SIP EoY Report

2017-2018

June 2018 | Pune

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EXECUTIVE SUMMARY

The School Improvement Project (SIP) started in the AY 2016-17. In the first academic year (Year 0), the focus was to get the basic requirements like, extended school timings, introducing level based student support programs and improving school - community interface. The focus was also on improving student attendance and enrollment and on getting teacher readiness to attend monthly trainings and getting periodic classroom support.

In the academic year 2017-18 (Year 1), the focus was to test our project hypotheses, to consolidate our learnings from Year 0 and to provide support to schools with a greater depth through academic coordinators (ACs) and partner support in transforming the school systems. With three additional ACs joining the team, the AC to school ratio was 1:3. This enabled the AC to provide periodic support to the school, integrate the partner inputs and problem solve issues faced on the field.

This report captures the highlights of the year, the changes seen and the activities conducted for each of the goals set by the team. The report also shares the list of activities conducted by our partner organizations, the focus of the training workshops and the list of activities conducted by the ACs. The report also provides our analysis of the focussed group discussions conducted with the teachers and HMs of randomly selected SIP schools. In addition to the qualitative assessment of the School Improvement Project, this year a rigorous student level testing was conducted by the Quality Education & Support Trust. The student assessment data and the test analysis have also been presented in this report.

Overall, there has been significant improvement in the student outcomes for grades 1 to 5.
This year has seen a lot of traction on various fronts both in the classroom and at the school level. The Acs have worked closely with the school leaders to strengthen the school structures like the morning assembly, school walkthroughs, staffroom meetings, observation and debrief cycles with the teachers, strengthening of student council (Meena Raju Manch). ACs have also conducted vision workshops with the whole school staff. The partner trainings and classroom support have helped the teachers to improve their classroom practices. The officers in the education department have extended their support to address school level issues. The feedback received from the system has been very encouraging.

The SIP Schools have also shown a year -on-year improvement of around 12% in student enrollment and around 14.6% in the student attendance. This has been a significant jump especially considering the year on year dip that PMC schools have witnessed across both the parameters in the recent years.

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INTRODUCTION

Setting the Stage

In Year 0, the team focussed on getting the preconditions for the project sorted, like extended school timings, social worker recruitment, etc. This academic year the focus was more around consolidation and generating the momentum to drive school level changes. With this goal in mind, 3 additional academic coordinators (ACs) along with the existing 2 ACs were placed in the SIP schools. Each AC was allotted 3 SIP schools. This has helped to drive a lot of changes at the school level. The same has been presented in this report under the activities done by Academic Coordinators.

Project Goals + Workstreams

The vision of the School Improvement Project has been to demonstrate a replicable and a sustainable model of schools with better teaching-learning practices, higher student outcomes and increased student engagement by driving system capacity building and collective action.

Following axis of intervention were decided by the team for the past academic year:
- Provide increased technical support to schools via partners
- Provide increased support to schools via academic coordinators to strengthen: Headmaster support, Student councils, school culture, school structures and teacher motivation.
- Create and follow processes for monitoring and tracking the progress of intervention programmes.
- Create proof points and increase investment to aid in scaling of specific interventions of the SIP Program

While the support to teachers and Headmasters was present in the last academic year, this year the push has been to follow processes for monitoring and tracking to ensure that school level and classroom level issues are addressed. The ACs have played a central role in aligning partner inputs and addressing implementation bottlenecks along with the partners. In addition to this the ACs have focussed on strengthening the student councils through the Meena Raju Manch.

HIGHLIGHTS 2017-18

SIP Trainings and Support:

a. **Monthly teacher trainings and support:** For the technical training of the teachers in SIP schools, we have partnerships with different organisations who have shown expertise in the required areas. The trainings were simultaneously held for pre-primary (Balwadi), grades 1 to 5 and grades 6 to 8 by Anjali Gokhale and Vidya Ghugari (Balwadi intervention consultants), Quest and Grammangal respectively. In this academic year a total of 13 days of technical training was received by each teacher. Teachers were provided intensive in- classroom support directly by partners for grade 1 to 8 teachers and through the Balwadi Sahyogis (teacher mentors) for the Balwadi teachers.

b. **School leadership trainings and support:** The SIP school leaders (HMs) were coached and mentored by India School Leadership Institute (ISLI) in year 0. This year as part of the ISLI fellowship model, the support continued albeit with fewer touch-points. The Academic Coordinators (Acs) thus increased their support to the HMs This year the HMs worked majorly on implementing the School Improvement Development Plan (SIDP) and Action Research projects with their teachers. The school leaders have shown growth in terms of the skills they have gained in the course of two years and have become independent enough to use them as per their requirements in their respective school.

Student Showcase:

This year all the 15 SIP schools organized a student showcase in the months of March- April 2018. This was the first time since we started the project that students got an opportunity to present what all they had learnt throughout the academic year. For the showcase: parents, education department officers, corporators and SIP NGO partners were invited. All of them were highly impressed with the confidence and learning the students displayed. It was specially very encouraging for the parents to be able to see the progress of their children. The students were asked questions on their presentations which also pushed the rigour for students themselves. This event was a huge success across all 15 schools, both teachers and the HMs were extremely motivated and felt encouraged by the response that they received from the observers and their students post showcase. The education officers and the school staff mentioned that they would like to do it again next year. This showcase also helped in driving awareness among parents about the school's performance which potentially will have a positive impact on the enrollment in the upcoming academic year.

Building collaboration and Teacher Motivation:

In order to increase staff motivation and enable discussions where mindsets could potentially shift, the Academic coordinators planned a couple of in-school workshops (during the months of August-September 2017) and a whole school staff vision workshop at the end of the academic year (in the month of Feb 2018). In the in-school workshop, the Academic Coordinators focussed on bringing in the sense of possibility in teachers towards even their most struggling students. The school staff ended up sharing beautiful stories about their own experience and journey in how they made a difference in the lives of their students and vice versa. The teachers and HM were very touched by the appreciation notes that they received from their students. Another major initiative that was taken along with this was to buddy-up the schools and provide them an opportunity to collaborate with each other on challenges they are facing or for new ideas. They were also given opportunity to write appreciation notes to each other which made them engage more closely with each other at least during the SIP trainings.

