



स्वाध्यायान्मा प्रमदः

TEACHER DEVELOPMENT COORDINATOR REPORT



2019-2020



MANISH SISODIA

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


“ मुझे उम्मीद है कि एक नई ऊर्जा के साथ सभी शिक्षक सरकारी स्कूलों को और भी बेहतर बनाने के लिए नए प्रयास में शामिल होंगे। मैं चाहता हूं कि TDC प्रोग्राम से जुड़ने के लिए आगे आएं। उम्मीद है कि इस शिक्षा क्रांति को आप आगे लेकर जाएंगे। हम उस दिन की कल्पना कर रहे हैं जब हर माता-पिता की प्राथमिकता ये होगी कि उसके बच्चे को दिल्ली के सरकारी स्कूल में एडमिशन मिल जाए। ”



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ABBREVIATIONS

The common abbreviations which are used in the document are as follows:-

TDC: Teacher Development Coordinator

MT: Mentor Teacher

STIR: School and Teachers Innovating for Results

PM: Program Manager

DAM: District Alignment Meeting

DPCM: District Progress Check Meeting

LIC: Learning Improvement Cycle

EDT: Education and Development Trust

RLC: Rapid Learning Cycle

DIET: District Institute of Education and Training

DOE: Directorate of Education

ETF: Education Task Force.

SCERT: State Council of Education Research and Training

DDE: Deputy Director of Education

NGO: Non-Government Organization

ART: Academic Resource Team

SMC: School Management Committee

NIE: National Institute of Education

HOS: Head of School

FIDS: Field, Imagine, Do and Share

EXECUTIVE SUMMARY

The Teacher Development Coordinator (TDC) program is an initiative introduced by the Delhi SCERT in 2017, as an extension of the flagship Mentor Teacher Program and in partnership with the international NGO STIR Education.

Throughout the journey from LIC 1 (which started in July 2017) to LIC 4 (began in December, 2018), visible changes have been observed which are based upon strengthening relationships at all levels of the system (e.g. between teachers and students, and between TDCs with other teachers, HoS and MTs). In a survey conducted at the end of LIC 1, 35%* of TDCs shared that teachers have now become more observant towards children's needs, and 61%* shared that students have now started asking questions to their teachers when in doubt. At the end of LIC 2, which focused on 'Looking for Understanding', 60%* of TDCs shared that they found the strategies very relevant to their classrooms and they were able to implement them effectively. All stakeholders feel that the program has been instrumental in the continuous development of teachers. The program has also been successful in increased implementation of structured action plans by multiple stakeholders.

The primary focus of the program lies in developing the mindsets and behaviours of Mentor Teachers, Teacher Development Coordinators and DIET representatives with the aim to effectively improve teaching and learning, increase teacher motivation, develop an open mindset for peer learning and enhance teacher capacity. The ultimate goal of the program is to safeguard a co-learning environment where every member of the education system gets the opportunity to experience a journey of professional growth.

The core component of the SCERT-STIR education program is the teacher network - a group of teachers who meet regularly to discuss strategies through which they can substantially improve their classroom practice and children's learning. These teacher network meetings and classroom practices together form a learning improvement cycle (LIC). LICs are an improvement process designed specifically to support actual change in classroom practice as well as to consistently develop teacher professional mindsets and behaviours. By providing teachers with the opportunity to check progress, creates something together and work towards a shared goal, each LIC includes all of the ingredients required to build motivation and support behaviour change. So far, four LICs have been completed in Delhi senior secondary schools.

Various stakeholders from the education system are involved in the program to ensure that it functions smoothly at all levels. The SCERT Core team, TDC Facilitators, Mentor Teachers and TDCs all collaboratively contribute towards the program's success.

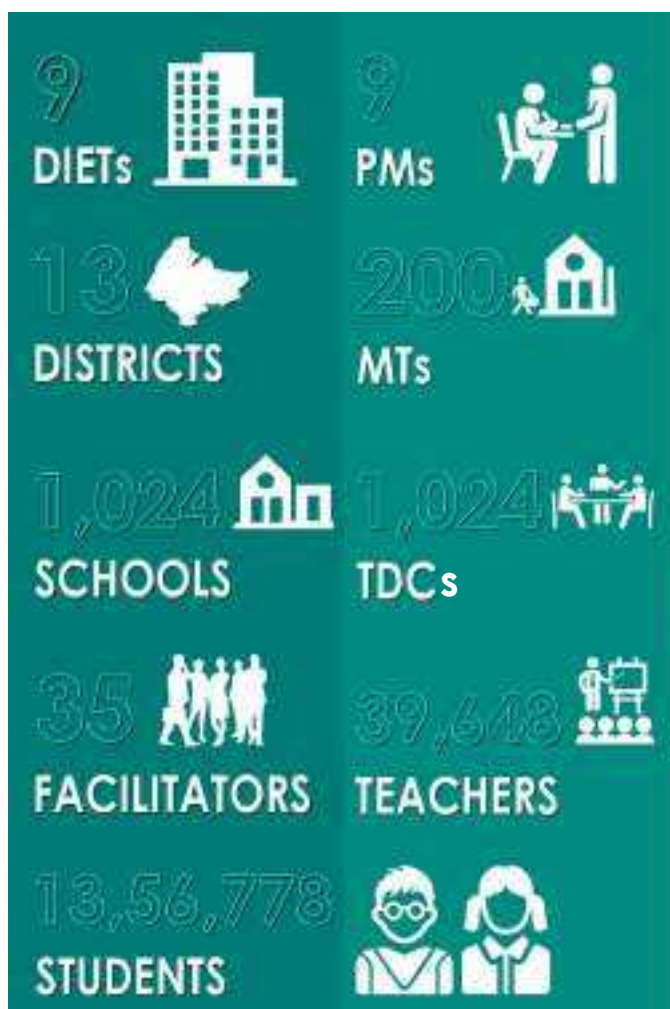


**As per data collected through Google forms (filled by teachers). For details kindly refer to page 13.*

INTRODUCTION

The Teacher Development Coordinator program is an initiative introduced by the SCERT as an extension of the flagship Mentor Teacher Program with the vision of creating a collaborative network of teachers in all DoE Schools. STIR Education, an international NGO which was working on the formation of professional learning communities and ecosystems, was selected as a technical consultant by the SCERT to scale the program to reach all senior secondary schools across New Delhi at the beginning of the 2017 academic year. Prior to this, STIR Education had previously had an intervention in the East and North districts of Delhi in collaboration with the District officials.

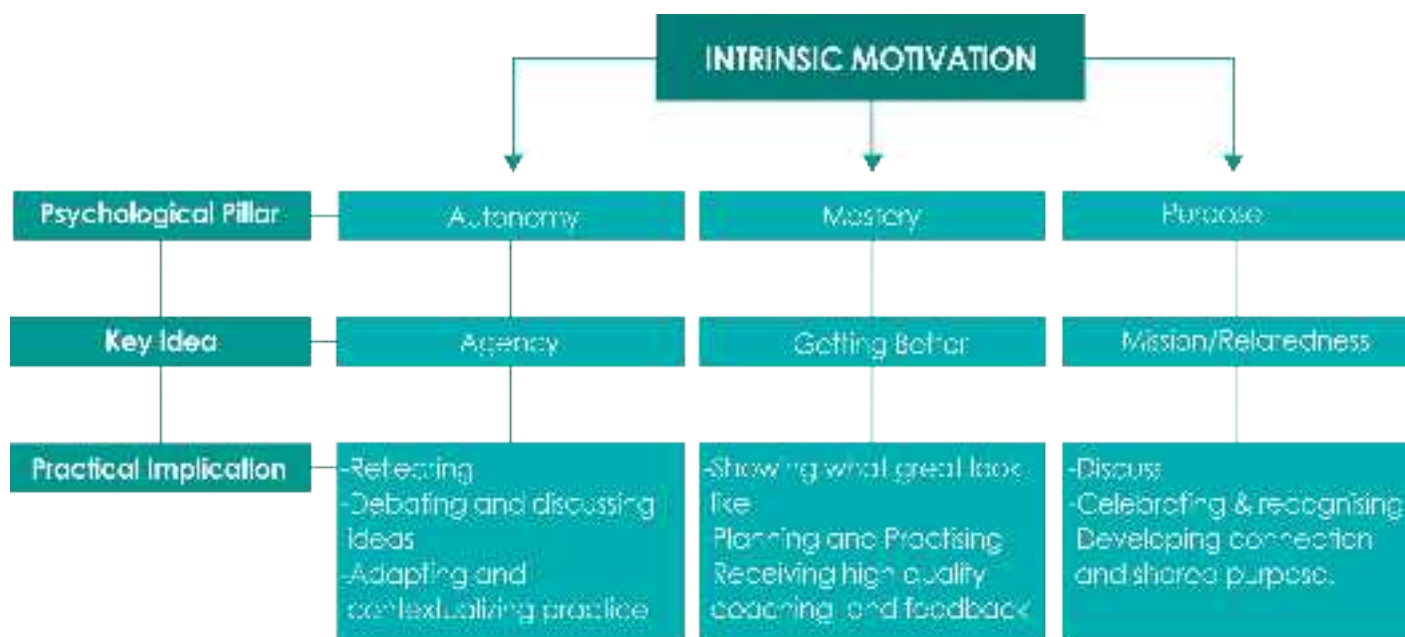
The program has now completed two school years, encompassing activities such as cultivating growth mindsets and developing professional behaviours and intrinsic motivation in teachers. This leads to improvement across the whole system by penetrating through various layers at State, District, Zonal and School level to improve learning in children. The TDC program has successfully reached all 13 districts in the state of Delhi, covering 1,024 schools.



