

TDC PROGRAM

July 2019 -
Oct. 2019



Teacher Development Coordinator Handbook

LIC 5

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

Name of TDC:

Name of Mentor Teacher:

Name of School:

School ID:



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

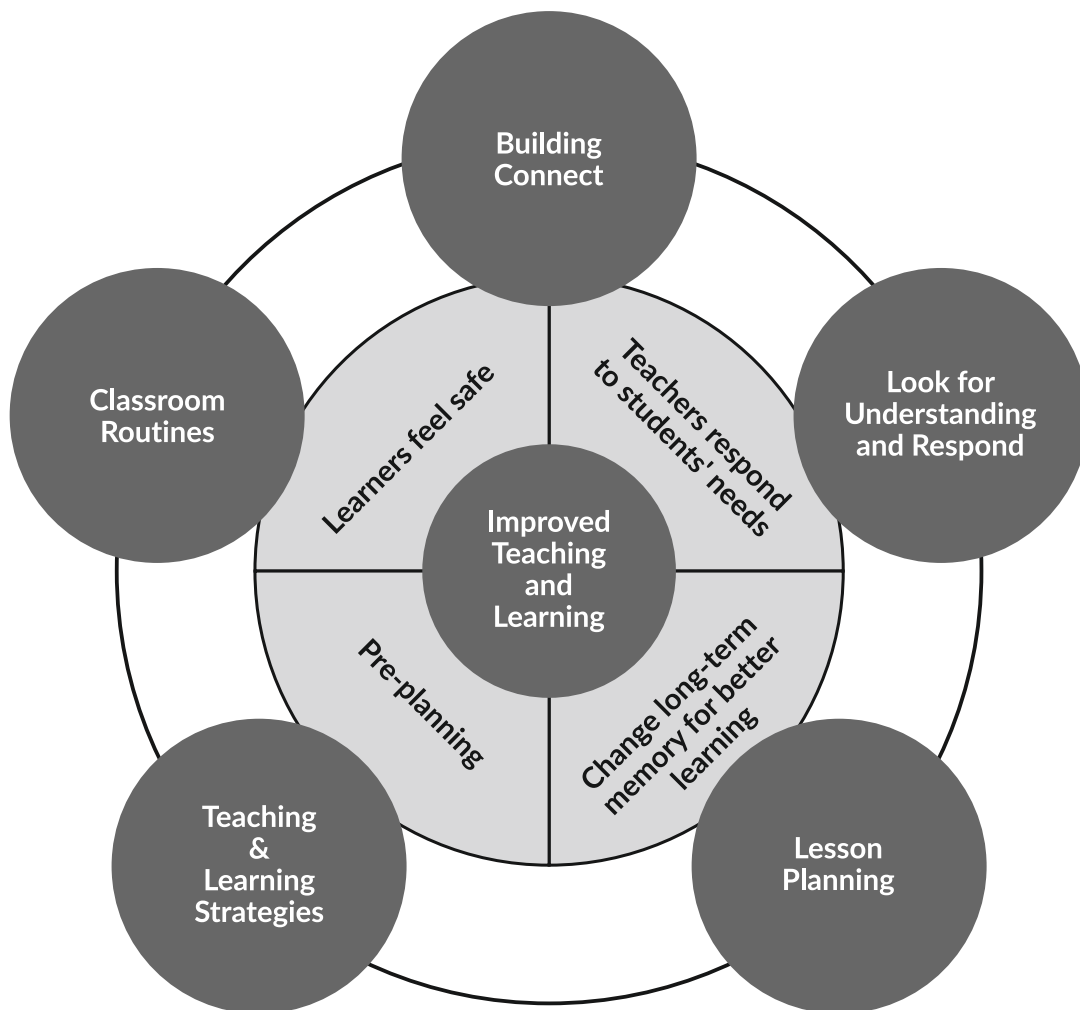


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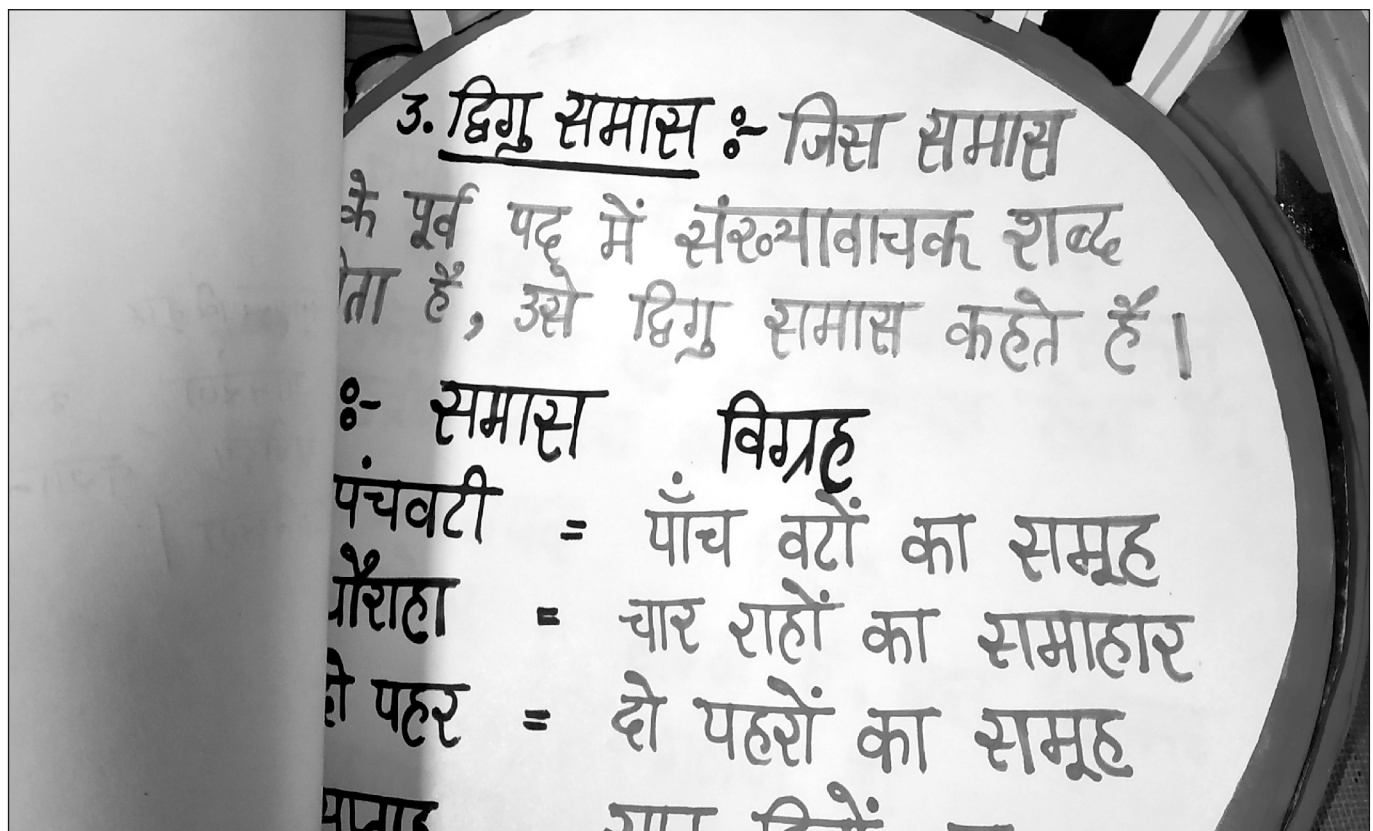
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Our Journey So Far

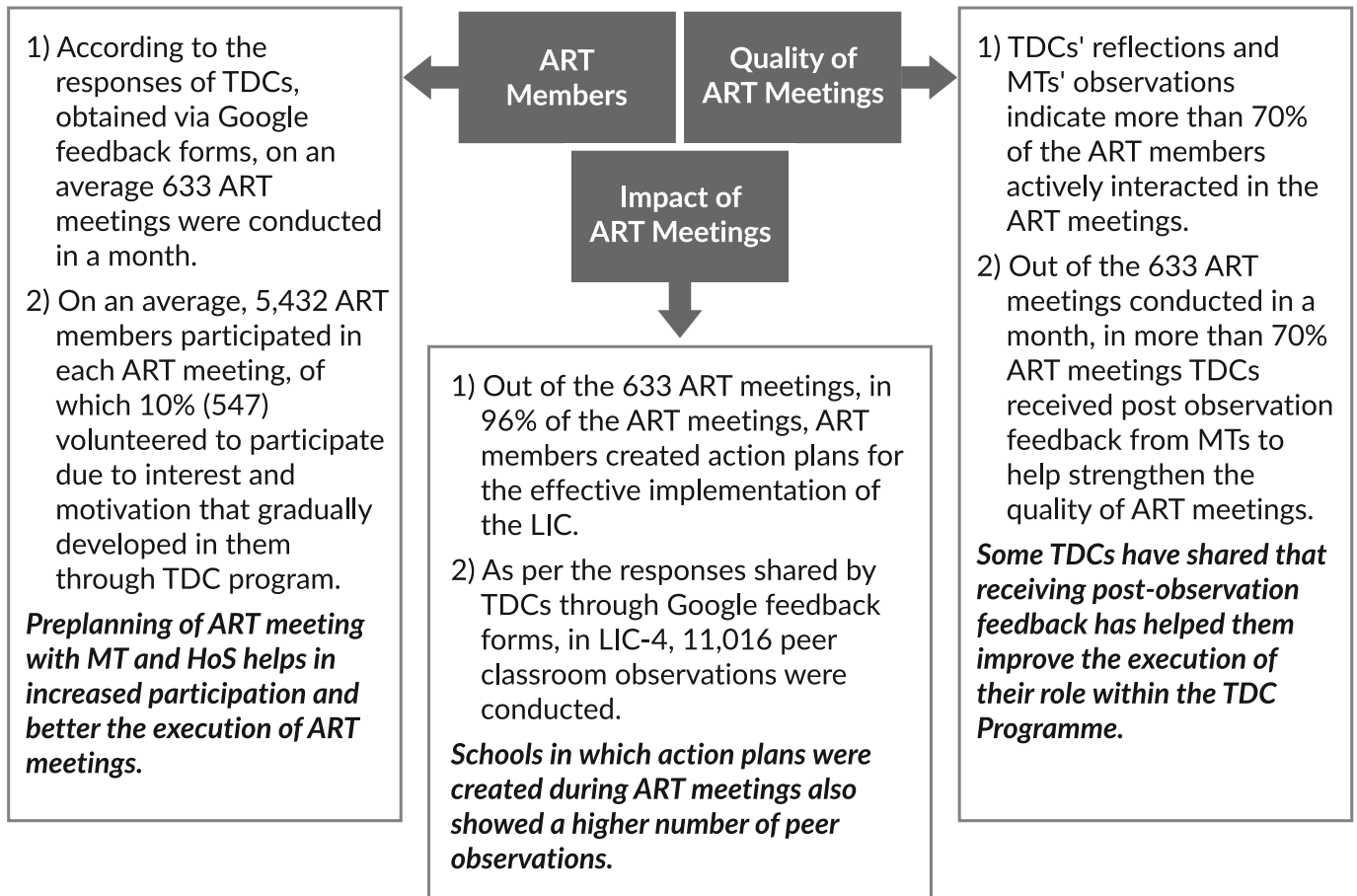
Over the past three years, the TDC programme has focussed on different themes that, when used together, help improve teaching and learning. The various themes connect to different pillars of effective classrooms - beginning with making learners feel safe by building connect, establishing learners' needs 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 develop an environment that inspires teachers to build a love of learning in the children in your school. As a TDC, you will play a key role in creating a positive working culture where teachers can focus their efforts on doing what they do best: teaching effectively.