Important Outcomes/Changes Witnessed

1. **Teaching learning practices:** Classrooms from *Balwadi* to grade 5 have undergone a visible shift in their teaching learning practices.
   a. The *Balwadi* classrooms especially can be seen with specific structures and well paced activities for children which are preparing them for school readiness. The classrooms are highly resource rich with low cost and easily accessible materials collected by the teachers and sevikas.
   b. With respect to grades 1 to 5, the teachers have now become very comfortable and confident in level based teaching. Teacher's classrooms were now filled up with teacher material, walls were filled up with childrens' writings and art and craft work. Groups were formed daily on stipulated time. Students were allotted work. Teachers were habituated of completing planned teaching tasks in allotted time period. The teachers have seen growth in the student learning outcomes and this has motivated them.
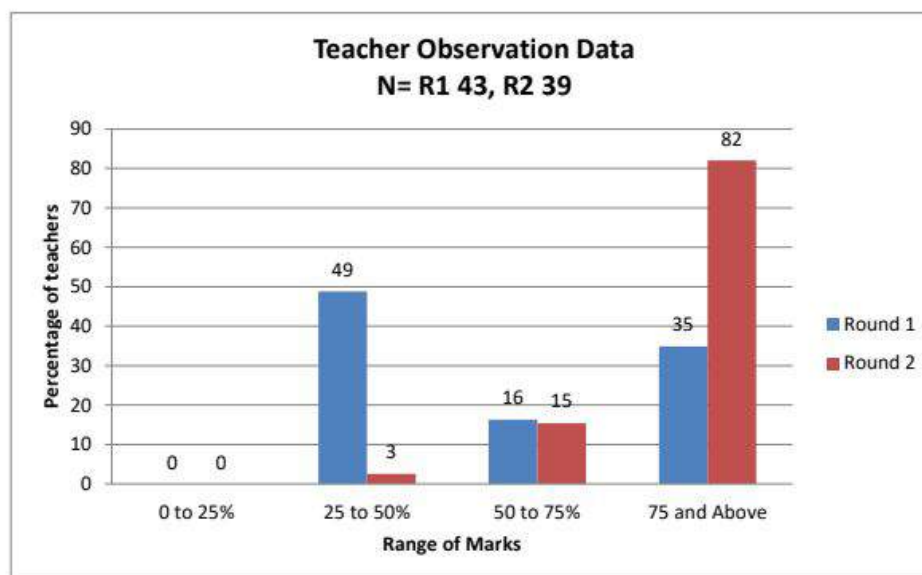
Graph 1: Marks scored in the saksham teacher observation checklist by teachers as per observations by QUEST mentors.

2. **Student leadership (MRM) and student voice**: Student leadership and student voice (a platform for students to express their opinions freely) was a major area of focus this year. *Meena Raju Manch (MRM)* is a government mandate, under which each school is required to have a student council with equal number of boys and girls (for a co-education school). Each SIP school, with the help of the AC have set up a functional MRM with 14-16 members. Each MRM, through a series of group discussions with the AC and teacher in-charge, came up with a series of goals for the year. Some of these included school cleanliness routines, effective morning assemblies and Zero Mid-Day Meal Wastage . The MRM of Bhausaheb Appa Jadhav School (23G) Urdu Medium also drove Design for Change (DFC) projects (DFC is a global movement that cultivates the 'I Can' mindset in every child) in their school for which their design was selected among "Top 100" in India. Three of the SIP schools also participated in the Kids Education Revolution (KER) (a platform to drive student leadership) The MRM worked strongly towards their goals and tracked their progress, while participating in SMC meetings as well. At the end of the year, all 15 MRMs organised an EOY Student Showcase in their schools where they exhibited their academic practices and achievements from the year.

3. **Student Learning Outcomes:** Students in grades 3-5 have shown a good improvement in both Language and Mathematics. Improvement in language is more than that of Mathematics. Excluding the excellent performance of grade 1 students on basic areas in Language, other information says that students are improving at a slower pace. Though all 13 schools are model schools, situation at each of these schools was not same and the results vary a lot. In al schools, a vast majority of students have moved up a level in both Language and Maths.
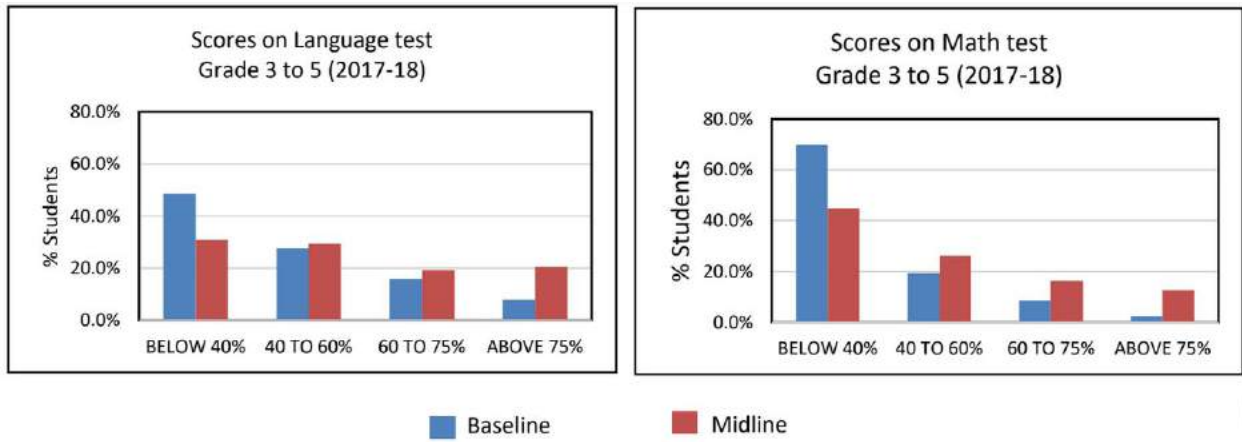
Graph 2: QUEST's Saksham program baseline and end of year test results
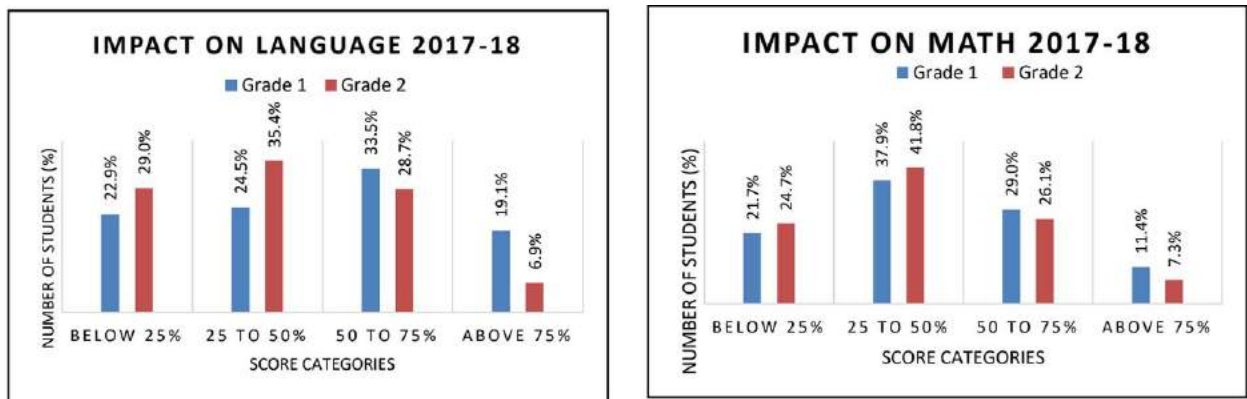
Graph 3: QUEST's Ank and Lipi End of Year scores

Major Pivots for the Project

1. **Social Worker:**
   The Social workers in the SIP schools were hired on a 6 month contract basis and they were responsible for supporting the HMs in community engagement via community visits, SMC meetings and parent-teacher meetings. After the contract expired, the contract did not get renewed and the responsibility of supporting HMs on PTM and SMC meetings was taken on by the ACs from November 2017 onwards.

