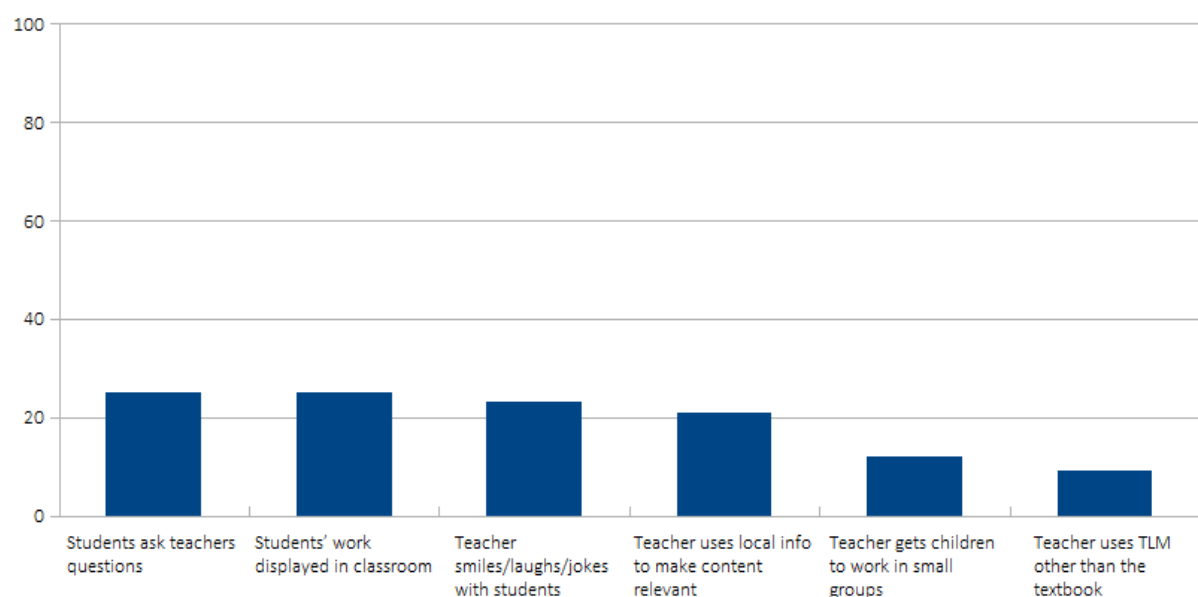# the teacher impact project

The Teacher Impact Project is a three year sustained teacher training
programme, focusing on North East Karnataka.
This year, we propose to train 20000 teachers and 2600 school heads
in North East Karnataka, using synchronous cloud-based technologies,
to make schooling meaningful and enjoyable for the children there!

The Problem

60% of children from North East Karnataka
cannot read Grade 1 text book or do simple division by the time they reach 7th Grade.

According to *Inside Primary Schools – A Study of Teaching Learning in Rural India* by ASER*, teachers in
Indian classrooms seldom use child friendly practices that make learning an enjoyable experience for
children. ASER observed 1706 teachers who teach Grade 3 & 4 in their classrooms based on 6 indicators of
child friendly practices and following was the result.

*Annual Status of Education Report (ASER), India's largest NGO-run annual survey

The Solution

During The Teacher Impact Project this year, use synchronous cloud-based technologies to train 20000 teachers and 2600 school heads in North East Karnataka to build their skills in teaching so that they make learning a meaningful affair for children.

The Teacher Impact Project is a three-year sustained school intervention programme, focusing on providing professional development opportunities for 59000 teachers and 7750 school heads to enable engaging learning amongst their students. These teachers and school heads work in 7750 schools spread across 7 districts in North East Karnataka, namely Gulbarga, Yadgir, Bidar, Bijapur, Koppal, Raichur and Bellary. This year TTF will train 20000 teachers and 2600 heads using the money raised through Global Giving.

Teacher Professional Development

The Teacher Foundation will deliver 6 workshops using synchronous cloud-based technologies for 20000 teachers in North Karnataka.

All About Learners and Learning ■

It is popularly said that if the way you teach isn't helping children learn well, then teach the way children learn. In order to do this effectively we need to know how children learn! The first half of this session helps teachers understand the principles of brain-based learning and their relevance and practical implications for classroom teaching. The latter half builds an awareness of the Multiple Intelligences (MI) theory and its application in everyday classrooms. This will help create more thoughtful teachers who will know how to make learning meaningful for every student in the classroom.

Designing Learning ■

This crucial session focuses on lesson planning to make sure that what students learn is an outcome of careful design rather than a random act. A good lesson plan begins with clearly articulated behavioural objectives. This module helps teachers to not only comprehend the significance of a well structured lesson plan but also attain a mastery in the 'art' of Lesson Planning.

Learning in Groups ■

This workshop aims at equipping teachers with techniques that foster collaborative learning in the classroom and encourage greater accountability for learning amongst students. This workshop will help teachers learn how to get children to work in small groups. They will be able to use group work techniques like Think-Pair-Share, Snowballing, Envoying, Jigsaw, Carousel to build in active learning in the classroom.

Tools for Teaching ■

It is widely accepted that use of active learning strategies in the classroom enables children to develop into critical thinkers. The workshop aims at helping the teacher use active learning strategies for learners to construct their own meaning of new concepts, as well as ways to apply their knowledge in real world contexts.