This program primarily focuses on professional development through multiple platforms and envisages a co-learning environment where everyone gets the opportunity to experience a journey of professional growth through the collective capacity-building of system officials, Mentor Teachers and Teacher Development Coordinators. These stakeholders are supported by District Institute of Education and Training (DIET) representatives and zonal, district and state level government officials to maximize the impact of the program.

THE MODEL

The TDC program aims to support teachers to rekindle their love for teaching by reigniting their intrinsic motivation. If you imagine the education system as a garden, it needs rich motivational soil – just as much as strong technical seeds such as reading programs – in order to grow truly lasting and sustainable reforms. Through this program, SCERT is trying to support the system holistically to make the soil more fertile. There is a strong fundamental belief that there are pockets of excellence within the system. The program revolves around leveraging this strength and using it to reignite intrinsic motivation in teachers and system officials, so that teachers can fall back in love with teaching and learners can love learning.



In order to achieve this aim, the design of the program is based on building a sense of autonomy (that we can change something), mastery (that we can improve) & purpose (that we are connected to something greater than ourselves). Autonomy, Mastery and Purpose are the three psychological pillars that help develop intrinsic motivation. The primary objective of our program, for both teachers and officials, is to break these down into practical applications that help create an environment in which motivation can flourish.

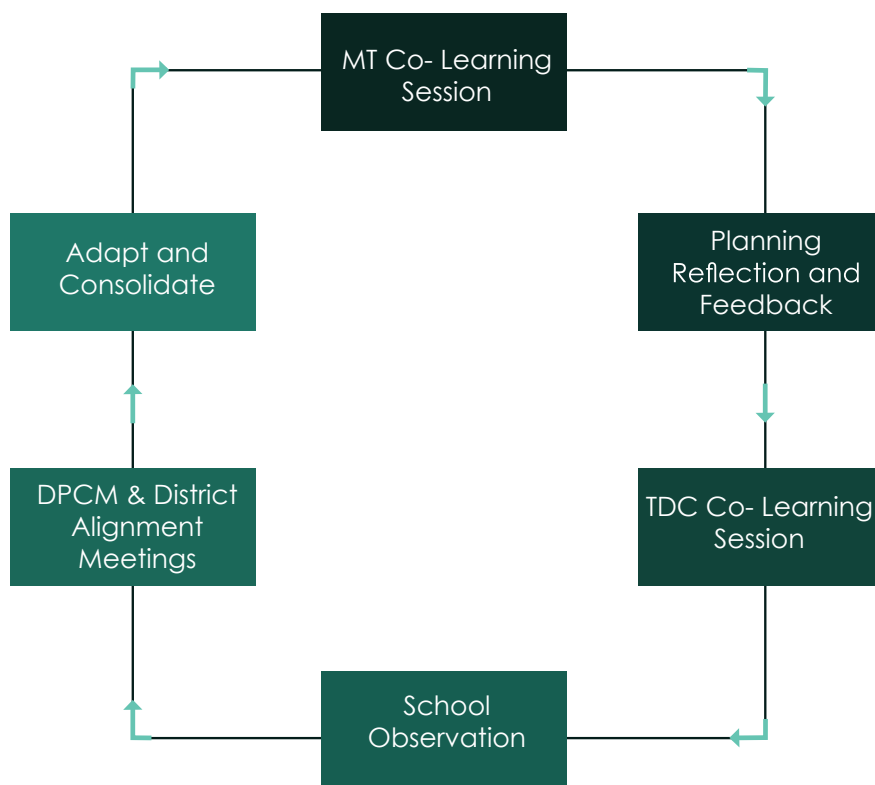
PROGRAM OBJECTIVE



*"TDC program is a boon for enhancing the teaching learning environment in the classroom. This program has provided a platform for academic discourse amongst teachers which is so necessary but was missing. After the introduction of this program teachers have been overcoming inertia of using traditional classroom teaching practices and are motivated to experiment with new age techniques and methodologies." - DIVYA MANN
[TDC facilitator DIET Keshavpuram North West-A district]*

PROGRAM COMPONENT

The core component of the SCERT-STIR program is the teacher network- group of 20-30 teachers who meet regularly to discuss strategies through which they can substantially improve their classroom practice and children's learning.



Learning improvement cycle: A series of three network meetings (Academic Resource Team (ART) meetings) makes up a learning improvement cycle (LIC). Each cycle focuses on a specific topic or theme selected in partnership with government officials according to their priorities. The process is designed specially to support change in classroom practice, as well as to develop teachers' professional mindsets and behaviours.

During the LIC, teachers are observed by their peer teachers, mentors, teacher development coordinators or the head of school, and they are given feedback for further development. Teachers coming to the network meetings then share their classroom experiences, reflect and update their action plans accordingly. As they grow, their motivation also grows, thus creating a powerful virtuous cycle.



*"When students see their teachers learn they also tend to learn, because they learn what they see, not what they are told. Professional development of teachers inspire them to learn and there cannot be a better program than school based learning program and Teacher Development Coordinator Program offers this opportunity to teachers." - MR. **MURARI JHA** [Mentor Teacher, District- South West A]*



*"The TDC programme has been a catalyst in strengthening the bond shared with teachers and students. Connecting with teachers through ART meetings and then sharing various teaching learning strategies has cemented mutual trust. Mentor teacher and TDC working in tandem has helped achieve desirable inter personal and academic goals in schools ." - MS. **KAMYANI JOSHI** [DIET: Rajinder Nagar District West A]*

KEY ACTIVITIES AND ROLE OF STAKEHOLDERS



| Stakeholder | | Nature of the role | Major activities |
|-------------|---------------------------------|---|--|
| State | SCERT Core Team | <ul style="list-style-type: none"> *District teachers of some DIETs. *Mentor Teachers of some districts. *STIR Education representatives from the Design and Program teams. | <ul style="list-style-type: none"> *Program designing as per the needs of schools. *Alignment with other programs and amplifying the impact. *District level progress check. *Producing supportive circulars and orders. |
| | TDC Facilitators | <ul style="list-style-type: none"> *DIET Principal, DIET Faculty and DIET Facilitators. *Block Resource Persons (BRP) | <ul style="list-style-type: none"> *Support to Mentor Teachers for TDC programs. *Lead facilitator of TDC co-learning session and MT CLs |
| District | Mentor Teachers | <ul style="list-style-type: none"> *Teachers volunteer to be Mentor. *Each MT allotted 5-7 schools. *MTs do not work as a teacher during their tenure as a mentor. *TDC program is one of their engagements apart from other engagements as a Mentor. | <ul style="list-style-type: none"> *Co-learning sessions. *School visits (Dist. officials). *Monthly progress check and planning (DIET and MT). *District Alignment Meetings (DDE, DIET and MTs). |
| School | Teacher Development Coordinator | <ul style="list-style-type: none"> *One TDC in each school is selected by HOS. *TDC is an existing permanent teacher of that school. *Usually is the most motivated teacher of the school. | <ul style="list-style-type: none"> *Monthly Academic Resource Team discussions. *Peer observations in classrooms and feedback. *Daily 30 mins academic discussions. |
| | Academic Resource Team | <ul style="list-style-type: none"> *10% of the most motivated teachers of each school *Attend Academic Resource Team monthly meetings facilitated by TDC | <ul style="list-style-type: none"> *Academic Resource team meeting *Peer feedback *Classroom practice Implementation |
| | Program Manager | <ul style="list-style-type: none"> *One program manager for each district. | <ul style="list-style-type: none"> *Support to Mentor teachers for School Visits. *Support to DIET for conducting DPCM and co-learning session. *Classroom observations and ART meetings. |



This journey of Mentorship has been really enriching for my personal cum professional development and has also been extremely fructifying in the sense of transacting it to my colleagues and seeing my mentees benefited. The credit for the conception and promotion of the culture of 'classroom observation' and 'learning by sharing' goes to the profile of TDCs as they are both 'teachers in action' and 'leaders by example'. -AMITA BUDHIRAJA [Mentor, South East]

THE PROCESS- LEARNING IMPROVEMENT CYCLE (LIC)



"After the TDC program DIET, DDE District, DDE Zone, MTs and TDCs are all aligned on one platform to achieve the goal of classroom teaching and learning environment of school." - **MR. SANJAY TRIPATHI [BRP district South East]**

THE COMPONENT- LEARNING IMPROVEMENT CYCLE (LIC)

ACADEMIC RESOURCE TEAM (ART) MEETING

- * Happens every month in school.
- * 10% of the teachers (ART Members) meet each month in the school.
- * Gain exposure to evidence based ideas for improving their teaching practice.
- * There is in depth discussion and reflection on classroom experiences.
- * Concludes on classroom specific action plan based on academic oriented discussion.