2. **Focus on investment of unions and officers:**
   Few SIP teachers wrote a letter to PMC express their discontentment on increased school timings of SIP schools. On talking to teachers at a school level, two pain points were identified which could have aggravated the feeling of discontentment. One was the lack of appreciation from the officers and others who were higher in the hierarchy and the lack of platforms for teachers to share their opinions freely. The work with investing officers became a point of focus with multiple co-visits with the officers in schools and regularly pushing them to observe and appreciate the good work.

3. **Involvement of corporators in schools:**
   The role of corporators in school development was seen in 39G and 162B, where major infrastructure and tangible resources were provided by the local corporators. Corporator investment was thus kept as one of the focus areas. Corporators were regularly kept in touch with and were invited for events in school such as student showcase and annual day.

4. **Increasing the number of ACs**
   After last year, it was felt that the number of ACs must be increased to provide increased touch points and bring more rigor and increase depth of implementation. Also, a need was felt to bring in more rigor to strengthen school culture, student councils and school management committees Hence, 3 additional ACs were hired at the beginning of the academic year.

GOAL 1 : Increased support to schools via partners

In this year of the SIP project one of the main focus was the technical capacity building of the teacher and the School Leaders. We did this with the help of partners who are experts in this area. We had ISLI working on the School Leaders' capacity building, QUEST for grade 1 to 5 Marathi and Maths, Gram Mangal for grade 6 to 8, Consultants Anjali Ghokhale and Vidya Ghugari for Balwadi (LKg, UKg). In the past year the partner support was more focused towards aligning the trainings and on ground support.

Associated Activities

Monthly teacher trainings

SIP trainings were conducted every month for two days for Balwadi to Grade 8 teachers. The trainings were conducted in smaller grade level groups by the respective partners. One of the key driving factors was also the PMC Project Lead, Mrs. Manorama Aware, who focussed on punctuality and tried to solve problems and challenges of the teachers by creating open spaces to interact with them. A total of 13 days of SIP trainings were conducted for each teacher by the partner organisations. This year the collaboration between LFE, PMC and Partners was more evident at the training center. In each of the grade level groups a more positive collaborative culture was visible.
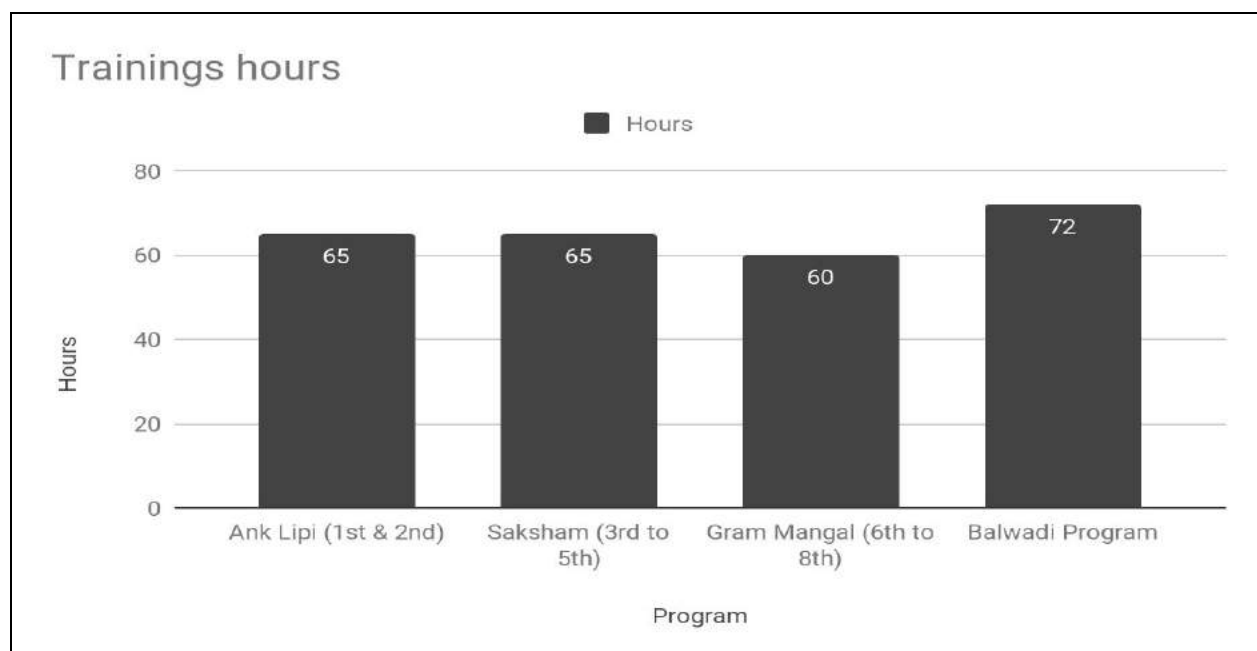
Graph 4: Total hours of training taken for each intervention in this academic year.

Photo 1: Different activities during the SIP monthly training.

In-school support and resources provided by partners

In this year the in-school support by partners was much more structured and frequent by all the partners.

Gram Mangal: Based on the feedback from Grade 6-Grade 8 teachers, this year Grammangal also started the in-school support. This was much appreciated by the teachers.

Balwadi Sahyogis: Balwadi Sahyogis also provided in-school coaching and mentoring support to the teachers. Each of the five Balwadi Sahyogis had around 5-7 classrooms to mentor.

QUEST: QUEST mentors started using a new classroom observation checklist for Saksham teachers. This helped them track and support the teachers in different aspects of the Saksham program.

Centre for Learning Resources: CLR mentors conduct periodic visits in select schools to support the implementation of the 'Let's Read and Write English' (LRWE) Digital Program for grade 3 to 5. CLR provided a LRWE DVD to all the grade 3 to 5 teachers. This program helped the kids to improve their English reading and writing skills.