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

Run great professional development for teachers, through helping you plan and facilitate great ART meetings.

Create a culture of classroom observation in your schools.

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

Developing a Culture of Learning

What: A culture in which teachers believe in their capacity to learn and become increasingly better and are recognised for their efforts.

Why: To help you develop skills with which you can set a culture that enables all individuals to learn from each other

Link to Classroom Routines:

- Just as you will be setting a culture of learning with 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 for teachers and students to thrive!

What is your idea of a culture of learning?

What is the Learning Improvement Cycle?

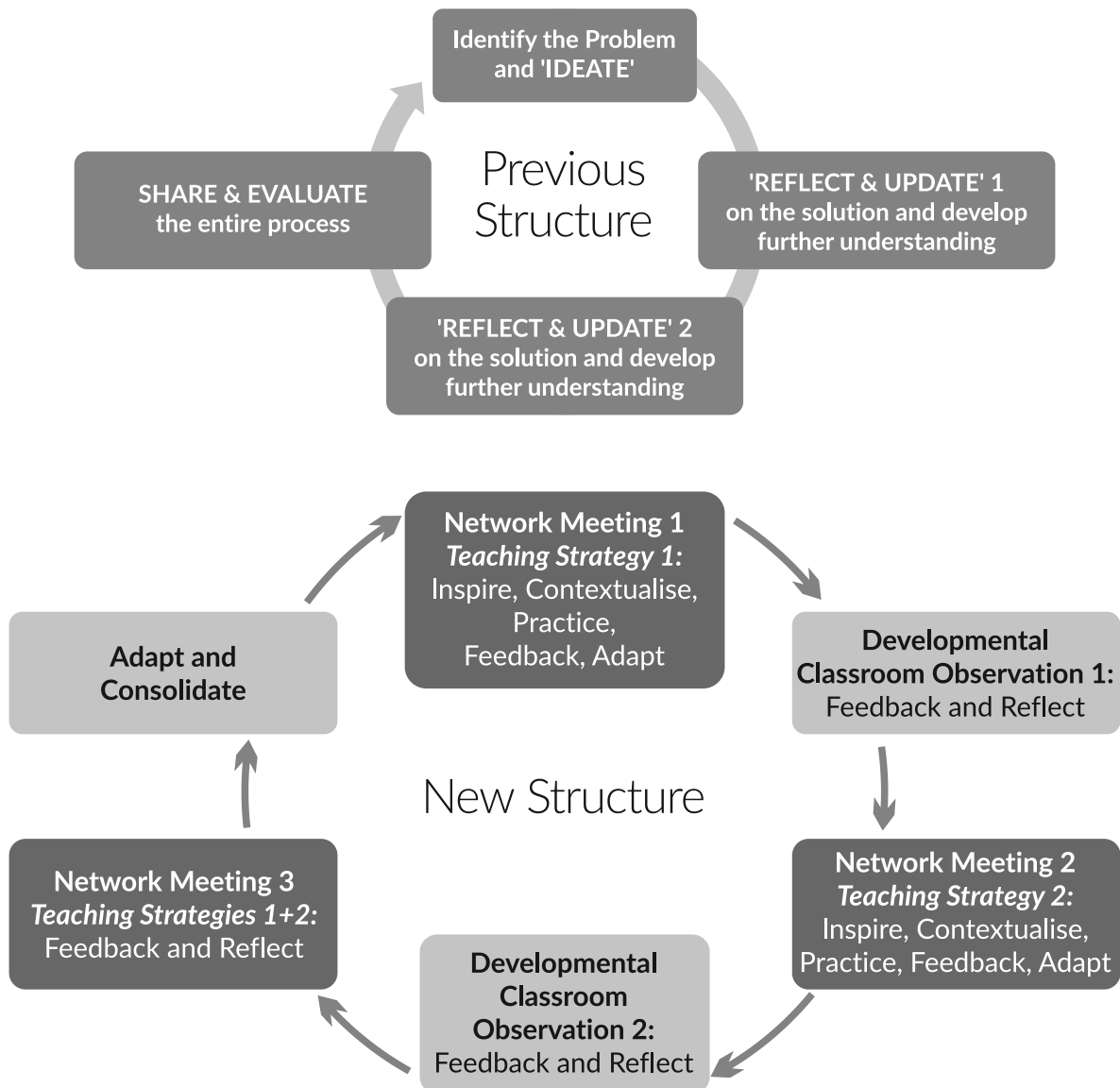
A 3-4 month learning process where ART Members reflect upon, implement, and improve their mastery of two high impact teaching strategies (*discussed below*)

This year, the LIC has a revised structure:

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.

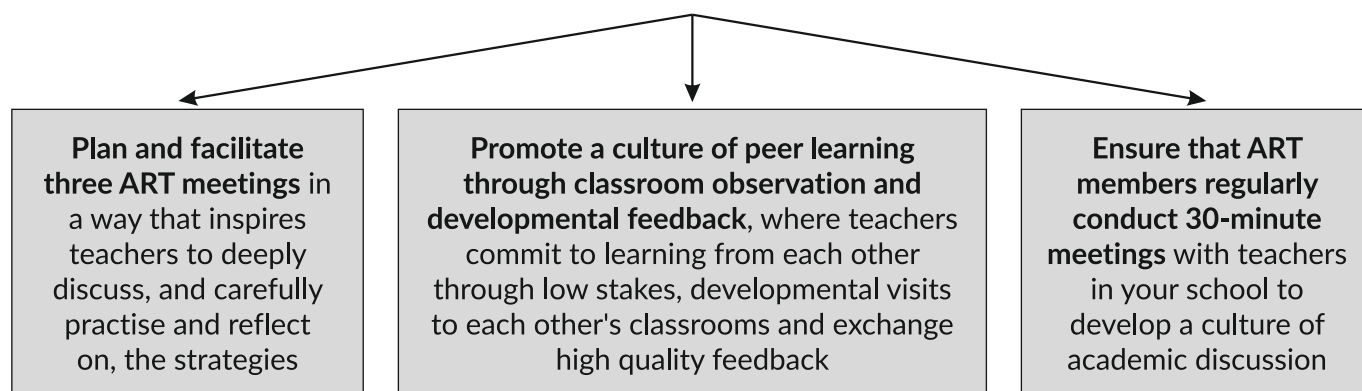


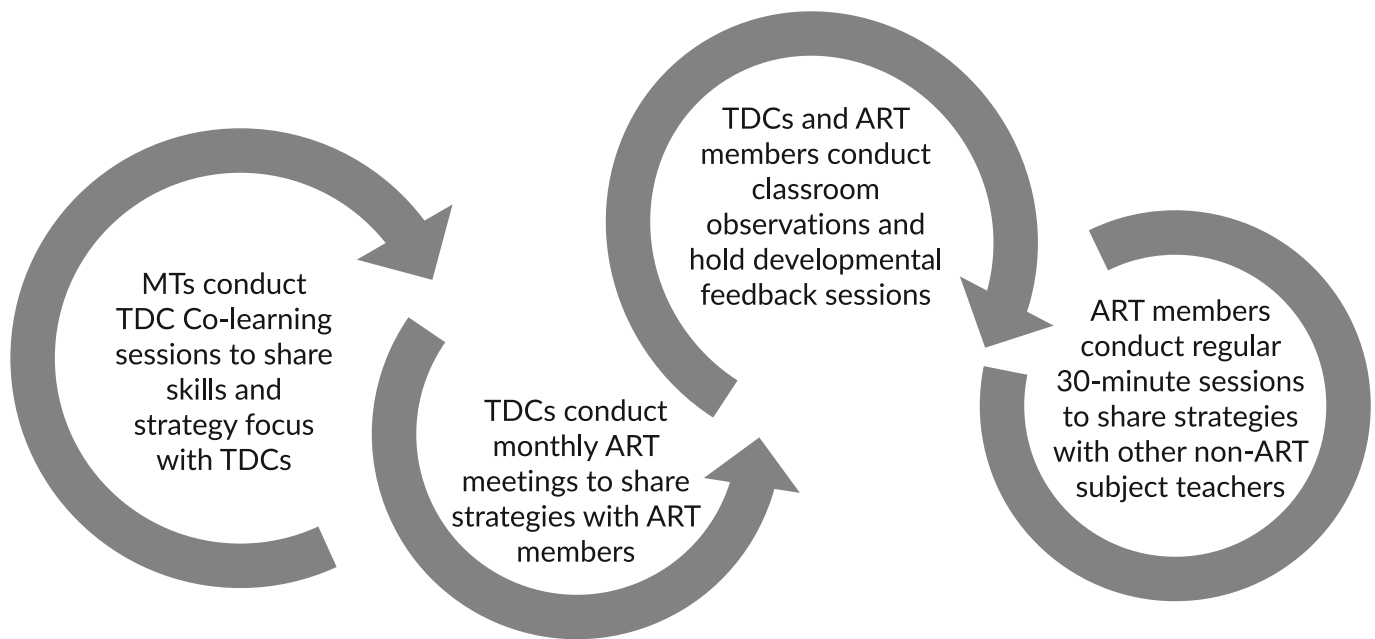
What does each of the activities involve?