30 MIN DAILY DISCUSSION SESSION

- * A platform to develop a culture of academic discussion in school.
- * Strategies discussed in ART meeting are communicated to all faculty members.
- * Focused on developing schools as an excellent learning organization.
- * Strives to achieve the vision, "An education system where everyone learns."

LEARNING IMPROVEMENT CYCLE (LIC)

CLASSROOM OBSERVATION

- * TDC invited ART members along with other teachers to observe his/her class.
- * TDC also adopted the culture of observing classes of ART and Non ART members.
- * To promote culture of peer learning, ART members were encouraged to observe each others class.

DISTRICT PROCESS CHECK MEETING (DPCM)

- * Held every month at DIET in collaboration with DIET Principal, Facilitators and Program Manager of the respective DIET.
- * Organised every month after the completion of ART meetings.
- * Mentor teaches in the district attend the meeting.
- * There is in depth discussion on data analysed by PM and concludes with district specific action plan.

DISTRICT ALIGNMENT MEETING (DAM)

- * Held once in a quarter in DDE office and chaired by the DDE.
- * MT, PM and DIET facilitators participate in the meeting.
- * Serves as a forum to discuss the success stories, challenges faced by the MTs and support needed.

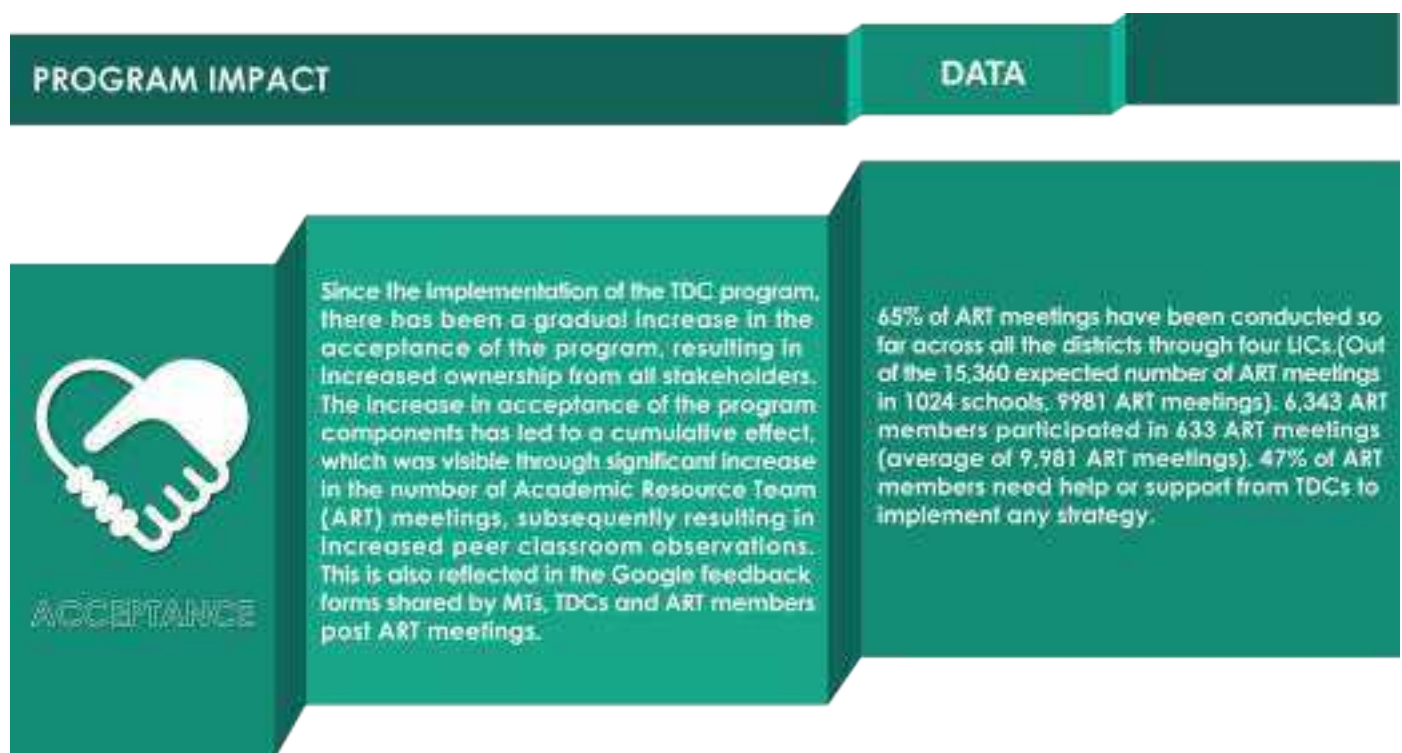


"District progress check meetings held every month (DPCM) with MTs in DIET, have played a great role in monitoring the progress of academics in the schools covered in a district. DPCM offers a single platform to all the MTs where they share their mentee school experiences, innovative ideas and potential solutions for betterment. Time to time guidance from higher authorities, DIET faculty, motivational sharings from PM & BRP have always added to the spirit of the TDC- MT programme." - BRP and TDC Facilitator MRS. ALPNA CHATTERJEE [DIET Dilshad Garden, Dist. North - East]

The TDC Program journey so far: A brief description of all the themes of Learning Improvement Cycles (LIC) have been given in the table below :

| Theme | Summary | Suggested Strategies | Visible changes |
|---|--|---|---|
| LIC 1: Building Connect (August, '17 – October, '17) | Supported teachers to build a culture of trust & positive communication in classroom, ensuring that students feel valued. | Name Tags Class Tree | The changes were based upon strengthening relationships among teachers and students, TDC with other teachers, HoS and MTs. 35% of TDCs shared that teachers have now become more observant towards children's needs and 61% of TDCs shared that students have now started asking questions to their teachers in state of doubt. |
| LIC 2: Look for Understanding and Respond (January, '18 – March, '18) | Supported teachers to use assessments to identify gaps between teaching and learning and adapt teaching strategies to fill those gaps. | Mind Mapping Exit Ticket, Group Learning & Peer Learning. | The theme was related to strategies and revolved around assessing the children to gauge their conceptual understanding of the concepts, identify learning deficits & individual learning needs. 60% of TDCs shared that they found these strategies very relevant to their classrooms and they were able to implement these strategies effectively in their respective classes. |
| Pre-LIC: Mission Buniyaad (May, '18 – June, '18) | Helped teachers learn more about developing reading skills in students. ART members discussed Mission Buniyaad & how it can be strengthened in their schools. | Linked to the strategies suggested by the material developed for Mission Buniyaad by the state. | This was a short term LIC for 40 days where major focus was to make TDC a nodal pointer for the Mission Buniyaad program. It was inferred from google forms that more than 75% of the total ART members were involved in Mission Buniyaad. |
| LIC 3: Lesson Planning (July, '18 – September, '18) | Helped teachers plan and sequence lesson activities in a way that is engaging. Planning also helped teachers be more deliberate in the strategies and the questions they used. | Opening Routine Main Activity Closing Routine. | The theme focused on daily lesson plans prepared by the teachers encompassing the three broader aspects - Opening Activity, Main Activity and Closing Activity. More than 80% of TDCs agreed that discussion during the ART meetings included the learning level of the children, challenges faced in preparing the lesson plans and innovative ideas to resolve the challenges. (Source)- A study conducted by DIET Dilshad Garden in its district, indicated agreement. |


| | | | |
|---|---|--|---|
| LIC 4: Teaching & Learning Strategies (December, '18 – February, '19) | Supported teachers to integrate simple techniques to their teaching to help learners understand & remember what they learn. | Elaborative Questioning Retrieval Practices. | This theme was introduced during the exam months, but the majority of TDCs showed acceptance and appreciation from MTs and TDCs indicated that there was an increase in the number of teachers inviting each other for classroom observations, which is a very encouraging trend. There is now a shift in the perspective of teachers and classroom observation is gradually being considered as a peer learning opportunity. |
| LIC 5: Classroom Routines (July, '19 – October, '19) | Will support teachers to build warm but orderly classrooms while transferring some ownership to students as well. | Do Now No Hands | In Process |



