SUMMARY

Goals and Focus areas for the past 6 months
  Hiring and Onboarding new Academic Co-ordinators
  Renewing Partnerships with NGOs And Consultants
  Accelerating Operations on the Ground

Highlights
  Building a Culture of Collaboration
  Kautuk Katta: Shoutout Wall

Key Activities
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  Teacher Training
  Academic Coordinators Support

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  Administrative Leadership
  School Leadership

Plans for Nov 2017 - May 2018
  Value based assemblies
  Student leadership and Voice
  Teacher Motivation & Culture
  School Staff Visions

Academic Partnerships:

Our Partners

Something to keep you entertained when you're editing my report.
https://www.youtube.com/watch?v=XYz3sl0LEA4

Appendix
SUMMARY

The PMC Model School Project (also known as the School Improvement Project) has been operational since June 2015. It began with an overall goal to bring educational partners to work together with a set of 15 schools to achieve better sustainable teacher practices, and also higher student engagement & achievement. The aim is to model these schools as a pilot schools for effective interventions that could be scaled to all the other 206 PMC regional medium schools. The project, along with its specific articulation of goals and priorities, has evolved substantially since its inception.

Towards the end of the previous year (March ‘17) the project gained its first success with the Scaling of the Saksham Program, a differentiated workbook based remediation program for skill building in Marathi and Math for students of grades 3-8, to 200 schools post success in the School Improvement Project. Another success point of the project has been increase in student engagement with a 12.3% increase in enrollment year on year as well as a 14.8% increase in attendance. Infact, 3 of our schools now run at 100% capacity based on RTE norms.

The period of April to September 2017 has been a continuation of our efforts to work with these 15 schools to show successes that, when scaled, can significantly affect the Pune Education System. Overall there has been a lot of momentum generated which we hope to leverage in the coming months to continue consolidating and institutionalising our efforts.
Goals and Focus areas for the past 6 months

Hiring and Onboarding new Academic Co-ordinators

Building on the success seen in on-ground support for school staff with 2 Academic coordinators, LFE has hired 3 more academic coordinators this year. The come in with 13 years of work experience collectively and have in varied school level roles in PPP and government schools.

Renewing Partnerships with NGOs And Consultants

Partnerships with Early Childhood Education (ECE) Consultants Anjali Gokhale and Vidya Ghugari have been renewed. As also, Partnerships with Grammangal (which Support Marathi Medium Teachers Grades 6-8) and Pratham (which Supports Urdu Medium Teachers Grades 1-8) have been renewed with the added component of On-Ground Support. This has been done to ensure that technical expertise is made available to teachers in the classrooms. The support for grades 1-5 through QUEST continues this year as well through the Saksham intervention.

Accelerating Operations on the Ground

Another focus for the first 6 months has been accelerating operations on the ground:
Student Engagement

What we achieved:

12.6%
Increase in Enrolment; Year on Year

38
Lessons Taught by ACs in July and August

14.8%
Increase in Attendance; Year on Year

Teacher Development and Support

32
Staff Meetings conducted by the ACs

77
Observation Debrief Cycles conducted by the ACs of the teachers

2
School Level Workshops conducted across all 15 schools

1
School Level Structure “Kautuk Katta”
Teacher Development and Support

36
Hours of training for Balwadi teachers and Marathi Medium teachers of Grades 1-5

18
Hours of training for Marathi Medium teachers of Grades 6-8

6
Hours of training for Urdu Medium teachers of Grades 1-8

School Leadership Development and Culture

What we achieved: July and August

122
School Visits

75
Meetings with HMs

42
School Walkthroughs

30
HM Personal Professional Conversations
Community Engagement

What we achieved: July and August

1108
Home Visits

19
AC - SW - HM check-ins

19
Home Co-visits with ACs

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Community Engagement

What we achieved: July and August

25
Parent Teacher Meetings

13
School Management Committee meetings
Highlights

Building a Culture of Collaboration

The overall response for the Saksham program intervention has been very positive from the past one and a half years. Continuous on ground support by Academic Coordinators and QUEST team notwithstanding, the SIP team realised that experiencing the Saksham program already being implemented (in Sonale, Palghar district) would push rigour back in the school. The purpose such a visit was to help teachers understand the Saksham program better and also provide an opportunity for the teachers to collaborate with each other. To meet this very purpose of collaboration and the power of collective, a culture session was organised. Teachers who were part of the session left Sonale feeling inspired to work together to increase student learning outcomes across all the 15 schools. The effect of this has also been seen back in the city where a culture of collaboration and sharing best practices is clearly visible.