The visits by Balwadi Sahyogis, QUEST mentors and Grammangal mentors were planned monthly in coordination with ACs. There were more co-visits with ACs which helped build stronger alignment and in-school problem solving. Along with the training, the teachers were provided with some teaching-learning materials as per the content. The material was highly appreciated by the teachers and it helped them make learning more fun for the students.
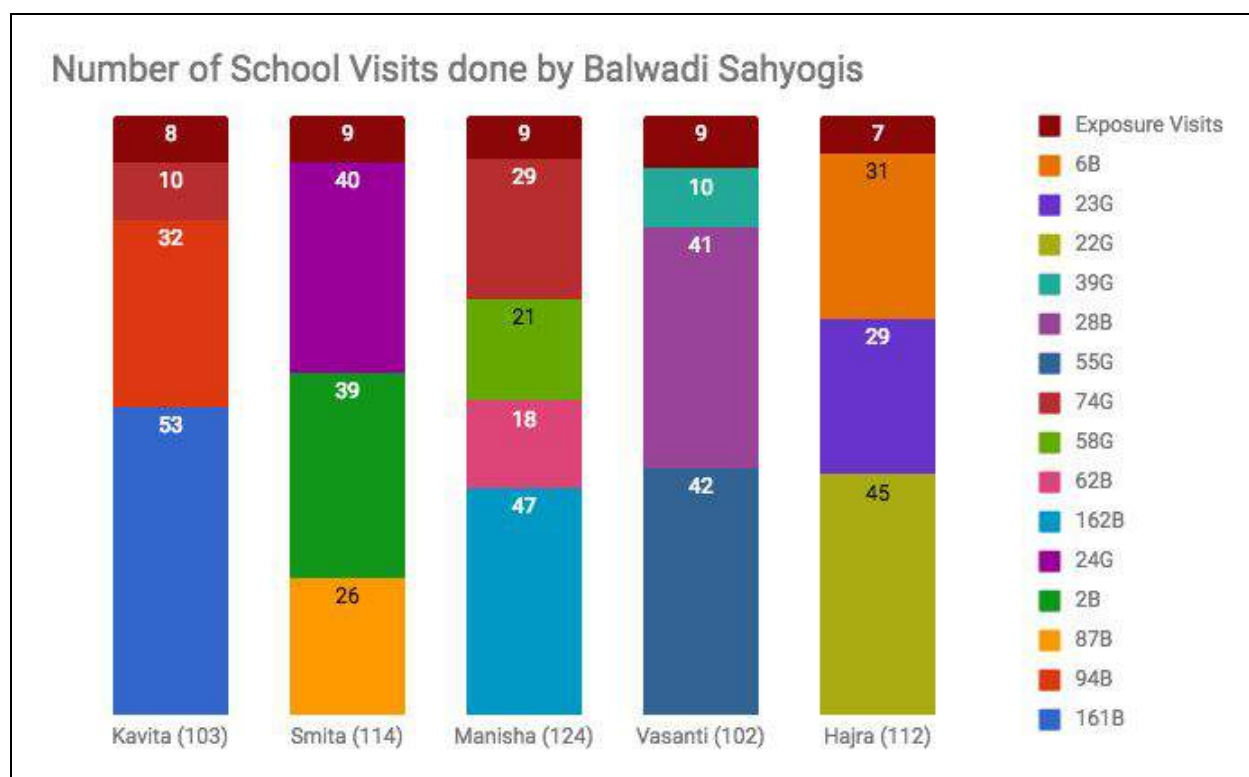
Graph 5: Number of school visits by Balwadi Sahyogis in this academic year.
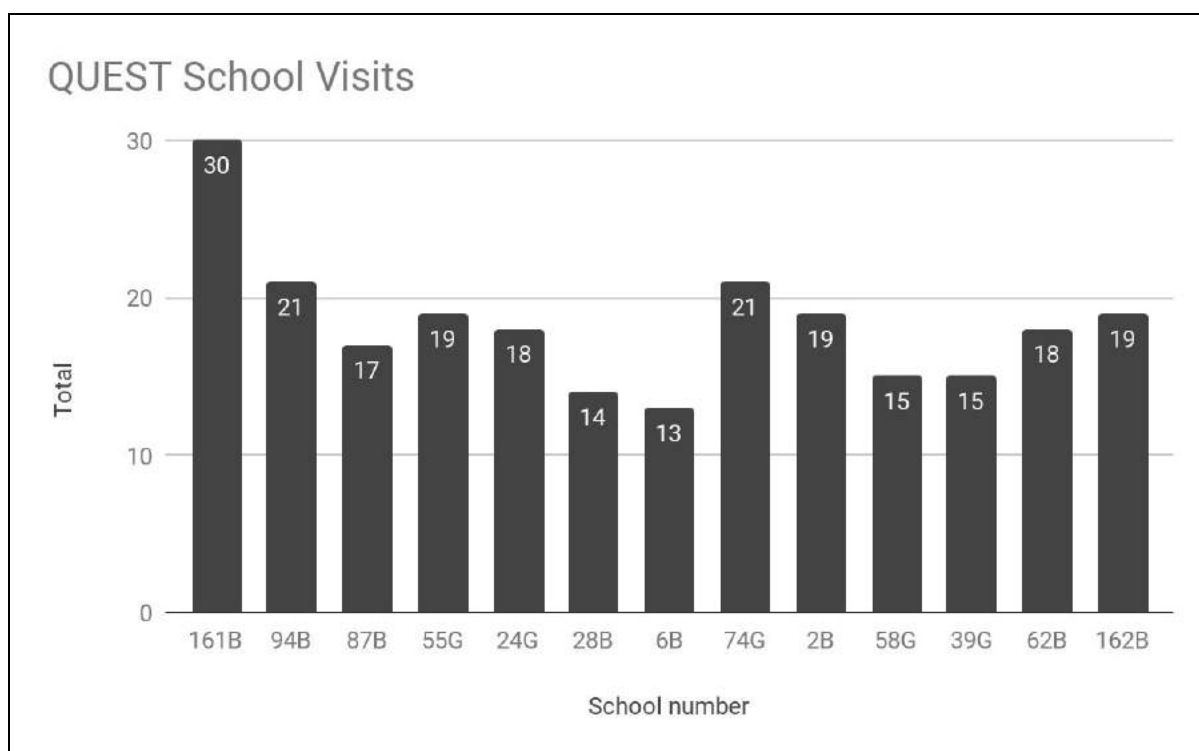
Graph 6: Number of visits in each SIP school by QUEST mentors.