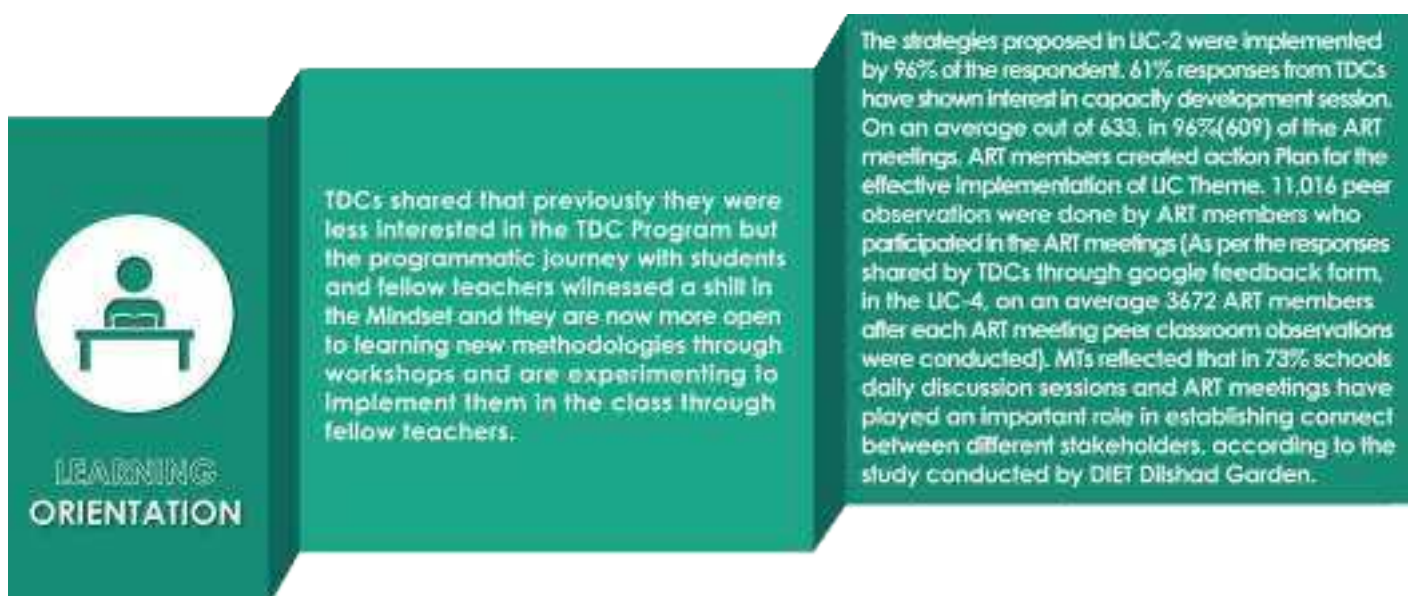
DR ANIL TEOTIA, Principal of DIET Dilshad Garden, opined, "TDC program is the only program which has focussed on the continuous development of teachers. This program has helped teachers to establish connect with the children and has also supported in enriching classroom teaching learning processes."

DR. NEELAM, TDC Nodal officer of DIET Motibagh, shared, "TDC program is an attempt to make teachers more dutiful and motivate them to play the role of a teacher better."



 **MT MR. RAJESH of South East district** shared "Some TDCs have shared that receiving post-observation feedback has helped them improve the execution of their roles within the TDC Program."

 **MT MR. SANJAY PRAKASH of North East district** shared "Preplanning of ART meeting with MT and HoS helps in better participation and execution of ART meeting."



Data References

DATA from 9981 TDC responses of LIC-1, LIC-2, LIC-3 and LIC-4 i.e. Average of ART members attended meeting. 76% indicates 460 ART meetings out of 633 ART meetings conducted every month.

TDC Reflections DATA from LIC-3 and LIC-4 i.e. 5625 total ART meetings with 7360 ART member participation

This is inferred from the data that majority of the MTs have agreed on the fact that the "connect" theme has been successful in its form with all three stakeholders i.e TDCs and ART members. (Median = 2). 15 MTs out of 21 participated in this study.



MT HEENA JAIN from District North-west A, "TDC program creates an environment that facilitates learning. TDC collaborates with each other, mentor and HOS to work for the shared vision of the school by conducting focussed learner lead discussion, providing one to one support to teachers sharing new co teaching learning strategies & model lesson plans, providing developmental feedback following peer classroom observation , create a culture of support for each other."



MT ROHIT from District South-East shared, "Action planning process in the DPCM helps in better alignment w.r.t ART meetings which further helps in Peer observation."



CULTURE OF FEEDBACK:-

45% ART meetings in LIC-3 and LIC-4 were observed by the MTs.

70% TDCs received Feedback from MTs after ART meetings conducted in LIC-3 and LIC-4.

Apart from this, pre planning processes have been strengthened by feedback given by the MTs after each ART meeting which further ensured appropriate pre planning in the next meeting. This has also been substantiated by the MT observation.

70% ART members and TDCs shared that TDC program helped them in improving their lesson planning and assessment, as indicated in the study conducted by DIET Dilshad Garden.



Data References

TDC Reflection DATA from LIC-3 and LIC-4 i.e. 5625 total Art meetings with 7360 Art members participation.

Out of 5625 ART meetings, 2529 ART meetings were observed by MTs in LIC-3 and LIC-4.

The findings are based on the study conducted in 20 sample schools by DIET, Dilshad Garden.

RLC and EDT study

The Rapid Learning Cycle and a study conducted by Education Development Trust are based on focussed group discussions and interviews of all system stakeholders to simultaneously capture major learning indicators from time to time. The objective of RLC is to improvise our program design and operations over a period of time and to find a robust pathway for program.

EDUCATION DEVELOPMENT TRUST (EDT)



EDT conducted a one year study to explore and suggest the inputs to strengthen the program.

When working at scale, innovation in workforce design is as important as the intervention itself.

Building workforce and system capacity is not just about new roles and structures; developing the right culture & mindset is critical.

System level capacity is a leading indicator for impact and should be tracked over time.

RAPID LEARNING CYCLE (RLC)



In all the districts, District Progress Check Meetings have been set up and the practice of using data to discuss and make decisions has been started.

All the PMs and DIET officials report an increase in the duration of data based discussion from 30 minutes to hours in these meetings but not seen confident on using Google forms.

Majority of MTs and TDCs believed that the TDC program played a vital role in making Mission Buniyad and other government-run programs sustainable in the school as teachers are now more open to accepting challenges, managing additional responsibilities and are being solution oriented.

AMPLIFICATION EFFECT ON OTHER PROGRAMMES:

- '94% TDCs mentioned that ART meetings gave a structure to support the Chunauti Program'.

- '61% TDCs gave an opportunity to ART Members to work in pairs or small groups.'

Chunauti Programme

-Joint session for HoS and TDC has been organized at the cluster level.

-EDT study stated that HoS and TDC roles are complementary to each other.

Cluster Leadership Development Programme

-Mindfulness activity has been incorporated in the upcoming training sessions.

Happiness Curriculum

An Example of Amplification Effect emanating from the efforts of Mentor Teacher Ms. Preetu Arya [School - GGSS Ashok Nagar]

The theme Connect introduced in TDC Program helped establish connect between stakeholders at different level. The efforts of Mentor Teacher Ms Preetu Arya in one of her Mentee schools shows how connect between a teacher and her students, along with the effective and creative execution of the idea of FIDS (Feel, Imagine, Do and Share shared by the Design For Change team), brought remarkable change in the classroom, allowing children to sit in a more lit up and relatively less heated classroom.



Mentor Teacher Ms Preetu took a session of science teachers and children of class 9-A of GGSS Ashok nagar, Shahdara. The idea of FIDS (Feel, Imagine, Do and Share) by DFC was shared with them. Through interaction the students were asked to identify the problems existing around them that affect them the most. After analysing the problems, they arrived at a common problem faced by many of the students- "Dull, dark & superheated tin-shed classrooms". This school is a tin-shed school with not a single concrete classroom. During summers, the heat inside the rooms become intolerable. Due to no electricity provision in the tin shed classrooms, students and teachers have to work without light and fans. As the school is on a disputed land, the HOS is helpless to take concrete measures to improve the status of classrooms.