ART Meeting 1+2	<ul style="list-style-type: none">• Monthly meetings• ART members are introduced to one 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 improve• In ART Meeting 2, members also reflect upon the strategy from ART Meeting 1
Developmental Classroom Observation	<ul style="list-style-type: none">• After the ART meeting, ART members will implement what they have learnt• A peer or TDC will observe them doing this and give developmental feedback, 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
ART Meeting 3	<ul style="list-style-type: none">• ART members use this meeting to share their reflections and overall learnings from the LIC with their peers• They commit to taking further action based on suggestions from their peers
Adapt and Consolidate	ART members will put their commitment from ART Meeting 3 into action in the classroom

What will I do during the LIC?

As a TDC, you will complete the LIC and inspire the teachers in your ART to improve classroom practices and learning for their students. This includes three main responsibilities in the process:





What will I do at each of these activities?

TDC Co-Learning Session	<ul style="list-style-type: none"> • 3-day training where you will prepare to lead the LIC • In addition to familiarizing yourself with, and planning the content for, meetings you will learn about great facilitation and feedback, and Growth Mindset and recognition • You will plan carefully how you will put your skills into action
ART Meetings	<ul style="list-style-type: none"> • Your role will be to inspire the ART members through well-planned, purposeful facilitation of each meeting • There is guidance on how to plan and run these meetings contained in this handbook (pg. 27)
Classroom Observation & Development Feedback	<ul style="list-style-type: none"> • A key part of your role will be to visit ART members in their classrooms in order to help them improve their practice • Encourage ART members to observe each other's classrooms as well • Use your observations to find best practices that can be shared with others during ART meetings, and to find efforts that can be celebrated and recognised
30-Minute Meetings	<ul style="list-style-type: none"> • In order to help develop a culture of 'academic discussion' in your school, you, along with 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 to teachers who are not a part of the ART • There is guidance on how to plan and run these meetings contained in this handbook (pg. 50)

SECTION TWO

TDC Co-Learning Session Activities



This year, the revised LIC structure aims to:

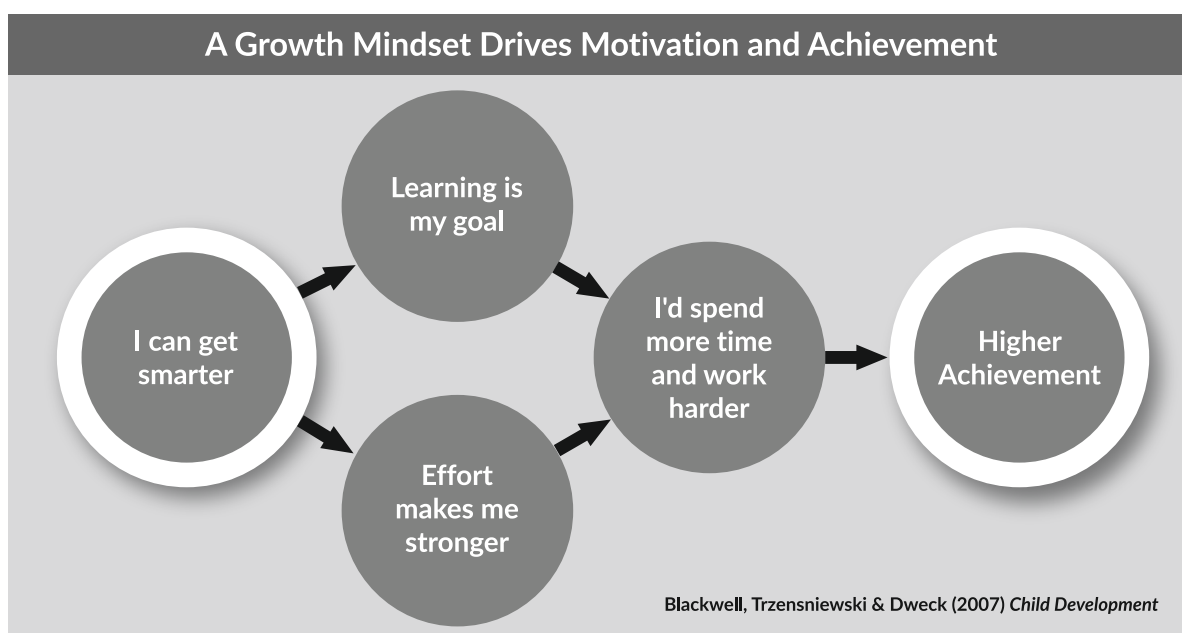
- Support your own growth by developing evidence-based leadership skills.
- Build your ability to motivate and inspire your teachers.
- Create a culture of learning within your school.

How will I develop a culture of learning within my schools?

Strategy 1: Developing a Growth Mindset in your school

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

How can mistakes, failures, and challenges be opportunities to become better?

Example

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 teachers, 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 TDC 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 on the next page. (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 TDC explains clearly that Growth Mindset is about believing people can improve through focused effort and hard work.• The TDC explains that there is evidence supporting it.• The TDC gives an example from their own life on how they have used Growth Mindset.• The TDC 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: In the space below, write when you are planning to explain Growth Mindset to your teachers. Tell your partner the date, and ask them to follow-up with you on how it went.

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'.

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.
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Discussion

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

Practice

You are going to plan how to appreciate someone using the PASS structure above. You are going to appreciate each other as TDCs. 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 on the next page.. (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 grid 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):

ORDER	<i>Before Feedback</i>	<i>After Feedback</i>
<i>Personal</i>		
<i>Authentic</i>		
<i>Specific</i>		
<i>Spontaneous</i>		

Committing to action

Complete another PASS grid, this time for a teacher you work with:

Personal	
Authentic	
Specific	
Spontaneous	

When will you use this?

.....

.....

.....

What will you do to ensure that teachers start recognizing each other in this way?

.....

.....

.....

How will I support my teachers?

Running great meetings

Why is this important?





For ART members to be able to really develop and thrive, the ART meetings need to be of the highest quality. For this to happen, TDCs need to be outstanding facilitators of these meetings.

So how do I do it?

1. Core facilitation skills

The following table outlines the core skills that a facilitator needs to have in order to successfully help an ART meeting to run. You should evaluate how successfully you feel you used each of these after the conclusion of the co-learning session – give yourself a score out of 5, but make sure you can justify your score!

These facilitation skills are also important for ART members. Whether conducting a 30-minute meeting, or a lesson in a classroom, these skills help keep everyone engaged and involved!

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?'	

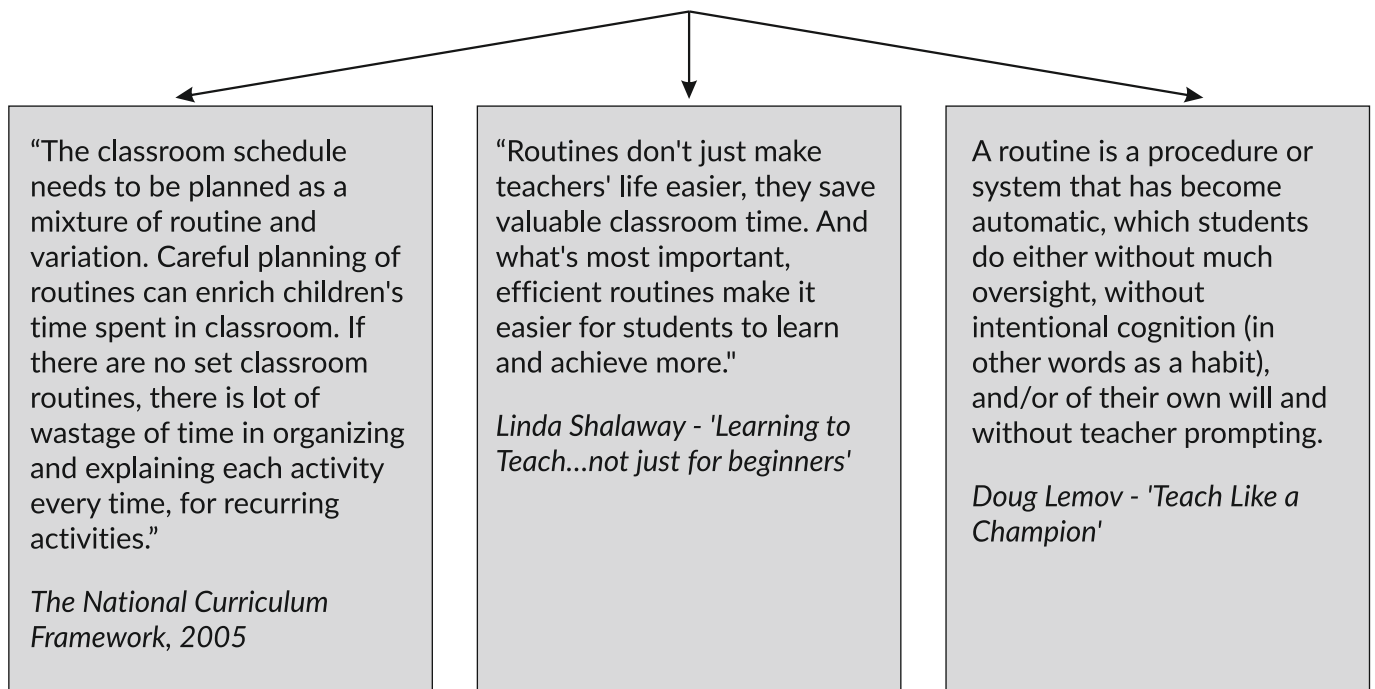
How do I facilitate great ART meetings?