Exposure visit

This year an exposure visit was organized for grade 3 to 5 teachers to the QUEST implementation site at Sonale village in Palghar district. This visit was facilitated by QUEST as they have few schools there, using the Saksham program. In the 3-day exposure visit, the teachers could see the activities for Mathematics, Language and Library with children from grade 1 to 7. In Balbhavan of Dadhare, along with the physical set up, teachers also attended few demo lessons of Mathematics and Language. They observed how multi-grade, multi-level teaching happens. They also saw how material in the class can be organised and managed by children themselves. During the visit, the team of teachers talked to Mr. Nilesh Nimkar about the rigour and skills one needs to put in for required quality of education.
The impact of this exposure visit was seen directly in the classes with some teachers implementing many things that they saw at QUEST's center.

Photo 2: Grade 3 to grade 5 teachers during the exposure visit to Sonale village in Palghar district

Exposure visit for School Leaders (HMs):
An exposure visit for all the 15 school leaders from SIP school was planned to Aksharnandan school. Aksharnandan is one of the high-performing Marathi medium schools in Pune. The focus of the visit was to understand the core values of the school, efficient structures in school (Assembly, Student Council, Staff meeting, Parents meeting, etc) and the role of School leader in creating better school culture. The visit was facilitated by ISLI. The HMs observed the different structures, classroom teaching and had a panel discussion with student council and the leadership team at the school. Being able to observe these structures, the HMss were able to understand them in detail and think about their implementation in their own school. The HMs said that this visit was a great learning experience for them and they would like to share it with their staff and try and implement some of the learnings.

New intervention (Nalanda Project)

In this academic year we partnered with 'Motivation For Excellence' to start a technology based learning intervention. We started this intervention in January 2018 in 5 SIP schools as a pilot. Each school got 40 tablets, 1 laptop and a charging unit. The teachers were trained to use Kolibri software and integrate its use in their Math lessons. The ACs conducted demo lessons and did co-teaching in the beginning to support the teachers.
Around 3-4 lessons were implemented in each school this academic year. The students enjoyed solving maths question on the tablet and were very eager and excited for the tablet lessons. However, the teachers were a bit hesitant to use the technology on their own. Few more lessons in the presence of ACs will help the teachers be more confident.

Photo 3: Students of grade 6 from 94B school using the Nalanda tablets to practice Math.

Outputs

Support Provided To Teachers:

The teacher trainings conducted by partners were continuous and very rigorous this year. At least 13 days of training was received by each teacher. In addition to this, there was a continuous in-school support by the parter mentors. This helped the teachers learn a lot of things and practice them in their classroom. The teachers started using the new resources and techniques they got from partners. The teaching learning process in each classroom was improving. This was very much evident in the daily classroom observation by academic coordinators and partners. The external stakeholders visiting the school also could see the change.

1. Balwadi classrooms have shown positive change in terms of both classroom organization and teacher practices.
2. The teachers from grades 3 to 5, coached by QUEST, have shown a big mindset shift in terms of collaborating to improve themselves.
3. The teachers from grades 6 to 8, coached and mentored by Grammangal, have started using more activities and resources for better conceptual understanding of students.

Inputs

The major inputs for increasing the technical support to schools are already stated in the key activities. Since partnerships were already in place from last year the key input was to operationally plan the trainings and in-school support. Following are the inputs by LFE team towards increasing technical support to schools:

1) Planning the training calendar with partners.
2) Getting permission for trainings from Pune Municipal Corporation.
3) Operations of the monthly trainings
4) Coordinating officers visit to monthly trainings
5) Co-planning in-school support with partners
6) On ground problem solving and coordination with partner mentors
7) Supporting the Nalanda team with translation of Math content to Marathi
8) Coordinating the deployment of Nalanda Program hardware to schools

Key Learnings

**Training and classroom support must go hand in hand:**
One of the key learning of this year was the rapid change seen due to better alignment between trainings and in-classroom support. In the end of last year FGD, teachers gave a high rating to in-classroom support and for interventions with no in-classroom support, it was demanded by the teachers. This year Grammangal also had an in-classroom coaching and mentoring team. As a result more changes were visible in the classroom. During most school visits, just after the training, it was seen that the teachers were eager to implement new practices and get feedback from the mentors. Post the classroom observation, debrief with mentors helped the teachers understand more about themselves. The mentors also gave demos to help teachers. The teachers and mentors, together decided the topics on which they would like help in the next trainings. Thus, the trainings and in-classroom support were well-aligned and hence, proved to be crucial for improving teaching practices.

Teacher and students' response towards technology
A new intervention in the SIP schools this year was a tablet-based learning system created by Nalanda Project. We began the implementation of this program in 6th grade of 5 SIP schools, in Jan 2018. Firstly, the teachers were trained on the use of technology and blended learning pedagogy. It seemed that the teachers were a bit hesitant to use the technology. They were also concerned about the safety of tablets during the lesson. The teachers however, liked the content in this program and they were sure that it will help increase the student engagement in the classroom. As the lessons started, it was clear that students liked technology and they were very much engaged in it. The excitement to use the technology was really high. The students were engaged for longer time and worked independently to solve problems. Students were always eager to have more tablet classes. This shows that integration of technology in classroom can prove to be of great use for higher student engagement and learning.