Once the problem was identified, students were asked to apply their scientific knowledge to curb the problem. After rigorous explorations and discussions, children arrived at the use of heat reflective- white weather shield paint on the tin-shed walls and roof of classrooms and a vertical garden (using waste water bottles) of temperature regulating plants like Crocus, Aloe vera, Snake plant etc.



A group of 15 students painted the walls and roof, made a vertical garden and changed a dull, dark and superheated classroom into a bright, colourful and comparatively cooler classroom. This reduced the temperature of the tin-shed rooms by 7-8 degrees Celsius as compared to other tin-shed classrooms, and classes looked brighter and vibrant.

Moreover, HOS not only recognized and appreciated the efforts of the Mentor Teacher but also discussed the matter with SMC. It has been decided that SMC funds will be used to transform the classrooms and make them heat reflective.



"The purpose of science education is not at all about making learners master of content and good laboratory practitioners, rather it is about making a child well aware of content and its application in providing potent solutions to the problems that surrounds them but usually go unnoticed by them." -**Ms. Preetu Arya, Mentor Teacher [School - GGSS Ashok Nagar]**

TDC SINGAPORE VISIT

As SCERT is committed towards the professional development of the TDCs, the international exposure visit for TDCs was organized by them. The objective of the visit was to enhance and showcase the concept of professional learning communities, demonstrate the similarities that exist between the TDC Program and Singapore Model of education. In this series around 300 TDCs were sent on exposure visit to NIE Singapore with the major objective of cross learning classroom practices or models which were implemented in Singapore education system. After learning, the major focus was to contextualize the practices as per Indian context and use them in schools & classrooms. The remaining 724 TDCs will be sent in the current academic year.



KEY LEARNING FROM SINGAPORE VISIT AND IMPLEMENTATION IN DELHI GOVERNMENT SCHOOLS

| LEARNING FROM SINGAPORE VISIT | IMPLEMENTATION IN DELHI GOVERNMENT SCHOOLS |
|---|--|
| NCLB- No Child Left Behind | Launched Mission Buniyaad Program to help students mitigate learning gaps |
| Teachers should not be DEADWOOD "WHITE SPACE" | Motivated teachers enrol for online courses and conferences. |
| Flipped classrooms | The student pose questions and look for answers. |
| TLLM- Teach Less Learn More | Activity based learning where student is at the center and teacher at the periphery. |

PROGRAMMATIC IMPACT: Research study done by DIET Dilshad Garden

DIET Principal Dr. Anil Teotia took the initiative to conduct a study on the impact of TDC program on different stakeholders and how different stakeholders respond to the program elements. During the study, DIET facilitators extended their support in collecting the data from the sample schools.

Apart from this, the research initiative taken by the DIET had also been supported and appreciated by the DDE. The findings of the study conducted by DIET Dilshad Garden to understand the impact of TDC program on stakeholders highlighted the significant impact of TDC program components in schools.

Some of the key findings have been shared below:

Lesson Plan: The study shows that in 20% of the classes observed, teachers had well-structured written lesson plans. In some cases, it was also found that teachers are maintaining files for lesson plans in a very creative manner. 70% ART members and TDCs shared that TDC program helped them in improving their lesson planning and assessment.



Recapitulation: In 13% cases teachers began the class with an interesting and engaging opening activity and recapitulated the concepts taught in the previous class during the opening activity. In 65% classes observed, teachers did recapitulation through verbal questioning. Students engagement: In 65% cases teachers were able to arouse curiosity in the children about the topic taught and in 67% cases teachers ensured children learnt the concepts by asking them verbal questions or giving them questions to write.

In 56% cases it was found that more than 50% children in the class were engaged and also enthusiastically participated actively in classroom activities. Similarly, in 59% classes observed, more than 50% children were found to freely interact with the teachers, participating in role plays, presentations or doing experiments. In 35% classes children asked questions and in 70% cases children showed eagerness to answer any question asked by the teacher.

TDC Reflections DATA from LIC-3 and LIC-4 i.e. 5625 total ART meetings with 7360 ART member participation.



"TDC program has given a platform to teachers and teacher educators to have discourse on different academic concerns and issues leading towards self and professional growth. This program has given a different meaning to the teachers training programmes conducted by DIETs and SCERT." **-DR. KANWALJEET KAUR, DIET Facilitator from DIET Dilshad Garden, Dist. North East**

Reflection from more than 75% of ART members, MTs and TDCs (Sample size- 15 MTs and 20 TDCs and 54 ART members) who participated in the study on TDC program conducted by DIET Dilshad Garden.

CASE STUDY SHARED BY MENTOR TEACHER

GBSSS, J&K BLOCK, DILSHAD GARDEN, DELHI-95, Mentor Teacher- Ila Varma

Effective Use of ART Meetings and 30 Minute Faculty Sessions

Building an academic environment in the school is the prime focus of ART meetings. They are the most effective tool to share and spread ideas and reach the whole school. I find myself fortunate to get the perfect composition of dedicated ART members, an assertive, energetic, motivator and team leader TDC Mr D K Sharma and soulful, visionary academician HOS Dr. Sushil Kumar.

I observed that all the teachers are highly motivated and working hard to give their best to the students but they were using the old conservative methods of teaching- Chalk & Talk and Lecture Method. There was a feeling of distrust between teachers and students, lack of academic discussion and contemplation in school, lack of innovation and experimentation in academic methods used in the classroom.



I made an action plan to help the TDC emerge as an Academic Leader, help ART members become more aware of their role and be functional as Faculty leaders, create an environment of Learn-Share-Learn, and help in shifting the focus of teachers from the Culture of Lecturing to the Culture of Facilitating. I introduced them to the benefits of innovative methods and Teaching Learning Strategies. ART meetings gave me a platform where we discussed the benefits of changing teaching methods. TDC and ART members further shared innovative methods during 30 minutes sessions with the rest of the teachers. I involved the HOS who attends, appreciates and contributes his wisdom in almost all the ART meetings.

Now teachers are showing exponential growth in teaching strategies, they are using Elaborative Questioning Techniques, Brain Dump etc. Teachers opened up to share their own practices with each other. Classroom observations have also been started by ART members and TDC. We have a WhatsApp group where ART members share the pictures, videos and minutes of 30-minute sessions daily. A momentum is being created by joint efforts of TDC and ART members. The seeds of the change have started sprouting - which I can see in myself and other stakeholders. It will soon turn into a full-grown tree.

SOME MORE CASE STUDIES TO SHOW THE IMPACT OF TDC PROGRAM ON DIFFERENT STAKEHOLDERS.

Theme – Change observed in ART Member

Case Study by – TDC Preeti Sharma, GSRSKV collated by Program Manager Shadab

The study is done on a sample to highlight the change observed by TDC in the journey of ART meeting. Ms Preeti Sharma TDC GSR SKV Defence Colony shared that before getting into the details, she would like to share the piece of communication that happened when the TDC program was initiated.



Before going in detail, kindly read the following conversation which took place between a TDC and the sample teacher.

TDC – “Welcome to the ART meeting, Mrs. XYZ.”

Mrs. XYZ – “I am in a hurry; I have to teach class X as I have to cover the syllabus.”

TDC – “Isn't your period over in that class?”

Mrs. XYZ – “I requested two other teachers to give me their periods to teach. Math needs a lot of time.”

TDC – “Fine, I'll only take a few minutes of your time.”

Mrs. XYZ – “I am on the verge of retirement, please excuse me from these meetings. I know most of what you'll talk about.”

TDC – “Ma'am, we have to introduce a new theme on lesson planning.”

Mrs. XYZ – “I have been teaching for so long, I don't need lesson planning or TLMs.”

TDC – “Learning these things might help you save your time and energy.”

Mrs. XYZ – “I teach the class the entire day, put all my energy but there are still no results – only 4 out of 30 students have passed in Period Test 2.”

TDC – “Come, Ma'am, let us discuss the problem at length and find solutions to it.”

Mrs. XYZ – “Students are anyway not interested in studies these days. They don't have anyone at home to help them as they come from such a background. They are solely dependent on me, please let me go and teach them.”

Observation by the TDC: Few observations when the TDC observed ART member's class. She teaches continuously for long hours so students start to lose interest. The teacher: student active time is 7:3 which was a matter of concern. Some visible points include no introduction of interesting activities, nagging of students, teacher looked frustrated and tired, she complains about students' attitudes, behaviours and disinterest.