A. Mastering LIC content

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.



In this term teachers will:

- 1) Learn about the significance of routines for improving classroom engagement and student ownership.
- 2) Use two routines that will enable them to involve a larger number of students, and get students immediately working on academic tasks at the beginning of lessons, hence using time to best effect for learning.

How can classroom routines encourage students to take more responsibility in the classroom?

Specific classroom routines teachers 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, they can use it to do a quick recap of the previous lesson, or use low-stakes, enjoyable activities to get them interested in a topic. 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 students develop a habit of self-managing their time to do productive work.• It can be used for various purposes - to activate students' prior knowledge, recap previous concepts, give students time to write down key vocabulary/draw diagrams, 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 independently.• Check that students have completed the task before moving on.• Routines take some time to become habits – make sure you use it regularly!

How do you think Do Now can be used in the classroom?

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.

How do you think No Hands can be used in the classroom?

B. ART Meeting Structure

This section outlines a structure for each of the ART meetings. There is a detailed facilitation guide for each. However, the nature of great facilitation requires the facilitator to really take ownership of the meeting. It is therefore crucial that you spend considerable time preparing in order to maximize the impact of these meetings. Remember that no-one expects you to be perfect at first, as long as you are showing a Growth Mindset and trying to improve!

You will notice that ART meetings follow a very similar structure to the skills sessions you completed at the co-learning sessions. They follow 6 steps:

ORDER	STEP	OBJECTIVES
1.	<i>Inspire</i>	<ul style="list-style-type: none">• <i>Setting the tone: reminding ART members of the power of working together and believing in their learners.</i>• <i>Introducing the specific practice and why it is important to improving learning and mastery.</i>• <i>Highlighting 2-3 ways to use the practice.</i>
2.	<i>Concrete Examples</i>	<ul style="list-style-type: none">• <i>Showing what great looks like by giving a concrete example of what best use looks like (this should include one arts and one maths/science example).</i>
3.	<i>Contextualize</i>	<ul style="list-style-type: none">• <i>Reflecting on the strengths/weaknesses of the practice and the example.</i>• <i>Identifying modifications to be made to contextualize the practice.</i>• <i>Making clear success criteria for using the practice well.</i>
4.	<i>Practice</i>	<ul style="list-style-type: none">• <i>Planning how to use the practice to teach material currently being taught by the ART member.</i>• <i>Practising the delivery of this with their peers.</i>
5.	<i>Feedback</i>	<ul style="list-style-type: none">• <i>Getting feedback from peers based on the success criteria.</i>
6.	<i>Adapt</i>	<ul style="list-style-type: none">• <i>Re-planning based on the feedback and making an action plan for delivering it in the classroom.</i>• <i>Final reflection on the importance of delivering with belief in all learners.</i>



Practice

Watch the model from the facilitator, and write your reflections on the parts you see in the table:

STEP	DETAILS	WHAT WENT WELL	EVEN BETTER IF
Inspire	<ul style="list-style-type: none"> • <i>Setting the tone: reminding ART members of the power of working together and believing in their learners.</i> • <i>Introducing the specific practice and why it is important to improving learning and mastery.</i> • <i>Highlighting 2-3 ways to use the practice.</i> 		
Concrete Examples	<ul style="list-style-type: none"> • <i>Showing what great looks like by giving a concrete example of what best use looks like.</i> 		
Contextualize	<ul style="list-style-type: none"> • <i>Reflecting on the strengths/weaknesses of the practice and the example.</i> • <i>Identifying modifications to be made to contextualize the practice.</i> • <i>Making clear success criteria for using the practice well.</i> 		
Practice	<ul style="list-style-type: none"> • <i>Planning how to use the practice to teach material currently being taught by the ART member.</i> • <i>Practising the delivery of this with their peers.</i> 		
Feedback	<ul style="list-style-type: none"> • <i>Getting feedback from peers based on the success criteria.</i> 		
Adapt	<ul style="list-style-type: none"> • <i>Re-planning based on the feedback and making an action plan for delivering it in the classroom.</i> • <i>Final reflection on the importance of delivering with belief in all learners.</i> 		

PRACTICE AND FEEDBACK

You will now plan ART Meeting 1. Use what you learned from the model from the facilitator, and the detailed facilitation notes that follow. The key thing here is to ensure you are very clear on each step, to ensure you can master the content (this is why we ask you to write your own plan, even though we have provided one). If you simply rely on the guidance below without thinking deeply about it yourself and deciding what works for you, you won't be able to deliver effectively. There is no one-size-fits-all!

ORDER	STEP	PLAN
1.	<i>Inspire</i>	
2.	<i>Concrete Examples</i>	
3.	<i>Contextualize</i>	
4.	<i>Practice</i>	
5.	<i>Feedback</i>	
6.	<i>Adapt</i>	

Once you have completed your plan, decide which part you want to model. Get into small groups of 4-5 people for practice:

Practice Steps	Success Criteria
<ol style="list-style-type: none"> 1. 1st person models out their part of the ART meeting. (<i>no more than 10 minutes</i>) 2. The rest of the group gives feedback on the modelling. (<i>2 minutes</i>) 3. The 1st person writes down their feedback and explains how they will use it. (<i>2 minutes</i>) 4. Repeat for the rest of the group. 	<p>Ensure your feedback refers to the details of the 6-step plan. For example, if the TDC is modelling 'Inspire', base your feedback on the 3 bullet points included under that step.</p>

IMPROVE

For every ART meeting, it is vital you reflect on how it went. Be honest about what you did well and what could have been better. Constantly trying to improve is a key part of Growth Mindset!

COMMIT TO ACTION

Commit to sharing your plans for ART Meeting 2 and 3 at the TDC reflection meetings.

In the following pages, you will find detailed plans for ART Meetings 1, 2 and 3, templates for you to plan meetings in your own way, as well as some additional material that can help you plan.








SECTION THREE

Detailed ART Meeting Plans



ART MEETING ONE

WELCOME	SETTING THE TONE OF THE ART MEETING (10 minutes)
   	<p>BE POSITIVE: Please start the meeting with high energy and a smile!</p> <p>A. Welcome teachers to the meeting, emphasise their role in helping students learn.</p> <p>B. Review the aims for this ART meeting and ensure these are displayed: Meeting Aims:</p> <ol style="list-style-type: none"> 1. Officially Welcoming Academic Resource Team to the new Learning Improvement Cycle with theme 'Classroom Routines'. 2. Introducing the new ART meeting structure (The 6 Steps) 3. Identifying the challenges under given strategy and co-creating/selecting solutions and action plans for them <p>C. Together come up with community agreements to guide your ART meeting.</p> <p>D. Explain to teachers that they will work with and learn from their peers. Your job is to help that process – they will be doing most of the work!</p> <p>E. Quick Energizer – 123 Clap!</p> <ul style="list-style-type: none"> • Get everyone to stand facing each other in pairs. To begin, tell the participants that in each pair they must count till 3. But they have to take turns. Demonstrate what you mean: I say 1, my partner says 2, I say 3, my partner says 1, I say 2 and so on. Tell them to challenge themselves and do this as quickly as possible. • After about 30 seconds, tell them they're going to go up one level. Now, instead of one, they must clap. Clap-2-3-clap-2-3-clap... • After another 30 seconds, take it up another level: clap-jump-3-clap-jump-3-clap-jump-3! • After about 30 seconds of doing this, tell the participants they're doing a great job and have a round of applause. Now tell them they're going to go back to the first level of saying 1-2-3 and give them 30 seconds to do it. • At the end of the activity, ask participants to reflect on their experience. Did it become easier with more and more practice? When they repeated the first level at the end, was it easier than the first time? Close by talking about how practicing something over and over again, and challenging yourself to take on harder tasks helps you get better at whatever you are doing.
ACTIVITY 1	GROWTH MINDSET (20 minutes)
	<ul style="list-style-type: none"> • Direct teachers to go through the Growth Mindset material on page 32 and reflect on the questions. Then, they can discuss their thoughts in pairs or small groups. <p>Time Limits: Give the teachers 3 minutes to reflect on the questions themselves and the next 5 minutes to share in pairs or small groups.</p> <p>Narrate The Why: Going straight into pairs means they are less likely to have thought about it carefully. It is vital that teachers think about things themselves first because they are the ones who will make the judgements in their own classrooms.</p> <p>Circulate: Move around and listen to the pair discussions. Take note of interesting responses, intervene if you sense some misunderstandings or confusion. Invite 1 or 2</p>