GOAL 2 : Increased support to schools via ACs

The support of ACs was focused around overall school development by working on school culture and effective structures. Some examples being 'Meena Raju Manch' to focus on student leadership and vision-workshop and vision-conversations to drive a personal vision for teachers. ACs' focus was largely around supporting the HMs in school and helping them to manage schools effectively, work with teachers and drive the school culture.
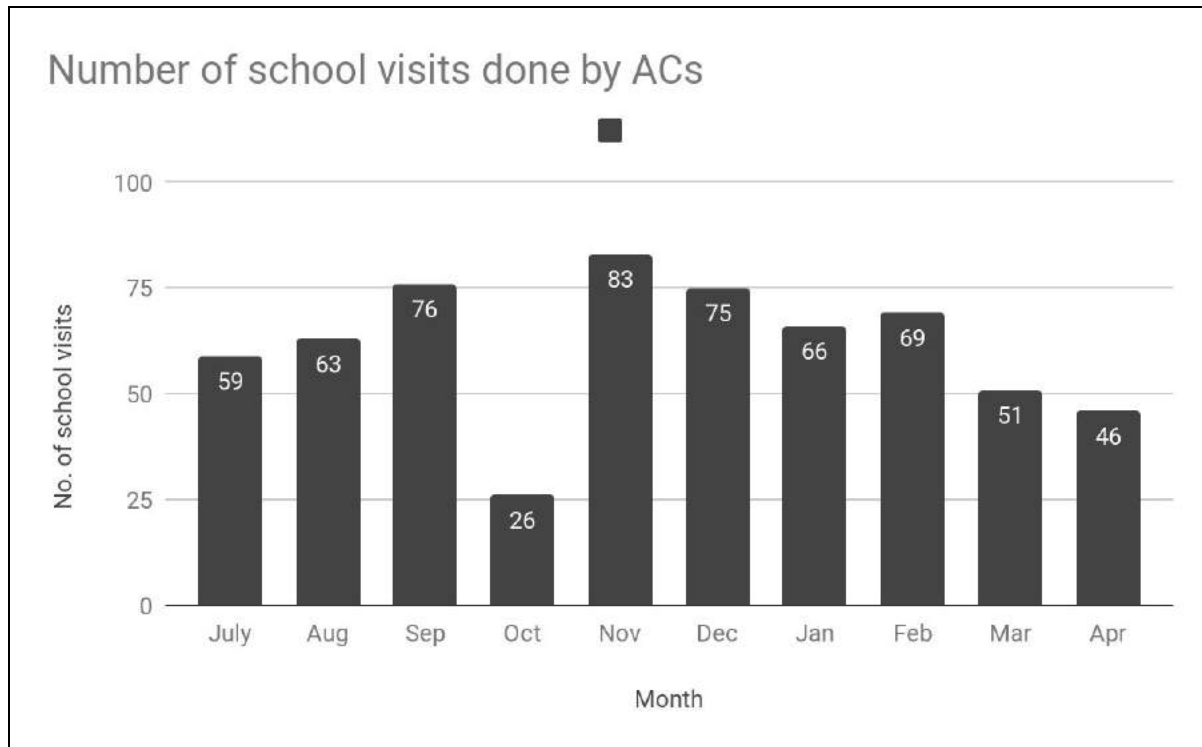
Graph 7: Number of school visits in each month by Academic Coordinators.

Associated Activities

Teacher Support-Observation Debrief Cycles

- Observation Debrief Cycle was a structure set by the Academic Coordinators to provide in classroom support to teachers. ACs provided more qualitative support such as behaviour management, student participation and classroom engagement. The Observation Debrief Cycle (ODC) happened once every 2-3 weeks for each teacher (depending on number of teachers in school) to highlight teacher's work and to give them constructive feedback. In year 2017-18, the ACs conducted 376 ODCs. The ODCs helped the teachers to get support, not only on pedagogy, but also on other aspects such as understanding the needs of all the children, giving need based support and coordinating with parents.
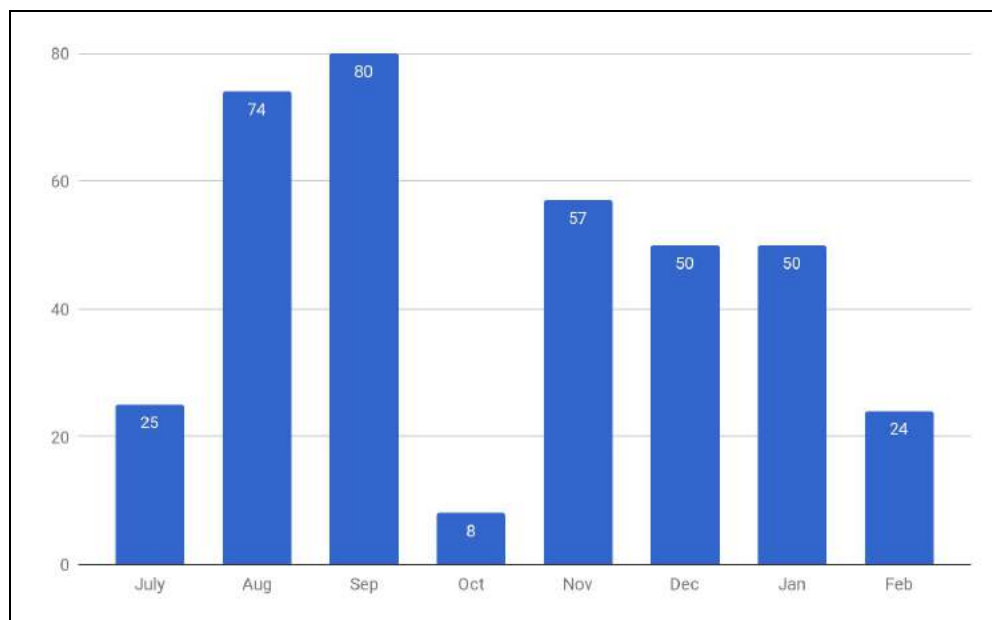
Graph 8: Number of classroom observations and debriefs by academic coordinators in each month.

Student Council-Meena Raju Manch

- The ACs observed that throughout the year, there were very few platforms where student voice and leadership was being addressed. In order to remedy the same, the ACs and the HMs thought to implement an existing structure mandated by the government i.e. Meena Raju Manch. Over the year, the ACs, with the help of HMs and teachers, established Meena Raju Manch in all 15 SIP Schools, which then worked on various areas such as school discipline, morning assembly and cleanliness in school campus.

Photo 4: Daily trackers used by student council members of 94B school to drive discipline and cleanliness in their school.