Analysis: TDC shares that according to her there are two types of teachers – ones who are dedicated to teaching and others who are easy going and not so dedicated. While analysing this particular case, she understood that the teacher is very dedicated, hardworking and concerned about her job but the problem is that her energy is being wasted as the desired results are not being achieved time and again.

Diagnosis: TDC realized that she can work to support ART member as the teacher needs help in relieving her stress. She also realized she needed to persuade ART member to use A break is monotony is needed and short breaks in between periods should be a must. Use of interactive technology to lessen her workload. Faculty members should be talked to, to figure out a solution to the problem, however young they may be. A change in behaviours towards the students – they need support, not pity or nagging. Teacher should have a growth mindset and must be open to new pedagogies.

Solution Provided: The TDC talked to Mrs. XYZ on a one to one basis and they arrived at the following solutions – Switching classes with fellow faculty teachers. Help should be taken from younger colleagues to make TLMS. Giving tips to other members to plan lessons. Introduce worksheets for the students to do at home. Peer group teaching. Keep only those students in remedial classes who are struggling with the subject. In a class of one hour, the last 20 minutes should be kept for peer group work strategies to relieve stress.

Outcome: The teacher is less tired and stressed, resulting in her being more enthusiastic about teaching. Students got much needed breaks. Struggling students got more attention. A better connection among faculty members. Openness to new pedagogies. Helping fellow teachers. An understanding of the fact that younger faculty members are not inferior. Use of interactive technology increased interest levels amongst students.

Synopsis: While going through this entire process, the TDC had to face an interesting situation that it is more difficult to convince a dedicated and experienced teacher to take up a new or innovative path to teaching. Some teachers are at the far end of their teaching careers and are not open to adopting new ideas or change their teaching methods.

Sometimes, their concern turns into pity or nagging which is very evident to today's younger generation and is also unfair to them. The frustration of the teacher is very easily transmitted to the student before her hard work gets a chance to reach out to the kids. The students may respect the teacher for her time and energy she spends on them but they may not benefit as much. Here, the TDC has also learnt that learning is a lifelong process and we are in a profession where we can never say that we know everything as there is scope for more and more learning every day. We should have a growth mindset, should be willing to learn even from our younger colleagues or even from our students. Attempts should be constantly made to relieve stress and not let the students be affected by it.



"Action planning process in the DPCM help in better alignment w.r.t ART meetings which further helps in Peer observation" - MR. ROHIT [MT, District South East]

Case study on Developing the Culture of Peer Learning:

TDC – Ms. Alka Rani Jain, HOS – Mr. Sanjeev Ranjan, S.K.V New Seemapuri, DIET Dilshad Garden, Dist. North - East, Delhi

Many children go to school every day but what their learning is a burning question. The TDC program is an initiative in which a model is created to work with teachers and students to solve this difficult situation. I started my journey as TDC in July 2017 with my mentor, HOS and ART members as my co passengers. In our school there were lots of teachers who were doing excellent work but they were working in isolation. But during my educational journey as TDC our CONNECT got so strengthened that a feeling of oneness was created to work together for the betterment of our students; to educate them in the true sense.

One of the biggest challenges I faced as a TDC was to successfully facilitate the 30-minute sessions of the faculty as the school did not have enough space to conduct the sessions for both the morning and evening shifts at the same time. As a result, the teachers were not able to get the maximum benefit from these sessions. To tackle this problem, with the consent of HOS, I designed a weekly time-table for each subject. Through this approach we were able to conduct these sessions smoothly in the Principal's office itself.

Another challenge was to make the faculty sessions more engaging and beneficial. For this we have devised a structure to get maximum output in minimum time. In the first half of the session, one of the faculty members presents an innovative practice that they have implemented in their classroom. This is a 5-10-minute presentation introducing the strategy and highlighting its usefulness in the classroom. This is followed by a 5-minute Q&A session by the other faculty members. The last 15 minutes of the session are utilized by the faculty members to discuss and formulate the different ways of implementing that practice in their own classroom. We also conduct joint sessions of both the shifts to widen our horizons.

Together with my mentor, HOS, Vice principal and very highly motivated ART members I could cope with every obstacle in my journey. We are trying to become the change makers as we are innovating new strategies in our 30-minute sessions, implementing them in the classrooms and in this way influencing the personalities of the budding citizens.

CASE STUDY: BUILDING A CULTURE OF APPRECIATION IN SCHOOL

TDC Ms Ambica Malhotra (Natural Science), GGSS Shahabad Dairy, District – NW-A DIET- Keshavpuram

My name is Ambica Malhotra. I am working as TGT (Natural Science) in GGSS Shahabad Dairy. I am the TDC of the school since July 2017 and have been trying to develop the professional attitude of my colleagues. I started my academic resource team (ART) meeting with 16 members. We worked on developing CONNECT between all the stakeholders of the school. We also worked on learning gaps and tried to improve ourselves. We also started observing each other to improve ourselves. Gradually my ART family increased to 25. Our family was growing but as we all know; time never remains the same. Even after so many efforts, our students did not perform well in Mid Term Examinations and all the Maths and Science teachers were issued show cause notices. It was really demotivating.



We were working according to the instructions given by the authorities. Even I was very disappointed and had to bear the questioning eyes of my colleagues who had always trusted me and worked diligently with their new innovative ideas in their classrooms. I passed on my frustration to our Mentor, Mrs. Jaspal Kaur. She took a meeting with my staff members and answered their queries very patiently. My question was that if we can get a show cause notice for poor performance of students then, why can't we get an appreciation certificate for our hard work? I have no words to express my gratitude to our school Principal, Mrs. Suraj Kaur and our Mentor, Mrs. Jaspal Kaur for giving me an opportunity to praise my ART members in my own way. We decided to give appreciation certificate to each and every member by giving them titles according to their work done during this academic year. It was a big surprise and motivational boost for them to start again with their best efforts. It is a saying that 'If you cannot do great things, do small things in a great way'. Appreciation was a small gesture but it created wonders. More teachers took initiative and joined ART with a total of 35 members now. It is also said that 'The deepest craving of human nature is to be appreciated'. So, keep appreciating the good and keep motivating to do better.

Stepping Stones to Success

Amita Sharma BRP (DIET Karkardooma , East Delhi)

The teacher development program is an appreciable step taken by the education system in Delhi in the last 3 years. This is the only program which helps teachers to encourage teachers to maintain a dialogic approach with the students. As a BRP I have been associated with the Delhi education system quite closely and have seen and been involved in all the initiatives from my vantage point. During the course of the 2 years it has been seen that the teachers in school sit together and discuss about their subjects or other child centric issues. They are also developing a practice of recognizing their shortcomings and accepting feedback which is very encouraging. The TDC program aims to develop a classroom environment and culture where students will be able to overcome the fear of learning and start participating and contributing in class. The program focusses on these issues, and through the TDC has introduced many strategies with the teachers to achieve its goal.

In fact, this is the essence of the program and through these, teachers work on their development. This has been validated by many MTs and TDCs during my interaction with them. I personally feel that I have improved as a teacher and professional after joining the program.

This program has instilled a sense of confidence among the teachers and the classroom environment for the better. Teachers are gradually taking on the role of facilitator and children are also sharing their views and issues without hesitation. Due to this, teachers have also started making plans according to the context and background of the children. The discourse in schools are more academic and child centric in nature. Discussion with the teachers have shown that they feel they are improving as a teacher due to their participation in the program. They learned the intricacies of many strategies and they are also modifying their approach after consultations and feedback from other teachers. On the flip side some HoS and senior officials are not completely aware about the program. The TDCs have started expressing their views in front of senior officials and HoS. They have also understood their role in improving the academic culture of the school. On the flip side some HoS and senior officials still do not have clarity about the program. Some of them are implementing the program in an activity mode without properly understanding the vision of the TDC program. Due to this they appointed TDC without understanding their competencies, in many cases without reducing their workload.