	<p>pairs to share with the whole group - use probing. Thank them for their contributions (again keep this quick)</p> <ul style="list-style-type: none"> • Once this is complete, ask teachers to commit to one action they will take to promote GM in learners. Ask them to write this down. <p>Use Cold Call: Ask 1 or 2 teachers to share their actions, and thank them for their response.</p>
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ACTIVITY 2	Do Now (60 minutes)
<p>STEP 1: Inspire (15 minutes)</p>	<ul style="list-style-type: none"> • Direct teachers to go through the material on page 21. Then ask them to reflect on the following question: <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>How might 'Do Now' be useful to you? Share an example of a task you can use as a 'Do Now'.</p> </div> <ul style="list-style-type: none"> • In pairs, teachers share own reflections with a partner. Ask a few teachers to share with the bigger team. <p>Time Limit: Give teachers 5 minutes to go through the material, 3 minutes to reflect on the questions, and another 5 minutes to share with their partners.</p> <p>Circulate: Go round listening to the group discussions and note interesting responses. Invite 1 or 2 pairs to share with the whole group. Probe teachers ('why do you agree/disagree?').</p> <p>Cold Call: Ask different teachers to contribute responses. (Explain that you will continue do this).</p> <ul style="list-style-type: none"> • Emphasise that in this meeting teachers will focus on 'Do Now'. <p>Narrate The Why: Emphasise that this routine helps students develop a habit of self-managing their work and helps them transition into a lesson.</p> <p>Probe: Ask teachers if they agree or disagree with the reasons for why 'Do Now' is important, and why.</p>
<p>STEP 2: Concrete Example (5 minutes)</p>	<ul style="list-style-type: none"> • Ask teachers to go through the following example: <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>Arzoo is a Grade 8 Science teacher. She notices that it takes her a long time to get her class started every day. When she walks into class, she spends a long time getting the students to sit down, stop talking, and focus on the lesson. She ends up wasting about ten minutes at the beginning of every class. Even on the days when they are not so distracted, getting the students to move from the previous class to thinking about Science takes some time.</p> <p>Arzoo decides to introduce a classroom routine that will help reduce these disruptions and help the students develop a habit of self-managing their work. She tells her students that from now on, at the beginning of every class, she will put a small task on the board. She said it is called the 'Do Now' task. She explains that the students must complete the 'Do Now' as soon as she writes it down, on their own. Arzoo uses the Do Now to get students to think about what they already know about the topic they will discuss or questions they have about it.</p> </div>

	<p>Do Now at the beginning of class 1:</p> <p>What do you already know about the nucleus?</p> <p>.....</p> <p>What would you like to learn about it?</p> <p>.....</p> <p>During the activity, she also goes around making sure students are doing the task and resolving any doubts they may have. She reminds them how much time they have left so they can complete the activity in time. After the Do Now activity, she begins her lesson about the nucleus of cells and links the class discussion to some of the students' answers, "A lot of you wrote down that the nucleus is the most important part of the cell, can anyone tell me why you think so?"</p> <p>On Day 2, Arzoo uses Do Now to do a quick recap of what the class learned in the previous class.</p> <p>Do Now at the beginning of class 2:</p> <p>Write down 2-3 new things you learned about the nucleus yesterday.</p> <p>.....</p> <p>Slowly, her students have become used to the activity and have developed a habit of self-managing the first five minutes of every class.</p>
<p>STEP 3: Contextualise (10 minutes)</p>	<ul style="list-style-type: none"> • Give teachers 4-5 minutes to think and write notes on the reflection questions below: <ul style="list-style-type: none"> ✦ How do you think the Do Now activities might be useful to the students? ✦ What are some of the problems that Arzoo might experience? ✦ What would you do to improve Arzoo's use of the Do Now strategy? • Assign teachers to small groups to discuss further. <p>Narrate The Why: Remind them, it is important to think for themselves first. Also remind them that this discussion will be key to them being able to use and contextualise this strategy effectively. Encourage teachers to be really honest about the strategy, but to also think constructively about how they can use it.</p> <p>Circulate: Go round and listen to the group discussions. Invite 1/2 people to share. Probe.</p>
<p>STEP 4: Practice (5 minutes)</p>	<ul style="list-style-type: none"> • Tell teachers they are now going to put this technique into practice, by planning how they will use 'Do Now' in their own classrooms. Ask the teachers to read carefully though Table 1 on page 33, and to use the questions to help them plan their content in 5 minutes. <p>Narrate The Why: Teachers are the only ones who know their students. It is not possible to give a 'one size fits all' – all teachers have to reflect upon what is the most useful way to use a strategy in their classroom – this table is designed to help them do so.</p>

<p>STEP 5: Feedback (15 minutes)</p>	<ul style="list-style-type: none"> • Direct teachers to do the practice and feedback session based on the Steps given below. • Find a partner, and label yourselves Teacher A and Teacher B (ideally someone who teaches the same subject or year group as you) • This time – Teacher A should be the person with shorter hair! • Steps/Timings <ol style="list-style-type: none"> 1. Teacher A introduces the plan. (1 minute) 2. Teacher B asks any clarifying questions. (1 minute) 3. Teacher B reflects and prepares feedback. (2 minutes) 4. Teacher B gives feedback to Teacher A based on Table 2 (success criteria) on page 34; Teacher A makes a note. (2 minutes) 5. Teacher A makes at least one change to the plan based on the feedback. (1 minute) 6. Swap roles and repeat steps 1-5. 7. Finish by telling each other one thing you really liked about what the other did! <p>Narrate The Why: Tell teachers that to ensure every teacher gets high quality feedback, they need to use the success criteria for giving feedback. Share that they will also find it easier to construct effective feedback using this. Also explain that it is very important that teachers write down the feedback they receive in the table to help them remember it.</p> <p>Time Limits: As the facilitator you will need to keep close track of time here and give them regular reminders of where they should be (ex. 'That's 7 minutes gone, you should now be moving on to the second person')</p> <p>Circulate: Go round and listen to what teachers are saying. Where you see teachers are not using the success criteria to give feedback, encourage or challenge them to do so.</p> <p>Recognise: At the end of the activity, draw the group's attention to examples of great feedback you saw.</p>
<p>STEP 6: Adapt (5 minutes)</p>	<p>Narrate The Why: Ensure that during the feedback you are talking about the importance of using the feedback to improve – which is why it is so important that they try it again once they have received feedback.</p> <p>Circulate: As you are circulating, check that in each group teachers get a chance to incorporate the feedback they receive.</p> <ul style="list-style-type: none"> • Once the feedback activity is complete, you should then ask teachers to commit to using what they have learned in the classroom. They should therefore complete Table 3 (action plan) on page 34. <p>Close: Explain that the purpose of the action plan is to help teachers think about when they will actually do it, and to commit to working with a peer. State that working with a peer will be enormously helpful for them, but make it clear it is not about judgement, but improvement.</p>
<p>Peer Classroom Observation (5 minutes)</p>	<p>Ask teachers to look at the classroom observation tool on page 46. Share that this is what they will use to help each other.</p> <p>Also use this time to decide a plan/schedule for peer observations.</p>

Closure
(2 minutes)



Appreciate the teachers. Agree on the date of the next meeting and end on a high note.
(Please refer to the material created by the SCERT as well as DIET to find more ways to use subject-specific activities as Do Now.)

Material for ART Meeting One

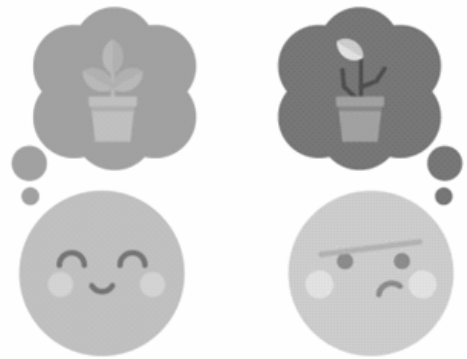


ACTIVITY 1 Growth Mindset

Read the following:

A growth mindset is the belief that intelligence grows with effort.

A fixed mindset is the belief that intelligence can't change, even with effort.



It is the belief that ability, and intelligence, is not something we are born with, but it is improved and nurtured over time through practice and hard work. In other words, anyone can become smarter and better at something if they make an effort. It was established by Carol Dweck, a psychologist at Stanford University in California. Research shows that those who adopt a Growth Mindset are more successful in school, sports, music, work than those with a Fixed Mindset (believing that intelligence and skill are fixed)... and are also much happier! The reason is simple – those who believe they can improve their abilities embrace challenges and work harder to get better.

Reflect upon the following questions for a few minutes, then share your responses with your peers:

1. Do you agree with the above? Why or why not?
2. In which parts of your life do you have a Growth Mindset? A Fixed Mindset?
3. How can you help your learners adopt a Growth Mindset?

Before we think about specific strategies for building great classroom routines, we need to think about how we can use any teaching strategy to build Growth Mindset and self-belief in our learners. As you reflect upon the strategies that follow in this LIC, always challenge yourself and others to reflect on this.

ACTION

What one action will you take to promote a Growth Mindset in your learners?

.....

.....

.....

**TABLE 1**

PLANNING (Do Now)

You are now going to plan how you will use 'Do Now' in your own classrooms.

Success Criteria	Before Feedback	After Feedback
EFFICIENT USE OF TIME <i>What will you be doing while the students are doing the task?</i>		
KEEPING IT SIMPLE <i>Are the instructions simple enough for students to follow on their own? Can the task be completed within 5-7 minutes?</i>		
CONNECTION <i>How is it related to the content that you want to teach during the lesson? Or the content that you have previously taught?</i>		
FOLLOW UP <i>How will you use the work that the students do during Do Now?</i>		



TABLE 2

SUCCESS CRITERIA (Do Now)

AREA	SPECIFICS	NOTES (Write down the feedback your partner gives in the space below)
Efficient Use of Time	Has the teacher found ways to use the Do Now time efficiently?	
Keeping It Simple	Are the instructions and task simple enough to be completed independently within the given time?	
Connection	Is it clear how the Do Now connects with the content of the lesson or a previous lesson?	
Follow Up	Does the teacher have a plan to use the students' work?	



TABLE 3






ACTION PLAN

The following table outlines the details for your peer classroom observation. At the end of ART Meeting 1, you should agree with a peer the following:

What do you hope to achieve using the routine?	
When will your peer come to observe you?	
When will they give you feedback?	
When will you observe your peer?	
When will you give them feedback?	

You will use the classroom observation tool to record your notes for the teacher and give feedback. They will do the same for you using their own.


