



The Teacher Foundation

**Report to Global Giving
Intervention Period –December 2012 – December 2014**

Project – Whole School Turnaround

School: Goodwill English School, Heganahalli, Peenya II Stage

Reporting Period: August 2014 to October 2014

No. of teachers/heads covered under the Programme - 1 head, 1 Coordinator and 18 teachers

Input	Expected Progress	Actual Progress
Coaching and Mentoring School based support - Round1	The focus of this round is to ensure mentors are familiarised with the coaching mentoring process in the school. Mentors will begin to observe classes along with TTF facilitators and share their observations. Discussion with TTF member would allow them to clarify their doubts about the process or their own understanding. Eg: Writing open ended classroom observation, using COC and identifying areas for feedback.	3 -4 teachers have been assigned to each mentor in the school. The mentors observed classes, feedback session and documentation along with TTF facilitators. TTF facilitators had a separate discussion with each mentor on the classes observed ,on the scores given on COC by them, their observation on critical incidents in the classes and key technique used for helping the teachers to reflect upon their strengths, areas of improvements. The mentors were able to articulate key areas of strength and improvements. They were also able to identify the skills they would have to practice for effective feedback.
Coaching and Mentoring School based support – Round 2	This round of support focuses on helping mentors to give effective feedback to their mentees. TTF member will observe the mentors giving feedback in their schools and coach them to do be effective mentor.	Mentors observed classes of mentees along with TTF facilitators. They could pick up critical incidents in each class they observed and used COC to assess the classes. A few mentors were confident while giving feedback and build good

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		<p>rapport with their mentees. They used positive communication skills effectively during the feedback and put effort to get teachers to think on their classes. However, they still need to improve their questioning skills. The school management has initiated the process of coaching and mentoring to bring improvement in teaching and learning in the school and to make these changes sustainable in the school.</p>
Mathematics Subject Tutorial	<p>The teachers will teach concepts from concrete to abstract, simple to complex and by connecting to real life situations in an organized and systematic manner. They will use visuals and manipulative to help students to build concepts. There will be shift in teachers' attitude that learning in students must happen by understanding rather than just learning procedures.</p>	<p>The teachers do try to connect the concept to real life situations and to help the students build concept from concrete to abstract. Use of visuals and manipulative for example ice cream sticks, marbles, coins, visuals on fractions are evident during classroom observation</p>
Mathematics Error Checking	<p>The teachers will be able to identify student's misconception on the basis of common wrong answers. They can plan remedial accordingly for the whole class or for individual students. They will be able to focus on clarifying misconceptions during the class by modifying their teaching methodology and instruction. They will address the errors without labeling students.</p>	<p>Teachers reflected upon their instructions and misconceptions during workshops. They realized that their instructions, subject knowledge and their own misconception are also a few reasons leading to misconception in students. E.g. Find perimeter of the room when they want to ask for floor. Slanting lines are not straight lines, multiplication will always give bigger number than multiplier and multiplicand. etc. Teachers have started analyzing</p>

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		misconceptions based on common wrong answers and try to remediate the same. They have begun to modify instructions to be specific and not mislead students. Their plans reflect activities that focus on understanding the concept rather than procedure.
English Subject Tutorials – 4 sessions	The Subject Tutorials will equip the teachers with strategies regarding pre reading and reading tasks. The teachers will be equipped with different strategies to teach English grammar. It will help students to improve construction of grammatically correct sentences and hence to improve their writing.	The teachers found the sessions extremely useful. The teachers felt that at the end of the session, they got some new perspective of very basic concepts of English Grammar e.g the different parts of speech. These were small clues that they had never analyzed nor had ever been told. For example, the use of an article in English indicates the invariable use of a noun. They could also learn various strategies for pre reading and reading tasks.

Head Review –

- Head review was also conducted post classroom observation on 15th Sep 2014. The school's heads and TTF shared the positive changes which are evident in the school as an impact of the intervention. The school also shared a few challenges which it has been encountering now. e.g. resistance from senior teachers for writing lesson plans, attrition of trained teachers, etc.
- Ms Maya suggested Ms Selvi, the school head, to be firm on certain school related systems and processes so that these do not affect the positive changes which are evident from Std I to Std VII. Overall, the school was very happy with the WST program and they appreciated the WST team and TTF for their effort and support.
- WST intervention program will get over in Goodwill School in November 2014.



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TTF facilitators, mentors and mentees in discussions over classes observed.

Students working in a group in one of the classes



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A mentor observing a class



A mentor sharing feedback with the mentee



Ms Maya Menon and the school head during a head review