"The concept of TDC Program emerged when it was felt that there is a need of one motivated teacher who can work with the team of teachers in the school. In approx. 2 years of this TDC journey, we had regular theme-based capacity building sessions for MTs and TDCs by DIET facilitators, handhold support of Mentor Teachers to support his/her TDCs in school helped to enrich the academic environment in the school. TDC emerged as a facilitator who guides his team, builds an environment for sharing of best practices, challenges, and last but not the least strives to build an environment of recognition and appreciation." - **MS. POOJA BRP, DIET Pitampura**

JOURNEY of a MENTOR TEACHER IN TDCS PROGRAM -----

Mentor Teacher Ms. Preeti Batra, South West B, DIET Ghumanhera

I am Preeti Batra, working as Mentor Teacher in the Department of Education, Govt of Delhi. As a mentor, I got an excellent opportunity to learn a lot during Capacity Building Workshops and Value-Based Learnings from several organizations. These learnings helped me a lot in connecting with Students, Teachers, and HoS and to further enhance the process of education reforms initiated by the government of Delhi. Recently the concept of TDC (Teacher Development Coordinator) is introduced and this program is very unique and one of the most insightful programs. The idea was that a competent teacher will be assigned within each school who will work as a mentor only for that school and play a big role in overall academic and systemic improvements working closely with Teachers and Students. I have been assigned five schools and in all of my mentee schools, TDCs are working very well and are a great addition to the team. We are working as a dedicated team determined to bring about a positive change.



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

I take a common meeting with all the five TDCs and we share our learning and challenges and brainstorm possible solutions, thus helping each other. All the TDCs are very enthusiastic and try to put their best foot forward. So, we are able to come up with unique and innovative solutions. Network meeting, peer observation and post observation discussions always give me space to learn and provide developmental feedback to TDCs, due to continuous efforts and developmental feedback giving sessions with the TDCs, my all the five TDCs open their class for classroom observation.



"Teacher Development Coordinator program is a sequencing chain and juncture between SCERT/DIETs and teachers of DoE schools. This program provides scope of improvement at each and every point and hence strengthening the academic environment in school which ultimately proves beneficial for the students. It fills the givers and receivers with a new zeal and motivation to express their internal strength in order to bring a revolutionary change in education through mutual support and coordination."

- DR. CHARU VERMA [DIET- Pitampura District- North West B]

“School as Learning institutes”

TDC Ms.Adi Laximi, SKV No 2 Palm Village, DIET Ghumanhera

The school has developed an open and positive professional learning culture, and has given opportunity to all the teacher to come together, analyse and discuss teaching and learning processes subsequently leading to the profesional growth of all and resulting in the holistic development of the school.



In my School daily 30 minutes' session help us to develop professional learning and enabling environment in school. As a TDC, I always seek support from ART members and promote them to share their classroom practices in 30 minutes' session. In the beginning it took some time to connect with ART members and explain them about their role and support in TDC Program. Program Manager and MT really help us to understand the program very well.



“ The main vision of the TDC program is to make school a good learning organization. This program has helped to build a connect among the students and teachers, teachers and teachers and teachers and parents. Some of the strategies like mind mapping , elaborative questioning , retrieval practices are clearly visible in the classroom. TDC program is bringing a lot of change in school, change that we want to see i.e everyone accountable for their roles and responsibilities in making their school a good learning organization.” - DIET Facilitator DR MEENA SHERAWAT , DIET Ghumanhera

My Journey as TDC

TDC Mr. Chandra Kiran Sharma, SKV Andrews Ganj, DIET: Moti Bagh, District: South East

This TDC program regarding qualitative improvement in learning outcome is an excellent initiative by the government of Delhi. I started my journey as ART member and eventually became TDC. I was introduced to different strategies and teaching techniques under this program.

The first theme "Connects" not only helped me to connect with my students but also with my colleagues, HOS and other stake holders at my school. It gave me an opportunity to explore my strengths and to overcome my challenges. It paved the way of my professional growth.

As ART I was sharing my experiences, my techniques and my strategies only, but as TDC I had to be a driving force. I learnt a lot with everyone. After becoming TDC it was challenging as bringing a positive change is not easy. Some pessimists left no stone unturned to shatter my enthusiasm by constantly saying that my efforts will not reap anything, but I set aside all the negativity and worked hard towards my goal and eventually people started to extend their support.

Each TDC ART meeting enabled me to think in a different way. Now I am more mindful about how I conduct myself at my workplace. TDC program made me believe in myself and also to have faith in others. Together we have created a positive learning environment within school. With my continuous encouragement and cooperation all ARTs and other teachers are using various child centric interactive techniques. They are whole heartedly sharing classroom practices. To be more open and welcoming we have created a WhatsApp group of TDC-ART and all teachers at school level. New practices are being shared with all. We have also created a Facebook page to give wider appreciation to encourage a teacher to be more innovative and creative. This was our HOS initiative. A positive trust has been built and discuss solutions to challenging problems without any hesitation.



"TDC Program is a unique program which focuses on alignment between the different wings of the Education ecosystem like DIET, DDE, SSA. The emphasis on Connect which the program has continued throughout, has lead to a visible positive change in student motivation." -**DIET Principal DR. DINESH, DIET Ghumanhera.**

MT SUPPORT TO TDC TOWARDS STRENGTHENING AN ACADEMIC ENVIRONMENT IN SCHOOL

JASPAL KAUR, TGT MATHS, MENTOR TEACHER, DISTRICT, NW-A, DIET -Keshavpuram

I, as a mentor had Six mentee schools with me in the session 2018-19. As per the norms TDCs (Teacher Development Coordinators) are in-house Mentors of the schools. TDCs are the ones who are working in the schools. We cannot make mentorship a success without the support of TDCs. I need to have a strong connection with my TDCs. Also, I realized that TDCs need to have a strong and healthy bond among themselves. Great working relationship with strong emphasis put on teamwork has always been my top most priority. When we learn something new about our colleagues outside the work environment, it makes collaborating at work much more relaxed, problem solving and enjoyable, since we enjoy a better connection with them. Teamwork makes work become more efficient and keeps us motivated to move towards quality ideas. We (TDCs and myself) had a very formal relationship. I had to challenge myself to allow them to not only see me as a mentor or as a colleague, but as a human being. I tried a few options, but the results were not as exciting as expected by me. Though I formed a WhatsApp group of my 6 TDCs, though I was just a phone call away for all of my TDCs, still I often found them to be isolated, frustrated, bored off as also vulnerable.

I decided to take a long day long interaction with all my TDCs together at any one of my mentee schools. I went to all my six HOS and discussed my Idea with them. And yes, I got a go-ahead from not one, not two but all of my HOS. Alongside, I discussed with my TDCs about the date and venue. Hearty gratitude's to the HOS and TDC of SKV BADLI for giving an assertion for keeping SKV Badli as the venue. We decided on a date and took another permission from all the HOS. I extend heartfelt thanks to all my HOS for timely support. I take this opportunity to thank the BRP of our district for attending one of our interactions and motivating my TDC and myself I like.

In our first meeting, our first and only ground rule was we will try to stay away from negativity, downer comments and harsh criticisms. I had to be that person who keeps morale high by showing honest, encouraging, thoughtful and sincere appreciation to all my TDC for the strengths they have. I took the role of good conversationalist - which has more to do with listening and asking the right questions than just talking. I made thank you cards and gave recognition to the TDC who did something marvellous, something innovative in his/her school for effective teaching learning processes. I made it a point to do this gesture in a sincere way, being very specific about what it is he or she has done and why I, as a mentor value what he or she has done. These interactions, made my connection with my TDCs, the best. They started perceiving me as- caring and trustworthy. They became far more responsive to my ideas and thoughts.

As a mentor, such open interactions made me all the better and active listener. In fact, this helped me to let my guard down a bit and be my true self. I believe that when I truly allow others to see who I am, that's when true bonding occurs. And, a strong connection of TDCs and mentor is a must for the success in mentorship. These jolly-learning sessions helped me understand their needs and wants more precisely.



"TDC program is a wonderful program that gave an opportunity to teachers to think innovatively. Classes are more interesting and learning is better than before." **-TDC Nodal Officer DR. ANJUL SHARMA, DIET Daryaganj**

Case Study -

MT Connect with Children transformed A Challenging class into a Great Class

Mentor Teacher - Preetu Arya

Transformation of a challenging class (called as “not at all a good class” by peers and a few teachers into a “great class” of responsible and self –disciplined class.

It was very dismaying for me as a teacher when fellow teachers introduced me to a class calling it as a “not at all a good Class” and asked for the solutions to improve the result of the class as the student turn out of the class always remains low. I decided to look for the reasons-What made the class being titled as a not at all a good class. It was a beautiful chilly morning of December 2018 when I met the children of this class IX-G.I entered the classroom with a smile and greeted the children ,children responded with a more lively smile & I could not find a clue that could define that class as a “not at all a good class”. The attendance of the class was low but the children were very much similar to any other children of their school. To explore more about the class and to establish a connect with the children I gave them a 9-pointer simple, closed ended questionnaire. The questionnaire did wonders, students opened up with me and put forth their views on various aspects touched by the questionnaire. The very first question –Main ek ladki hu-Yes/No, intended to make them proud of being a girl who has her own identity. The second question was to make them understand that their life is very much important. The third question was to make them realize that they have the potential to make their life as they want. The fourth pointer intended to probe whether they have been sent to the school forcefully. The fifth, sixth and seventh question asked frankly about their liking towards the school. Eighth and ninth questions probed for their wish to bring some changes in their teachers and parents.