ART MEETING TWO

WELCOME	SETTING THE TONE OF THE ART MEETING (10 minutes)
   	<p>BE POSITIVE: Please start the meeting with high energy and a smile!</p> <p>A. Welcome teachers to the meeting, thank them for their efforts in the past few weeks.</p> <p>B. Review the aims for this ART meeting and ensure these are displayed: Meeting Aims:</p> <ol style="list-style-type: none"> 1. To inspire teachers through reflection and sharing of their experiences on using 'Do Now'. 2. To discuss and practise a second 'Classroom Routines' strategy – 'No Hands' 3. To demonstrate a culture of learning by incorporating developmental feedback and classroom observation to improve their classroom practice. <p>C. Together, come up with community agreements to guide your ART meeting. You may just revisit the agreements from the previous meeting.</p> <p>D. Do a quick celebration and recognition activity to get started!</p> <ul style="list-style-type: none"> • Ask participants to share one specific strategy they learnt by observing another teacher in the previous month and one strategy they used in their own class that was successful. Make sure everyone cheers after every person shares. • After everyone has spoken, talk to the group about how sometimes it is also important to celebrate and recognise our own efforts!
ACTIVITY 1	REFLECTION ON DO NOW (15 minutes)
	<ul style="list-style-type: none"> • In small groups/pairs, reflect and share your experiences implementing the 'Do Now' strategy. <ol style="list-style-type: none"> i) How did your learners respond to it? Did it help them improve? How do you know? ii) What challenges did you face in implementing this strategy? iii) Note down any useful suggestions that you could use to improve your use of this routine. <p>FACILITATOR'S TIP</p> <p><i>Probe and challenge teachers to think about what they did. What was important about what they did? What aspects will they apply again? What worked, what do they need to improve? What will they do next?</i></p> <ul style="list-style-type: none"> • Time Limits: Teachers should spend around 10 minutes discussing the questions in their pairs/groups, and about 5 minutes sharing in the big group. <p>Narrate The Why: The best teachers use careful reflection to improve their practice. They themselves learn lessons each time they teach, evaluating what they do and using these self-critical evaluations to adjust what they do next time.</p>

	<p>Get On with It: Give teachers the basic instructions and ask them to begin discussing. While they are discussing the reflection questions, you can intervene if required. Remember, let the participants do most of the talking!</p> <p>Circulate: Move around and listen to the discussions. Take note of interesting responses. Invite 1 or 2 pairs/groups to share with the whole group - use probing. Thank them for their contributions (again keep this quick).</p>
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ACTIVITY 2	NO HANDS (60 minutes)
<p>STEP 1: Inspire (15 minutes)</p>	<ul style="list-style-type: none"> • Direct teachers to go through the material on page 22 for 5 minutes. Then ask them to take 2 minutes to reflect on the following question: <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>Do you think 'No Hands' might be a helpful strategy in increasing engagement in your class? Why/why not?</p> </div> <ul style="list-style-type: none"> • In pairs, teachers share own reflections with a partner for 5 minutes. Sample a few teachers to share with the bigger team. <p>Circulate: Go round listening to the group discussions and note interesting responses. Invite 1 or 2 pairs to share with the whole group. Probe teachers ('why do you agree/disagree?').</p> <p>Cold Call: Ask different teachers to contribute responses. (Explain that you will continue do this).</p> <ul style="list-style-type: none"> • Emphasise that, in this meeting teachers will focus on 'No Hands'. <p>Narrate The Why: Emphasise that this helps different kinds of students be a part of classroom discussions, which, in turn, helps them feel more part of the classroom. It also helps create a culture in which students see questions as an opportunity to learn.</p> <p>Probe: Ask teachers if they agree or disagree with the reasons for why No Hands is important, and why.</p>
<p>STEP 2: Concrete Example (5 minutes)</p>	<ul style="list-style-type: none"> • Ask teachers to go through the following example: <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>Sunil is a Standard 9 English teacher in Delhi. He has been teaching for seven years and is a part of the ART team in his school. For the past month, Sunil has been using 'Do Now' at the beginning of his lessons. He usually writes down a simple task to recap what was done in the previous lesson. He is happy with the practice – his students have started going through the notes from the previous class before every new lesson because they know they will have to do the 'Do Now'. His students are immediately on task when he enters the room and writes down the 'Do Now' – in that time, he goes around the classroom to see what students are writing. Once the 'Do Now' is over, he asks a few students to share. However, this is where he notices a problem. In every discussion, it is the same 3-4 students who share their answers every time. Due to this, class discussions are not very inclusive. Sunil decides to change this routine in his class. He brings a basket to class that has a label – No Hands – and that basket has three sets of chits. One set has the names of students who are comfortable with his subject, the second chit are students who need some additional support, and the third set has names of students who struggle with basic concepts. He tells his</p> </div>

	<p>students them that from now on, when he asks a question, they will not put their hands up. He will simply pick a name from the basket and that student will answer. Although Sunil has divided the names into the three groups, the students cannot see the division. When he asks high-order thinking questions, he picks names from the first group. With the third group, he asks lots of probing questions so he can understand where they are getting stuck, and explain the concept again accordingly. He encourages students to help each other when one person gets stuck. Now, a much larger number of his students are engaged and willing to speak up in class.</p>
STEP 3: Contextualise <i>(10 minutes)</i>	<ul style="list-style-type: none"> • Give teachers 4-5 minutes to think on the reflection questions below: <ul style="list-style-type: none"> ✦ How might No Hands help Sunil? ✦ What challenges might Sunil face? What can he do about them? ✦ How could you use this routine to promote a Growth Mindset? • Assign teachers to small groups to share their reflections – give them 5 minutes more. <p>Narrate The Why: Remind them, it is important to think themselves first. Also remind them that this discussion will be key to them being able to use and contextualise this strategy effectively. Encourage teachers to be really honest about the strategy, but to also think constructively about how they can use it.</p> <p>Circulate: Go round and listen to the group discussions. Invite 1 - 2 people to share. Probe.</p>
STEP 4: Practice <i>(5 minutes)</i>	<ul style="list-style-type: none"> • Tell teachers they are now going to put this technique into practice, by planning how they will use 'No Hands' in their own classrooms. Ask the teachers to read carefully though Table 1 on page 39, and to use the questions to help them plan their content. <p>Narrate The Why: Teachers are the only ones who know their students. It is not possible to give a 'one size fits all' – all teachers have to reflect upon what is the most useful way to use a strategy in their classroom – this table is designed to help them do so.</p> <p>Time limits: Give teachers 5 minutes to do the action plan by themselves, and remind them when there are 2 minutes left.</p>
STEP 5: Feedback <i>(15 minutes)</i>	<ul style="list-style-type: none"> • Direct teachers to do the practice and feedback session based on the steps below. • Get into pairs, and label yourselves Teachers A and B. Teacher A should be the person with the birthday nearest to January 1st. • Steps/Timings <ol style="list-style-type: none"> 1. Teacher A explains how they have thought about the routine (1 minute) 2. Teacher B asks any clarifying questions (1 minute) 3. Teacher A delivers the routine (2 minutes) 4. Teacher B gives feedback to Teacher A based on Table 2 (success criteria) on pg. 40; Teacher A makes a note (2 minutes) 5. Teacher A makes at least one change to the plan based on the feedback (1 minute) 6. Swap roles and repeat steps 1-5 for Teachers B 7. Finish by telling each other one thing you really liked about what the other did!

	<p>Narrate The Why: Tell teachers that to ensure every teacher gets high quality feedback, they need to use the success criteria for giving feedback. Share that they will also find it easier to construct effective feedback using this. Also explain that it is very important that teachers write down the feedback they receive in the table to help them remember it.</p> <p>Time Limits: Explain to teachers to carefully follow the steps and timings as directed. As the facilitator you will need to keep close track of time here and give them regular reminders of where they should be. (eg. <i>'That's 7 minutes gone, you should now be moving on to the second person'</i>)</p> <p>Circulate: Go round and listen to what teachers are saying. Where you see teachers are not using the success criteria to give feedback, encourage or challenge them to do so.</p> <p>Recognise: At the end of the activity, draw the group's attention to examples of great feedback you saw.</p>
STEP 6: Adapt (5 minutes)	<p>Narrate The Why: Ensure that during the feedback you are talking about the importance of using the feedback to improve – which is why it is so important that tries it again once they have received feedback.</p> <p>Circulate: As you are circulating, check that in each group teachers get a chance to incorporate the feedback they receive.</p> <ul style="list-style-type: none"> • Once the feedback activity is complete, you should then ask teachers to commit to using what they have learned in the classroom. They should therefore complete the action plan in Table 3 page 40. <p>Close: Explain that the purpose of the action plan is to help teachers think about when they will actually do it, and to commit to working with a peer. State that working with a peer will be enormously helpful for them, but make it clear it is not about judgement, but improvement.</p>
Peer Classroom Observation (5 minutes)	<ul style="list-style-type: none"> • Plan/Schedule the peer observations for the upcoming month.
Closure (2 minutes) 	<p>Appreciate the teachers. Agree on the date of the next meeting and end on a high note.</p>

Material for ART Meeting Two



TABLE 1

PLANNING (No Hands)

You are now going to plan how you will use 'No Hands' in your own classrooms.

Success Criteria	Before Feedback	After Feedback
RANDOMISER <i>How will you make sure you pick names randomly? What will you do to focus on specific students, if need be?</i>		
WAIT TIME <i>How much time will you give students to think before calling their names? How will you decide?</i>		
TYPE OF QUESTIONS: <i>What kinds of questions will you ask so that most students can be part of the discussion?</i> <i>Note: In the previous LIC, we had discussed asking 'why' and 'how' questions as part of 'elaborative questioning'. Such questions allow students to think beyond just one right or wrong answer, and give them an opportunity to share their thinking. This may be a good way to get the discussion going!</i>		



TABLE 2

SUCCESS CRITERIA (No Hands)

AREA	SPECIFICS	NOTES (Write down the feedback your partner gives in the space below)
Randomiser	Is the method for picking students random so that different students get a turn to speak? Is there a plan to focus on specific students?	
Wait Time	Does the teacher give students some time to think about the question before asking for answers?	
Type of Questions	Does the teacher ask questions that go beyond just one right or wrong answer?	