HM Support

- Providing proximate support to the HMs was a core component of ACs' work. The ACs supported the HMs in school for implementing basic structures and processes, based on training provided by ISLI. Structures such as school walkthroughs, which helped increase staff accountability regarding cleanliness and discipline, were put in place. Co-observation of lessons with ACs, to encourage peer learning among teachers and HMs was started. The HMs gave feedback to teachers to help them improve their teaching-learning practices in the classroom. The Acs supported the HMs to strengthen the the School Management Committee (SMC) and to improve community engagement. These structures helped the HMs set high expectations with school staff, as well as improve their own skill set.
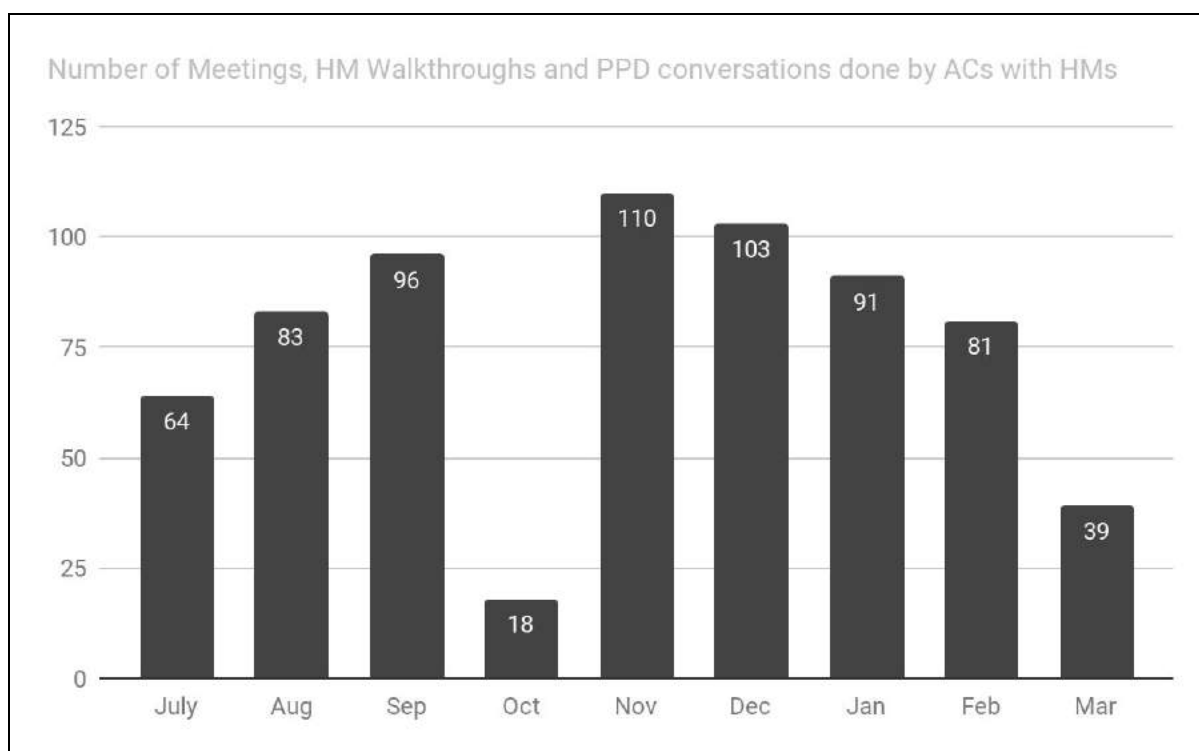
Graph 9: Number of staff meetings, school walkthrough and PPD conversations by ACs in each month.

Vision Workshop and Vision Conversations

- As a part of building better culture and motivating teachers, the ACs hypothesised that a major lack in motivation in teachers came from not having a goal for their classroom and for themselves. All the ACs planned for Vision Workshop, which was followed by Personal Vision Conversations with teachers. The Vision Workshop was conducted for all staff members for all SIP Schools including the support staff. Close to 85% staff attended the workshop and discussed their personal principles and how they impacted both their personal and professional self. The Vision Conversations were focused around creating a vision for their classrooms based on their personal values. The next steps for ACs will be to hold teachers accountable by taking regular follow ups.

Photo 5: Whole school staff vision workshop.

Outputs

1. Staff Meetings

Staff Meetings were conducted by ACs to drive initiatives such as Student Council, Value Based Assembly and Student Showcase in the SIP Schools. A total of 129 staff meetings were held by ACs throughout the year.

2. Vision Statements

The Vision Conversations held by ACs resulted in 62 teachers forming a vision statement for their classroom. The vision conversations focused not only on children's needs but also on the teachers' strength and how can they leverage the same for their classroom.

Inputs

As mentioned in the key activities, following were the inputs given by ACs:

1. Classroom observations and debriefs with teachers.
2. School Walkthroughs with HMs.
3. Personal and Professional Development Conversations with HMs.
4. In-school Workshops for all teachers.
5. Vision Workshop for the whole SIP Staff.
6. Vision setting conversations with teachers.
7. Inputs for planning and setting expectations for student showcase.

Key Learnings

- **Proximate support of ACs is required to drive depth and rigour**:

 The SIP Schools rated the support of ACs 3.2 out of 4 in the End of Year Focus Group Discussion (*see below)*. They gave specific evidences of how AC's support helped them to push themselves to achieve rigorous goals. Specific inputs, especially in ODCs, helped the teachers to implement training inputs in their context. The ACs also worked closely with the partners in schools, which helped the organisation understand and evaluate the impact of training programs in school. This helped in getting continuous feedback for training programs.
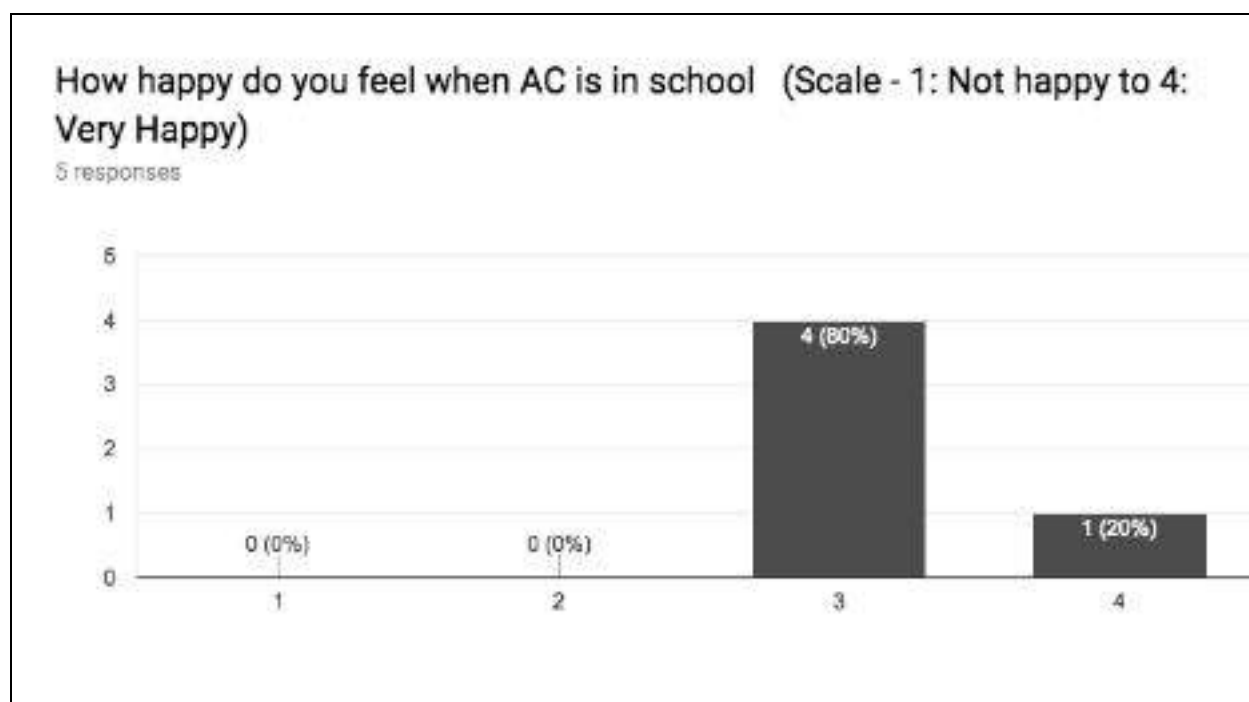
Graph 10: Rating given by teachers as to how they feel when ACs are in the school.