Pic: Culture session at QUEST Campus in Sonale
Kautuk Katta: Shoutout Wall

“Appreciation can make a day, even change a life. Your willingness to put it into words is all that is necessary” - Margaret Cousins

All teachers across the 15 Model Schools have shown tremendous growth in the past year. They have always been working extremely hard to improve student learning outcomes in all the interventions. However, the teachers are always surrounded by multiple problems ranging from dealing with parents to managing students of multiple learning levels in one classroom, this naturally makes them feel disappointed and unenthusiastic at times. The Academic Coordinators, having recognized this problem came up with an idea of motivating and appreciating teachers to make them feel good about their work - ‘Kautuk Katta’ was set up in all the schools. ‘Kautuk Katta’ is an appreciation wall set up to acknowledge and praise teachers for the work they do through writings on colorful sheets of paper. The response for Kautuk Katta has been very positive. The teachers make it a point to appreciate each other regularly. These small yet important gestures have helped teachers to focus on the positives and keep them inspired to work to achieve their school vision.
Key Activities

Partner Alignment Meeting

Partners meeting is one of the most important structure that the project has set up. This helps all the seven partner organisations to come together as one team and make progress towards the one vision that we have for all our schools. The key focus of partner meeting is providing updates of how partners are engaging with their respective stakeholders, share success stories and challenges and discuss ways of collaborating with each other. In this partner meeting each partner shared their reflections from last year and their plans for the coming year. The group as a whole brainstormed around the key challenges and many different perspectives helped the team to push the rigour.

Teacher Training

Following from the last year’s pattern, SIP trainings were conducted every month for two days every month for Balwadi to Grade 8 teachers. One of the challenges faced last year was teacher punctuality and participation in the trainings. To address the issue this year, constant conversations and motivation provided by the SIP team and all the partners has yielded better effects in terms of increased ownership towards their learning during the trainings. From the start of academic year 2017-18, three SIP trainings have been conducted for two days each by partner organisations.

<table>
<thead>
<tr>
<th>Partner</th>
<th>Training Hours</th>
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</thead>
<tbody>
<tr>
<td>QUEST (Grade 1-5)</td>
<td>60 Hours</td>
</tr>
<tr>
<td>Grammangal (Grade 6-8)</td>
<td>40 Hours</td>
</tr>
<tr>
<td>ISLI School Leadership</td>
<td>16 Hours</td>
</tr>
<tr>
<td>ECE Intervention</td>
<td>36 Hours</td>
</tr>
</tbody>
</table>
Academic Coordinators Support

This year the AC to school ratio has increased from 1:8 to 1:3 leading to increased frequency of school visits. This has proved as a catalyst in the overall growth of school. The ACs have thus integrated better with the schools. ACs have also been able to build meaningful relationships with the staff which has helped them to set new structures and rigorous goals for the school. ACs regularly monitor and support HMs and teachers through personal and professional development conversation, classroom observation, school walkthrough and debrief.