TABLE 3




ACTION PLAN


After today's planning and feedback, you will now have a plan in place to practise using 'No Hands' with your learners. The following pages outline the details for your peer classroom observation. At the end of ART Meeting 2, you should agree with a peer the following:

What do you hope to achieve using the routine?	
When will your peer come to observe you?	
When will they give you feedback?	
When will you observe your peer?	
When will you give them feedback?	

You will use the classroom observation tool to record your notes for the teacher and give feedback. They will do the same for you using their own.

ART MEETING THREE

WELCOME	SETTING THE TONE OF THE ART MEETING (10 minutes)
  	<p>BE POSITIVE: Please start the meeting with high energy and a smile!</p> <p>A. Welcome the members to the third ART meeting. Recognise them for their individual actions to improve their classroom practices.</p> <p>B. Review the aims for this ART meeting and display them on the board:</p> <ol style="list-style-type: none"> 1. To provide an opportunity for you to present your achievement throughout the LIC as a result of implementing routines for transitions 2. To reflect upon and learn lessons from your peers on Classroom Routines 3. To plan on how you will further consolidate your use of Classroom Routines and Growth Mindset beyond the LIC <p>C. Review the community agreements to guide your ART meeting. Explain how important they are to guide the success of the ART meeting.</p> <p>D. Quickly tell teachers how you will facilitate the meeting. This is their chance to work with and learn from their peers. Your job is to help that process but they will do most of the work!</p> <p>E. Energiser. Keep it quick!</p>

REFLECTIONS	Reflecting on the LIC (65 minutes)
<p>STEP 1: Inspire (5 minutes)</p>	<ul style="list-style-type: none"> • Explain to teachers that in this ART meeting, they will be sharing their reflections and lessons from the LIC, and identify specific ways in which they will continue to improve their use of Classroom Routines and Growth Mindset. <p>Narrate The Why: Remind teachers of why peer learning is so crucial. Ask them to think about the other classrooms they have visited, and the value of the expertise of their colleagues. State that through the presentation activities they will have the chance to both receive great learning from their peers, and also share their own expertise to help others.</p>
<p>STEP 2: Concrete Example (10 minutes)</p>	<ul style="list-style-type: none"> • Explain that they will prepare a short presentation (no more than 5 minutes) to share with their peers on what they have learnt from Learning Improvement Cycle, and what they will do going forward to further improve. <p> FACILITATOR'S TIP</p> <p><i>Use Table 1 on page 43 to prepare your own 5 minute presentation and present to the ART members as the concrete example of how they should present.</i></p>
<p>STEP 3: Contextualise (10 minutes)</p>	<ul style="list-style-type: none"> • Now, ask the ART members to go through Table 1 on page 43 and prepare their own responses for the presentation. Ask them to be as specific as possible. Explain to teachers that they will share their reflections of the LIC as a whole.

STEP 4: Practice (10 minutes)	<p>Teachers then get into groups of 3-4 to share their presentations. Tell teachers that each person should have 5 minutes to present. Every member of the group should try to identify one thing that was good about what each teacher shares and one thing they can do to improve (they can use Table 2 on page 43 to take notes, if they wish).</p>
STEP 5: Feedback (10 minutes)	<p>Each observer should share one thing that was good about what the teacher shared, and one thing they should improve or think about going forward after each teacher presents in the small group.</p>
STEP 6: Adapt (10 minutes)	<ul style="list-style-type: none"> Once the feedback activity is complete, you should then ask teachers to commit to using what they have learned in the classroom. They should therefore complete the action plan in Table 3 on page 44. <p>Narrate The Why: Explain that now the LIC is over, that does not mean that they should stop thinking about classroom routines and Growth Mindset. A master teacher is always seeking to tweak and improve their craft. Explain that this action plan will help them to think about how they can continue to improve. As per previous LICs, encourage them to share their action plan with a peer and commit to when they will implement it.</p>
Closing and Next Steps (5 minutes)	<ul style="list-style-type: none"> Congratulate the ART members on completing the term. Encourage them to continue applying all of the skills and knowledge acquired so far to improve learning. Appreciate the members for the effort and commitment to improving learning by modelling the right professional mindset and for collaborating with their peers. End on a very high note with a song/celebration.



Material for ART Meeting 3



TABLE 1

Presentation for LIC Learnings

Focus area	Responses for Presentation
Explain briefly one thing you did during the LIC (for instance, explain how you used either 'No Hands' or 'Do Now', or how you responded to feedback from your observation)	
What was your biggest success during the LIC? (for instance, something you did that improved your thinking, helped a colleague, made learners happier, helped learners learn. Explain your evidence for how you know this happened).	
What was your biggest challenge during the LIC? (What did you struggle with? What did you try to do that didn't work? Why do you think this was the case?)	
How did you adopt a Growth Mindset during the LIC? (for instance, explain how your mindset changed over the LIC, or how you promoted it amongst peers or learners, and what the effect of this was)	
What will you do going forward in order to improve your use of classroom routines and Growth Mindset?	



TABLE 2

Notes on Presentations Shared

Name of teacher presenting	What did you see/hear in the presentation that was useful in relation to the strategy that they implemented in the classrooms?	What did you see/hear in the presentation that could have been improved?

**TABLE 3**

ACTION PLAN - Adapt & Consolidate

Questions	Actions (What will you do before the next meeting?)	Reflection (Why are these actions important?)
Based on the presentations, what is your key take away that you will update or newly implement in your classroom going forward?		
How do you plan to embed and regularly practice these strategies in your classroom moving ahead?		
What do you still see as a major challenge (if at all) in your classroom with respect to using Classroom Routines and promoting Growth Mindset?		
What will you do to address this challenge?		

APPENDIX 1: Planning Activity Flow and Dates

Activity Flow

ACTIVITY	To be completed by	Specific Dates <i>(To be discussed with your Mentor Teacher)</i>
TDC Co-Learning Session		
ART Meeting 1		
Classroom visits		
30-Minute Meetings		
TDC reflection meeting 1		
ART Meeting 2		
Classroom visits		
30-Minute Meetings		
TDC reflection meeting 2		
ART Meeting 3		
Classroom visits		
30-Minute Meetings		



APPENDIX 2: Classroom Observation

Strategy: 'Do Now'



BEFORE THE LESSON (Teacher to complete)

What do you hope to achieve by using 'Do Now' today?	<i>Example: I would like to start the class by revising the concept of a balanced diet so that students have a chance to think about the different nutrients our bodies need, and I can transition to teaching about deficiencies.</i>
What will you do to achieve this? (For example: what task will you give to the students as the 'Do now'?)	<i>Example: What is a balanced diet? Create a menu for lunch that has all the parts of a balanced diet. (You can use your book for help)</i>
What would you like the observer to focus on during the observation?	<i>Example: I would like the observer to note how many students are using the book for help and if it is helping them revise the concept, and also to note how I use the Do Now to transition to the next topic.</i>
What is the agreed time and lesson for the observer to come?	



2. DURING THE LESSON (Observer to complete – teacher to give observation sheet to observer in advance)

Is the teacher implementing the action steps outlined in Point 2 above? What is the impact on students? Make notes about what you observe.	<i>Example: Most students seemed to be on task, but a few could not follow and were doing other things.</i>
Write down 1-2 things the teacher does well in using 'Do Now' (use the success criteria in the next table for help).	<i>Example: The choice of getting students to write down what they already know about the topic worked very well. The teacher went around reading their answers while working and began the lesson by making connections between what the students already knew and what they were going to learn about. For example, they knew the importance of Vitamin C and she used that to talk about what might happen if we have a deficiency of it.</i>
Suggest ONE AREA FOR DEVELOPMENT for the teacher in using 'Do Now' (use the success criteria).	<i>Example: The teacher might focus a little more of following up with the students who are unable to do the activity independently. She can use the time to help resolve their confusion.</i>

Write down any questions that can help the teacher identify how they might improve.	<i>Example: How do you think you can better help the students who were unable to do the task independently?</i>
Write down one thing YOU have learned from observing this lesson	<i>Example: You really connected your 'Do Now' to the content of the lesson very well. I need to work on making my 'Do Now' questions more effective in terms of helping the students think about ideas and concepts.</i>
Write down any other strategies from previous LICs you saw the teacher implement	

3. SUCCESS CRITERIA

CRITERIA	OBSERVATION
Has the teacher found efficient ways to use the Do Now time?	Yes / No
Are the instructions and task simple enough to be completed independently within the given time?	Yes / No
Is it clear how the Do Now connects with the content of the lesson or a previous lesson?	Yes / No
Does the teacher have a plan to use the students' work?	Yes / No

4. POST-OBSERVATION DISCUSSION *(Observer and teacher talk through section 2 together)*

- Observer shares strengths from the lesson.
- Observer shares area for development, and asks probing questions.
- Teacher responds to probing question.
- Observer shares one thing they have learned from the lesson.

5. ACTION *(After feedback discussion - teacher to complete and share with observer)*

As a result of the feedback, what ONE thing will you do differently when you use Do Now?	
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Strategy: 'No Hands'



BEFORE THE LESSON (Teacher to complete)

What do you hope to achieve by using 'No Hands' today?	<i>Example: I would like to get at least 6 different students to answer during the discussions in the class. 3 of those students will be students who struggle with this concept.</i>
What will you do to achieve this?	<i>Example: I will create colour-coded name chits and make a list of some clarifying questions and higher-order questions. I will use the colour-coded chits to ask students questions that suit their learning needs.</i>
What would you like the observer to focus on during the observation?	<i>Example: I would like the observer to note how I support students who do not know the answer so that they are able to give some opinions instead of feeling like they were not able to give the 'right' answer.</i>
What is the agreed time and lesson for the observer to come?	