Learning Spectrum ■

This module aims at equipping the Teacher with creative ideas to make more effective use of both conventional and non-conventional teaching aids. for example blackboards, bulletin boards, newspapers, outdoors, all geared to reinforce active and mindful learning at every point of the students' time at school.

Measuring Learning ■

If we test for rote learning and recall that's all that students will learn. Therefore, when we teach for deeper understanding, we must assess likewise ! This module focuses on better questioning for developing higher order thinking, exploring a range of assessment methods, developing rubrics as alternative tools to 'measure' learning.

We have designed the 6 workshops to address teachers inability to use the 6 child friendly practices as identified by ASER. The following colour-coded list gives an idea of how the workshops are aligned to the child-friendly practices.

Students ask teachers questions	■ ■ ■ ■ ■
Students' work displayed in classroom	■ ■ ■
Teacher smiles/laughs/jokes with students	■
Teacher uses local info to make content relevant	■ ■ ■ ■
Teacher gets children to work in small groups	■ ■ ■
Teacher uses TLM other than the textbook	■ ■ ■

Please refer to the list of workshops for the colour code of each module. The colour code is mentioned next to the title of each module

Leader Capacity Building

The Teacher Foundation will deliver a 3 day workshops using synchronous cloud-based technologies for 2600 school heads , to build their capacity to mentor teachers in their efforts to teach students effectively.

Coaching for Teaching Success

Research has shown that no training actually gets implemented in the classroom, unless teachers are supported and developed in the school with a system of Coaching. Coaching must be an ongoing process and done within a safe and professional environment so that the teacher becomes a skilled reflective practitioner. The transfer of training to the classroom depends on the skill and qualities of the Coach and the nature of the coaching process. This module will enable school leaders who wish to coach the participating teachers. The workshop has been designed with actual classroom videos and participants get hands-on practice in Coaching to understand the process better. Coaching for Teaching Success will enable school heads to observe teachers in the classroom and give feedback in a way that their teaching skills are enhanced.

Teacher Impact Awards

As a part of The Teacher Impact Project, The Teacher Foundation will institute an annual Teacher Impact Award during the project period. For each participating district, there will be four awards. The Teacher Foundation will invite nominations of teachers from the participating school heads for the award. We will conduct a group discussions for nominated teachers to short-list candidates for classroom observation. Teachers who make their classrooms child-friendly will be identified and recognized every year, based on the classroom observation. A part of the donations raised for The Teacher Impact Project will be used for Teacher Impact Awards.

The Delivery

The Teacher Impact Project will be delivered completely online, reaching out to several groups of teachers and heads simultaneously across 7 districts in North East Karnataka.

Usually, we train 30 teachers in a batch during a face-to-face workshop, without the use of technology. Based on this, this year we need to reach out to 667 batches of teachers and 87 batches of school heads. Using synchronous cloud-based technologies that effectively uses teleconferencing capabilities, we can reach out to 6 batches of teachers or school heads simultaneously. This way we can reach out to and effectively train more number of teachers in less time.

Following table will provide an insight into how the use of synchronous cloud-based technologies will help us scale our reach:

	Without Technology	With Technology
Number of teachers to be trained	20000	20000
Number of heads to be trained	2600	2600
Number training days required for teachers (667 batches X 6 days of training)	4002 days	667 days
Number of training days required for heads (86 batches X 3 days of training)	258 days	43 days

For more details on how we used synchronous cloud-based technologies in the past to scale our reach, please click here!

Our Approach

3Ms guide and drive the work that we do at TTF!
It's Magic, Method and Mastery.
These 3 words encapsulate the spirit of TTF.
As we interact with ever more schools and teachers, we constantly endeavour
to keep TTF's spark alive and glowing – spreading light, insight and warmth.

Why Magic?

To us magic represents energy, enthusiasm, love, commitment, conviction, being current and contemporary, passion, being memorable and inspired, creativity and synergy, attention to detail, always having a sense of fun that's sometimes wacky, collaborative problem-solving and partnerships, recognizing and appreciating each other, readiness to reach out to teachers and schools and speedy response to needs. We consciously bring magic into all the work that we do with educators, infusing the school education system in India with a new energy and enthusiasm.

How Mastery?

It's being the best that we can be; understanding and embodying TTF ethos; being able to think on your feet – adapting on the spot; using available resources; seeing things from another's view point; workmanship, craft, capacity and competence, skill, ingenuity, wit and wisdom; It begins with - regular dialogue and discussion amongst ourselves; questioning and reflecting; by being open to feedback; finding multiple solutions; understanding and adopting the ethos of TTF. We focus on helping educators to be experts in what they do, mentoring and motivating them to be reflective practitioners and lifelong learners.

What's Method?

It's action, orderliness in routines, discipline, seamless transitions, strategic planning, analytics; following clear procedures, measuring tangible outcomes. We ensure that the methods we follow during the course of our interactions with school leaders and educators allow them to experience new ways of learning, translate it into meaningful school and classroom practices and sustain change.

Training Impact

At The Teacher Foundation, we keep track of the kind of changes
the professional development support we give educators bring about.

In 2012-13, we trained 119 teachers in Yadgiri, one of the districts in North East Karnataka with the funds we had raised through Global Giving. We closely follow teacher improvement in four areas – teacher-student interaction, teaching-learning methodology, assessment and learning environment. Following graph shows teacher improvement in the four areas after training.