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Visits</td>
<td>122</td>
</tr>
<tr>
<td>HM Meetings</td>
<td>75</td>
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<tr>
<td>School Walkthroughs</td>
<td>42</td>
</tr>
<tr>
<td>HM Personal Professional Development Conversations</td>
<td>30</td>
</tr>
<tr>
<td>AC and Social worker Check ins</td>
<td>19</td>
</tr>
<tr>
<td>AC and Social Worker CO-Home visits</td>
<td>19</td>
</tr>
<tr>
<td>Staff Meetings</td>
<td>32</td>
</tr>
<tr>
<td>Observation Debrief Cycles</td>
<td>77</td>
</tr>
<tr>
<td>Lessons Taught by ACs</td>
<td>52</td>
</tr>
</tbody>
</table>
Key Learnings

Administrative Leadership

The key to the major successes in this first semester of SIP schools has been the leadership of Mrs Manorama Aware, the PMC Assistant Education Officer. From the time Mrs Aware has taken the official lead role of the project from the PMC, she has been very actively involved in every activity. The school staff feel they have a leader with whom they can share their concerns. Mrs Aware has been able to build a culture of trust and positivity in the project stakeholders. The SIP team has also learnt a lot from her and she is defining a good system leader for the overall work.

School Leadership

The SIP school model believes that the role of a School Leader is critical in overall school development. Over the course of last 1 year, the school leaders in the 15 SIP schools have been spending more time in academic duties, the traditional administrative duties. The major part of ISLI support and Academic Coordinator support is to bring back the focus in academics and equip the SLs with required skills to become stronger instructional leaders. To this end the ACs are very actively engaging in the topics of school vision, instructional leadership, coaching and mentoring.

PMC Budgeting

Multiple basic requirements for the SIP project, such as social worker hiring and salaries as well as printing of books has been delayed due to administrative processes. This is a clear indicator of an area that the SIP team needs to work is understanding and shaping PMC education budgets to ensure that milestones are reached on-time. The team is closely working with the PMC leadership to solve the teething issues in this regard.
Plans for Nov 2017 - May 2018

Value Based Assemblies

In order to provide students a holistic learning experience, the Academic Coordinators will be working closely with all of our schools to drive value based assemblies with teachers in students. This will involve closely planning the Assemblies with the Teachers & School Leaders and leading them in the first few months to get the rigour going.

Student Leadership & Voice

Student leadership and voice will be a big priority of the project in the next six months. This will be done by strengthening the Meena Raju Manch in schools. This student body is mandated to lead equity initiatives in schools and communities, and the plan is to expand their scope to other student led initiatives. An example of that would be student lead showcases (Sneha Sammelans) in schools.

Teacher Motivation & Culture

Not surprisingly, the team has realised over the past six months that teacher motivation is one of the biggest factors affecting teacher performance and therefore student learnings. This has been an area of improvement for the project and will be a priority for the next six months. The team has already begun work on this via the ‘Kautuk Katto’ structure and will be accelerating inputs on the same using mediums like teacher sharing circles and newsletters to share best practices over the coming months.

School Staff Visions

In order to bring sustainable change in teacher practices and mindsets, the team will be embarking on a rigorous visioning exercise for all 220 school staff across the 15 SIP schools. The aim is to align each and every one of the school staff members around student achievement and create a culture of continuous improvement and learning in schools.
**Academic Partnerships:**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Training Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANJALI GOKHALE AND VIDYA GHUGARI</td>
<td>6 days of training 150 classroom visits by Balwadi Sahyogis</td>
</tr>
<tr>
<td>ISLI</td>
<td>2 days of training 19 4 hour school visits</td>
</tr>
<tr>
<td>Quality Education Support Trust (QUEST)</td>
<td>12 days of training (72 hours) 92 school visits by QUEST on-ground team</td>
</tr>
<tr>
<td>ग्रामसंगठन</td>
<td></td>
</tr>
<tr>
<td>Pratham</td>
<td>2 days of training</td>
</tr>
<tr>
<td>CENTRE FOR LEARNING RESOURCES</td>
<td>2 days of training Teachers using tech based audio-visual material 3 times a week</td>
</tr>
<tr>
<td>AKANKSHA</td>
<td>2 days of training 1108 home visits by Social workers</td>
</tr>
</tbody>
</table>
Our Partners

Quality Education Support Trust
On mission of Quality Education for Every Individual

Pune City Connect
Aspire. Achieve. Be the Change.

IMRB international

Pratham
Every child in school and learning well

Centre for Learning Resources

CompuCom

Teach For India

PCC MODEL SCHOOL PROJECT