2. DURING THE LESSON (Observer to complete – teacher to give observation sheet to observer in advance)

Is the teacher implementing the action steps outlined in Point 2 above? What is the impact on students? Make notes about what you observe.	<i>Example: The teacher used the name chits to call on students and put aside the chits that had already been picked so that she didn't pick up the same one again. She supported students who didn't know the answer by coming back to them after another student had explained the answer. For ex, she asked "Sanjay, now that you heard Ritu explain the answer, could you please tell us again so everyone understands?"</i>
Write down 1-2 things the teacher does well in using 'No Hands' (use the success criteria in the next table for help).	<i>Example: The teacher asked many 'why' questions to help students express their thinking. Since she had planned some of the questions she wanted to ask, she was able to have questions that would suit different learning needs.</i>
Suggest ONE AREA FOR DEVELOPMENT for the teacher in using 'No Hands' (use the success criteria).	<i>Example: The teacher might focus a little more on giving students more Wait Time after asking a question. Sometimes, students did not have enough time to think about the answer before being called upon.</i>

Write down any questions that can help the teacher identify how they might improve.	<i>Example: How do you think your students might have felt when they weren't prepared to answer when they were called upon? What can you do to give them some more time to think before they have to answer?</i>
Write down one thing YOU have learned from observing this lesson	<i>Example: You really supported your students very well. None of them left the classroom feeling like they couldn't answer, each of them felt equally accomplished because they helped each other.</i>
Write down any other strategies from previous LICs you saw the teacher implement	

3. SUCCESS CRITERIA

CRITERIA	OBSERVATION
Is the method for picking students random so that different students get a turn to speak?	Yes / No
Does the teacher give students some time to think about the question before asking for answers?	Yes / No
Does the teacher ask questions that go beyond just one right or wrong answer?	Yes / No

4. POST-OBSERVATION DISCUSSION *(Observer and teacher talk through section 2 together)*

- Observer shares strengths from the lesson.
- Observer shares area for development, and asks probing questions.
- Teacher responds to probing question.
- Observer shares one thing they have learned from the lesson.

5. ACTION *(After feedback discussion - teacher to complete and share with observer)*

As a result of the feedback, what ONE thing will you do differently when you use 'No Hands'?	
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APPENDIX 3: 30-minute Meetings

The aim of the 30-minute meeting is to develop a culture of academic discussions in school, focused on developing it as an excellent learning organization and therefore achieving part of the overall vision of “An education system where everyone learns”.

Expectations from 30-minute meetings:

- 1) **Daily/weekly/monthly 30-minute meetings held regularly in subject/class groups led by ART members**
- 2) **Using the platform to share current LIC strategies being implemented by the ART**

Tips for structuring 30-minute meetings:

- i. Give ART members the opportunity to “lead by example” by sharing their successes
- ii. Try to keep it as focused as possible to the objectives of the month
- iii. Get teachers to share children's work since it will inspire all teachers to try something new and give everyone evidence of implementation
- iv. Start the session with a quick energizer to get everyone's energy high.
- v. Take notes of the meeting (Try assigning different people to take notes each time so that everyone stays involved)
- vi. Make sure to end the sessions with clear cut actionable(s).

30 Minutes Session Notes	
Proceedings during the session (No. of participants and group settings, discussion pointers, highlight of the day, Presenters for next time etc.)	
Agreed Actionable obtained from the session	

APPENDIX 4: Template for Planning ART Meetings

ORDER	STEP	PLAN
1.	<i>Inspire</i>	
2.	<i>Concrete Examples</i>	
3.	<i>Contextualize</i>	
4.	<i>Practice</i>	
5.	<i>Feedback</i>	
6.	<i>Adapt</i>	

APPENDIX 5: Reflection Template

Reflection on ART Meeting (complete after finishing)

Date	ART 1	ART 2	ART 3
What went well?			
What could have been better?			
How did you promote Growth Mindset or recognition?			
Notes/feedback from peers/BRP at meeting			
What one thing will I do differently next time?			

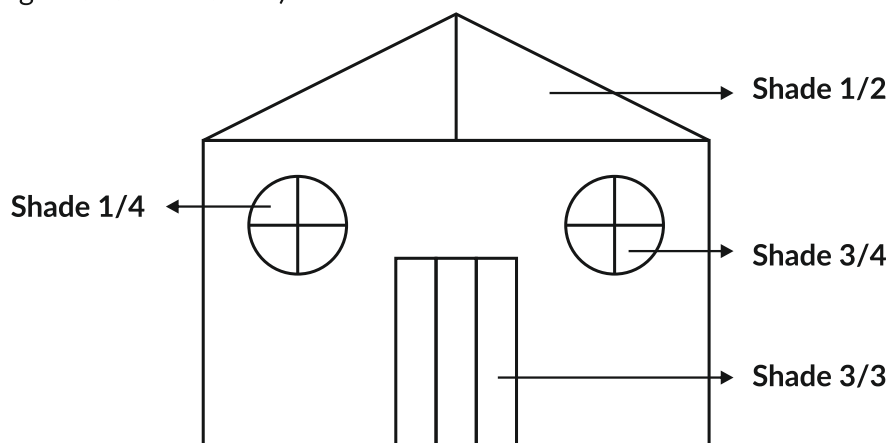
Reflection on Classroom Visits

Date	
What went well?	
What could have been better?	
How did you promote Growth Mindset or recognition in the feedback?	
Notes/feedback from peers/BRP at meeting	
What one thing will I do differently next time?	

APPENDIX 6: Subject-Specific Examples for Do Now

Grade 6, Math (Chapter 7, NCERT) (Using Do Now Worksheet to check for understanding from a previous lesson. This activity allows the teacher to understand whether or not a previously discussed topic needs to be revised before moving on to the next one.)

Colour the shapes according to the fractions written:



Grade 9, Social Science (India and the Contemporary World – 1, Chapter 1: The French Revolution) (Using Do Now to help students recall what they learnt previously.)

Arrange these events in the right order by writing 1, 2, 3 and so on, starting with what happened first.

- France becomes a republic
- Napoleon defeated at Waterloo
- Bastille stormed, peasants revolt
- Louis XVI becomes king (1)
- Napoleon becomes emperor of France
- Constitution of France formed

Grade 10, English (First Flight, Chapter 7 – Glimpses of India) (Using Do Now to get students thinking about the theme of a story before beginning the story.)

Make a mind map of everything that you think of when you think about our country, India.

Grade 7, Hindi (Vasant, Chapter 1). (Using Do Now to introduce a topic. After getting students to do this activity, the teacher uses their answers to introduce the concept of adjectives – a focus in this chapter.)

अपने सबसे अच्छे मित्र के बारे में सोचें। उनके ऐसे दो गुण लिखिए जिनकी आप प्रशंसा करते हैं।

Grade 8, Happiness Curriculum + Science (Chapter 17 – Stars and the Solar System). (Incorporating strategies from the Happiness Curriculum during Do Now)

Before beginning, the teacher asks the students to close their eyes, breathe in deeply and breathe out while becoming aware of their breath. While students do this, she writes the Do Now prompt on the board. After 1 minute, the teacher asks the students to slowly open their eyes and complete Do Now task on the board.

Write down, or draw, everything that comes to your mind when you think of the word 'star'.

The teacher then discusses with students how being aware of what we are thinking helps us focus on the present and concentrate better in our work, as they did in this activity. She then uses their answers as a starting point to introduce the chapter. (It is important that teachers accept the responses of the students, instead of looking for 'right' and 'wrong' answers so that the students can share their thoughts honestly.)

APPENDIX 7: Other Useful Classroom Routines

Routine 1: Mantle of the Expert

Note that this strategy will **give students a golden opportunity to manifest what one knows**.

The Mantle of the Expert is an approach to teaching and learning that has been seen to have enormous positive effects on teachers and students alike.

How?	Why Do It?
<ul style="list-style-type: none">• Explain that a new topic is to be tackled. Give the learning objectives, offer an outline of the content and connect to the bigger picture of the syllabus or scheme of work (good practice at the start of any new topic, of course).• Ask students to jot down what they already know, or can do, regarding any aspects of the topic. You can ask them to exchange these details in pairs, so they gain confidence.• Ask for a volunteer to come out to the front, wear the mantle of the expert and tell the class what s/he knows or can do.• The class can ask questions, the expert has the right to say “pass” if s/he is not sure of the answer and the teacher can add comments.• Another volunteer is sought - For example “Who can add on to what a student has just told us?” and the process continues.	<ul style="list-style-type: none">• It provides a student-centred starting point. It enables the teacher to plan (adjust ones plans) based on what students know, rather than press ahead with the idea of covering the curriculum or getting through the content regardless.• It hooks students in. It says, “This learning is going to be relevant to you.” In other words it makes learning very real. Knowledge and values are explored in a way that is immediately accessible for students.”• Students who do not know much at the beginning will already have learned a lot from the experts' description or demonstrations. It tends to have an equalizing effect.

Routine 2: The Reading Minute

How?

- Find a passage online or in a book -- an excerpt of a poem, essay, article, or story -- and read it aloud. The passage might be humorous, interesting, angering, or beautiful, exhibiting great writing.
- After reading aloud, students open their notebooks and write a single-sentence summary to remember what they just read, or they can write their opinion about it.
- After a month of modeling different types of passages, and sharing aloud sentences, students then sign up to bring in a passage to read aloud for the Reading Minute.
- At the end of each term, you can have students look back at their collection of single sentences and reflect on what was their favorite Reading Minute passage and why (They learned something important, it made them laugh, etc.)

Routine 3: SLANT

Extracted from 'Teach Like a Champion' by Doug Lemov

Teachers need to teach students key baseline behaviours for learning such as sitting up in class and tracking the speaker by using memorable acronyms. An example is SLANT. It is used to get students to pay attention not only when the teacher is talking but also when a student contributes to a discussion.

How?

- Introduce and teach students the acronym SLANT.
- Show/teach students how to SLANT.
- Once you have taught students how to SLANT, all you ordinarily have to do is use the phrase and students are able to use it to self-correct.

For instance, you can say “Back in SLANT” acknowledging that students were already in SLANT. Alternatively, you can opt for “show me SLANT” or “Check your SLANT,” both of which sound even more positive, with a bit of challenge and the assumption that a small reminder of the expectations will cause students to self-correct.



NOTES



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