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Abstract

The school has all basic amenities with CWSN facilities provided for both teachers and students. It is important to understand the context of the school and the students in order to better one's teaching practice. The role of a Teacher Development Coordinator is of supporting teachers in creating school as a learning organization focusing on academic improvement. He works on mentoring teachers on techniques that can improve fundamental skills as well as learning outcomes, classroom practices that are engaging and support learning with understanding and teachers' individual and collective professional development. The Learning Improvement cycle structure is a process designed specially to support actual changes in classroom practices as well as to develop correct mindsets and behaviours by providing teachers with opportunities to see progress and create something together and work towards a shared goal. Students are aware that all stakeholders are working for us hence their activities have become more engaging and parents are very close to teachers of their wards

Socio-Cultural Context of the School

I Anil Kumar Mishra working as Teacher Development coordinator (TDC) at Rajkiya Sarvodaya Bal Vidhyalaya Kondli Delhi-110091, School ID-1002198.

Location of the School: Zone-2, East Delhi.

Locality: Urban area

Total number of students =1900 Boys

Stream: Commerce and Arts

Area of School play ground is 1000 sq. m. and garden area=200 sq.m. There are 76 semi pucha rooms. Students are coming from socio-economic diversity. School belongs to National capital Territory therefore National culture is a specific culture of society Hindi, English and other regional languages are spoken by local people. CWSN facilities also provided for teachers and students.

The potential of school to either amplify or undermine the investment made in curriculum, administration, Teachers and other personal means that understanding the context of school is a priority.

The Delhi Government has made several efforts for the growth of education in Delhi recognizing the importance of education the Government of Delhi is much focused.

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Two main challenges are

- 1- Lack of total quality people.
- 2- Overburdened teachers because of non teaching works responsibility & odd student teacher ratio.



Efforts Initiated or the Process of Transformation

I Anil Kumar Mishra, TGT Natural Science is appointed as Teacher Development Coordinator(TDC) at RSBV Kondli Delhi-91 (Directorate of Education Delhi).

TDC program is an initiative introduced by SCERT Delhi. Through this program we aspire to work together to build a movement of motivated and professional teachers who are committed to improving children's learning and to restore the noble status of teaching as a TDC. We build and lead a teacher group/Network called the Academic Resource Team (ART) consisting of few key champion teachers. This will be an ongoing community of practice through whom all teachers of the school can tangibly improve their classroom practice and children's learning.

The role of TDC is of supporting teachers in creating "School as learning Organization" aim is that the TDC will contribute to the development and management of a consistent and cohesive academic environment in school where everyone can learn.

The focus of our program is around

- 1) Techniques that can improve student's fundamental skills (Literacy and Numeracy levels) as well as the overall student learning outcomes.
- 2) Classroom practice that are engaging and supports learning with understanding.
- 3) Teacher's collective and individual capacity and professional development.

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Our Design:

Learning Improvement cycle structure (LIC)- It is improvement process designed specially to support actual changes in classroom Practices as well as to develop teacher professional mindsets and behaviours providing teachers with opportunities to see progress, create something together and work towards a shared goal. It includes all the ingredients required to build motivation and support behaviour change.

Stakeholders support to us (TDC):

DIET Principal, DIET Lecturers and BRPs, Mentor Teachers and Program Manager from STIR are supporting us. As per the requirement of the program various avenues and platforms of engagement were created which aimed at the professional development of the teachers.

This 30 minutes session Rakesh place on a daily basis along with "One on One Session" monthly meetings, Parents workshops etc.

Key Tips to structuring 30 minutes meeting.

- 1- Sharing learning profile of kids with teachers with respect to following indicators
Name of the student
 - Strength of the child both (subject and competency).
 - Circumstances at home (Parent aligned to education)
- 2- Sharing different TLS (Teaching Learning Strategies) used by teachers in different classes to make teacher learning process useful.
- 3- Choose a strategy from previous themes of building connect, look for understanding and respond, Mission Buniyad and Lesson Planning
- 4- Discussion on non-pedagogic issues like child safety, attendance and student's health. (Major objective is to find constructive solutions to a problem as a team).
- 5- Strategies for improvement in reading in schools.
- 6- All the ARTs (Academic Resource Team) is also requested to share different useful learning material in form of videos, pictures, reading content in WhatsApp groups which are helpful for students.

About One on One Session:



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It is a useful way for having more personalized discussion with the teachers in school it provides us with the opportunity to

1. Building report and credibility with the fellow teachers and breaks the myth of a rigid hierarchy. Regarding this Implementation of Happiness curriculum is also helpful.
2. Create a Mentor Mentee relationship.
3. Have deeper discussion on any given topic.
4. Seek and give feedback to each other.
5. Classroom observation and supportive feedback.

Efforts Initiated or the Process of Transformation

- Result of my project is very successful in creating school as "learning Organization".
- It makes easy to build connect among all stakeholders in service of students which is real child centered approach.
- The chain of the stakeholders work as a strong support system for students and society as below
- Higher Authorities----The DDEs----DIET Principals, Lecturers,----BRP,MTs----HOS----TDCs----ARTs-----Other faculty members-----Students----SMCs-----Society.
- Now students are aware that all these stakeholders are working only for me so their activities become more engaging and parents are very close to the teacher of their wards.

Further Strategies to Improve School

- Level of students In March 2018
- Student of 9th class who don't know to read and write
- Student of 3rd class who don't know to read and write
- Plan for the future
- Student of 9th class who don't know to read and write
- Student of 3rd class who don't know to read and write.

I want to make school the best place and the best environment for students and parents who are unable to read and write could learn to read and Write. I always promote learning by doing which is appreciated and published in national magazines

My Micro-innovation is published in STIR Newsletter.

