacher relates to what you have noted down. Eg. *'You asked the class 'do you agree with this?'. What was the purpose? Do you think the purpose was achieved? Why/why not?'*
- The hardest part of the feedback is suggesting areas for improvement. It is important to be positive in tone and as evidence-based as possible, and to avoid being personal or critical:
 - ✦ **Good example:** *'Some of the learners may not have understood, as suggested by the fact that some did not respond to your question 'do you agree with this'. One technique I have seen work really well here is to get all learners to put their hand up and show 1 finger if they agree, and 2 if they disagree. Then you can ask different learners to justify their opinion'.*
 - ✦ **Poor example:** *'It was clear that the learners did not understand, and the reason is that 'do you agree with this' is a very weak question to ask. You should have got the learners to put up their hand and show 1 finger if they agree and 2 if they disagree. This would have been much more effective'.*
- Make sure you thank the teacher, and tell them one thing you learned from watching their lesson!



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