After seeking answers from students on the above-mentioned points and in-depth discussions with them some surprising facts were discovered. They included-

1. Students were very much hurt inside with tag they have been given by other class children and some teachers. There existed a vast disconnect amongst them and their teachers.
2. Majority of them were not proud of being a girl due to the restrictions imposed on them by parents and teachers.
3. All of them wanted their teachers and parents to talk to them politely and with love.

4. They wanted support from their parents towards their schooling.

Students were no different from others, they just wanted a positive approach that could boost their confidence and a loving –caring hand on their head. Questionnaire also intended to know about their Hindi reading and writing levels as the class belonged to Nishtha group. It was noticed that majority of students could read, write and express themselves well which they did by writing a conclusive letter to me.



Measures suggested for establishing a better connect with children and to transform them in to great class-

1. Curbing the problem of addressing any class with an objectionable tag by students and teachers through sensitization in assembly.

2. Making four syndicate leaders in the class with the group names- **Kalpna Chawla, Indra Nooyi, Saina Nehwal and P V Sindhu to make them feel proud of being girls and develop a sense of responsibility amongst them with self-discipline as a Key.**

3.Syndicate leaders had to-

keeps a track of classroom work of their group members (10 students in a group). They had to support their peers in difficult areas of studies and report to teachers about their needs and improvements.

keep a track of discipline in class and help the students with studies who could not turn up due to some genuine reasons.

4. Had an interaction with class teacher to motivate her to develop cordial relations with children and establish a better connect with them to change them to a Great 9-**G** and not at all a **Not at all a good 9G**.

5. One to one discussion with those subject teachers whom children disliked for their rude behaviour towards them. **Made them understand that no child can connect with the subject and give results unless and until the child is connected with the teacher.**

6. Giving sense of responsibility to children in various classroom activities, practicing mindfulness, talking to parents softly giving them positive feedback about their children around connect-disconnect –connect format certainly did a lot in transforming the class.

Let us all give **PIE (Positivity, Intimacy and Empathy)** to every child and make classrooms a developmental zone and not a negatively addressed corner.

Consolidated learning from the past two years:

State level bodies like Directorate of Education, SCERT, and Education Task Force (ETF) played a key role in institutionalizing different program-related structures in the system i.e. formation of Core Design Group, engagement of District Institute for Education and Research (DIET) as District nodal body for the TDC program and the role of Mentor Teachers (ELM) to support five to six schools on a regular basis.

Now as a next step, we need to move forward in building a true learning partnership with the system and strong routines around different forms of engagement with desired quality. DIET is placed in the system as nodal point for the district level, this institute is responsible for building capacity of the Mentor Teachers (MTs) and TDCs to execute the program at the ground. The ultimate objective to go from being an implementer to influencer for creating ultimate ownership, and making the program sustainable, in the system itself.

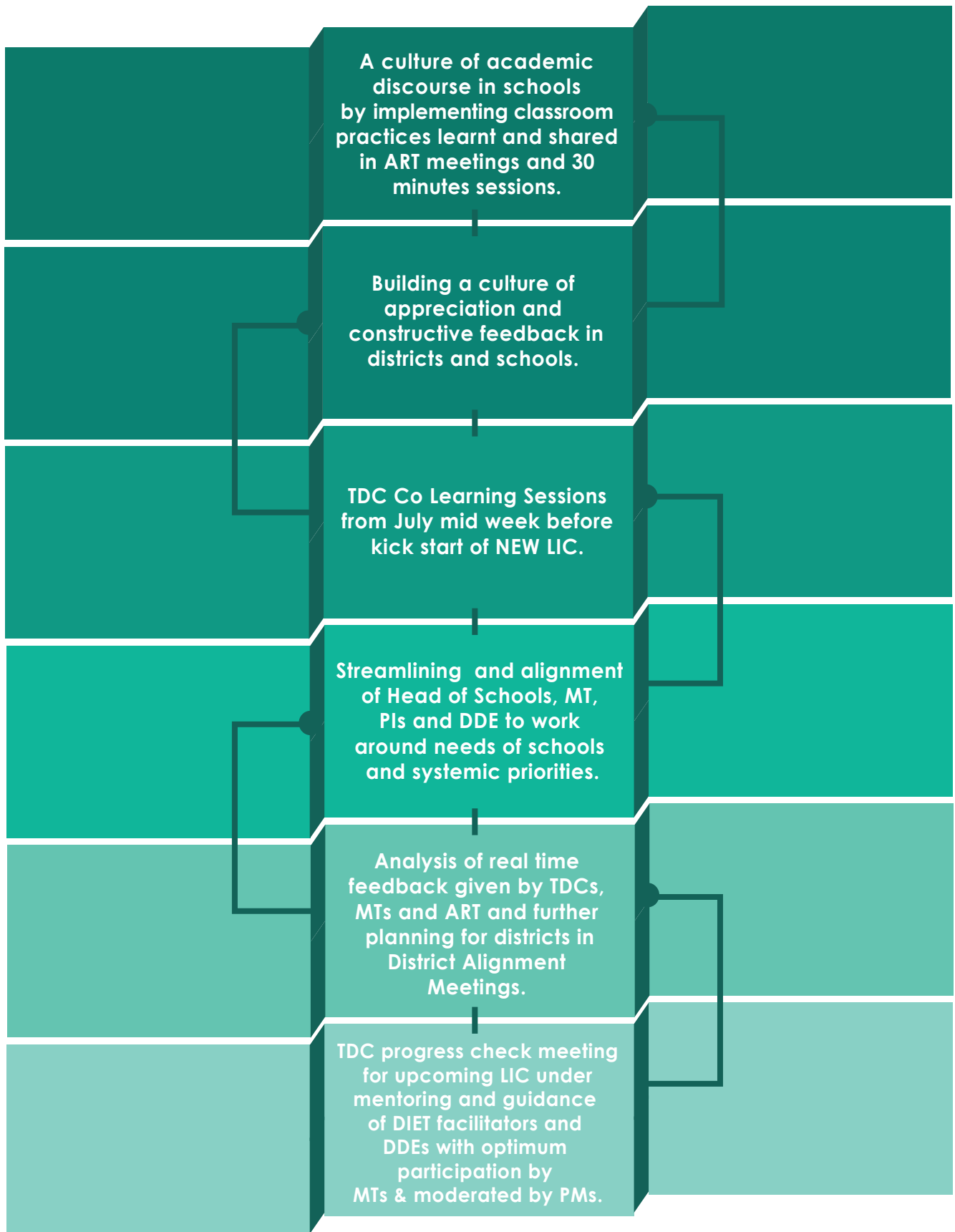
A basic level of engagement routine is in place which is related to monthly progress check and action plan formulation on the basis of the data received from the field every month. The next step would be to build a culture of continuous improvement in program quality. At the same time, alignment has to be ensured with the Deputy Director Education (DDE) both at the District and at the Zonal level.

Efficient functioning of district officials will positively impact Mentor Teachers' role with adequate support through routine observations and feedback and also encourage MTs to strengthen school level culture of peer observation and feedback. As of now almost 70% to 80% of Mentor Teachers are getting coaching support from the District Leads, which we need to further strengthen through DIET faculties.

At the school and classroom level some very positive changes are visible, 61% of teachers who have received feedback from peers or Mentor Teachers are finding the feedback useful for their personal growth. Around 70% of teachers (who are participating in monthly ART meeting) are trying new practices in their classroom. Overall, they are finding the program effective to perform their role. At the next step of intervention, we need to strengthen the culture of observation and feedback as a routine practice of the school and classroom (not limited to the network teachers only). We also need to engage the Head of the School in this process so that the whole school is benefited from the observation and feedback sharing process.



THE WAY FORWARD



SUPPORT REQUIRED

Leveraging the synergy between the HoS & TDC to ensure smooth implementation of programmatic components directed towards holistic development of school.

Extended school level support of DIET and DDEs to mitigate school level challenges shared by MTs in District Alignment Meetings (DAMs).

Extended support in optimum capacity building of Mentor Teachers by collaborative efforts of DIET with the support of DDEs.

Strengthening the culture of Peer Learning through peer classroom observation across the all schools of Delhi.

Constant review and inputs by all the stakeholders for further improvement of the program.



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