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- **Importance of collective action in driving change:**

Structures such as Value Based Assembly and Student Council proved to reach the expected rigour in 50% of the schools. This happened due to the misalignment between the school and ACs, with regards to the expectations of such structures. The school teachers and HMs had a very different understanding of what was expected out of these structures than the ACs. The key learning therefore is to set common expectations with all the stakeholders involved to drive change.

- **Importance of independent thinking in students of SIP Schools:**

While planning for Student Council, one of the major part was to maximise student participation. The ACs found it very difficult to push children to take their own decisions and lead initiatives in school. This made all the ACs aware of the importance of having a strong student voice in school as well as developing independent thinking among students.

GOAL 3 : Creating and following processes for monitoring and tracking the progress of intervention programmes.

Monitoring and tracking of interventions include setting up structures and using tools to measure progress against the set indicators at input, output and outcome stage. Following were the structures and tools used for assessing input-output of various interventions

Intervention	M & E strategy			
Ank-Lipi	EOY student assessment	Class Observation	Focus Group Discussion (FGD)	
Saksham	BOY student assessment	MY & EOY student assessment	Class Observation	FGD
Balwadi	Class Observation	FGD		
Grammangal	Class Observation	FGD		
CLR	Pre-Test	Post-Test	Class Observation	
ISLI	School Improvement & Development Plan (SIDP)	Action Research Project (ARPs) completed	Workshop Attendance	
Academic Coordinators	Monthly team review	Monthly Check-ins	Input tracker	FGD
Nalanda	Weekly summary form	Class Observation		

Two interventions exclusively for the Urdu Medium schools were:
    a.   STEP Urdu Program - Level based learning programme for Urdu language
    b.   Pratham (*Aao Padhana Likhna Seekh*e)

Associated Activities

Student Data Collection

● The student achievement data tells us the output of the project and the extent of direct, measurable impact of the interventions. It aims to capture the academic and direct impact of the interventions. The data was collected through the year, by the partners and the teacher

Photo 6: Student tracker of grade 2 of 74G school.

Teacher Data Collection

● The teacher input data was collected to understand the effectiveness of the teacher in providing the inputs to the students. The data collected provided quantitative (number of classes conducted, number of lessons finished) and qualitative (quality of teaching, understanding of the content to be taught, efficacy of the pedagogy) measures of teacher inputs. The teacher data was collected using classroom observations and focused group discussions.

HM Data Collection

- The HM data was collected in form of deliverables from the HM, HM check-ins with intervention partner (ISLI) and HM check-ins with Academic Coordinator. The deliverables included a School Improvement Developmental Plan, 2 Action Research Projects, Walkthrough forms and Classroom Observation forms. The walkthroughs and classroom observations were self reported and documented by the HMs and regularly supported on, by ISLI and Academic Coordinator.

Academic Coordinator Data Collection

- The Academic Coordinator input-output was tracked using data sheets, KRA Tracking, regular check-in, team check-ins and team reviews. The data sheet was self reported and the KRA tracking was done with the direct manager. The team check-ins and team reviews were done in presence of the Director of Pune City Projects (LFE) in conjugation with the Project Manager (SIP).
- The academic coordinators also participated in 2x2 conversations with their managers to monitor progress and inform further goals and action steps. It also allowed the ACs to be held accountable for the individual and team goals.

Partner Data Collection

- Monthly Partner check-ins were used for tracking the progress of the partner inputs in schools. They were also used for discussing progress of specific teachers and was facilitated by the Director, Pune City Projects (LFE).

Input - Outputs

Data	Interventions	Inputs	Outputs
Teacher Data	Quest (Saksham)	Classroom Observations - These tools were designed and used by Quest-Saksham, Centre for Learning Resources and Grammangal interventions. For the Quest-Ank/Lipi program, the partner on-ground team did the classroom observations and ascertained the progress without any defined documentation. The inputs provided and the assessment of the progress was done in a formative manner. Quest - 239 Visits	The teacher data allowed for targeted inputs in the classroom by the partners and academic coordinators. It also allowed for informing the high and low performing teachers and schools which will allow the organization to inform strategy next year. *Allowed for strategy for Saksham for next year.*
	Quest (Ank-Lipi)		
	GramMangal		
	CLR		The decision to provide lessons around next level of CLR was taken based on this data The number of lessons taught helped us look for and understand the key issues (infrastructure, teacher interest, teacher expertise) in schools which were relatively slow in implementing the program
	CLR	Number of lessons - The data was collected by the CLR's LRWE program. The data was self reported by the teachers and validated by the school HM.	
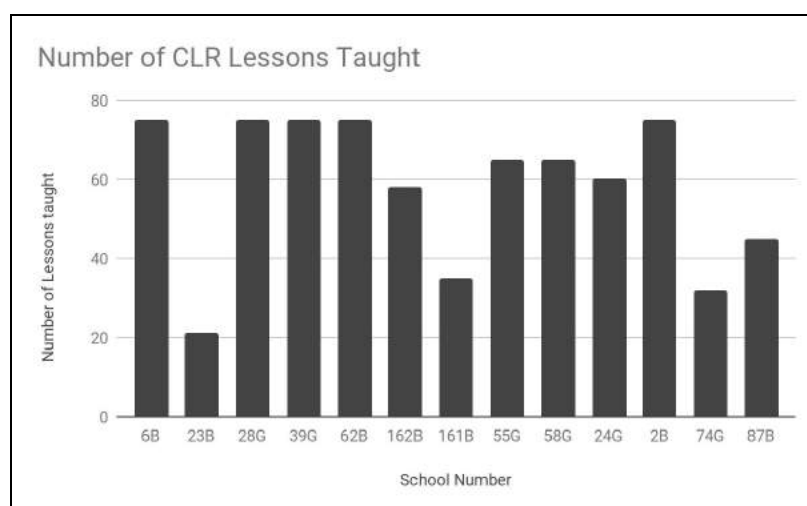
Graph 11: Total number of CLR's LRWE program lessons taught in each SIP school.

Data	Interventions	Inputs	Outputs
Student Data	Quest (Saksham) CLR	The BOY data allowed us to establish a baseline for the students against which they could be compared and their growth measured.	The collection of BOYs and EOYs allowed for measuring the impact of the interventions. The pre-test and post-test analysis of grade 3 English for the CLR LRWE program is shown in below graph.
	Quest (Saksham)	EOY: The EOY data for the Saksham and CLR interventions allowed us measure the quantitative change in the student learning outcomes and ascertain the quality of the intervention.	. What did Quest do with data through the year? It was also decided to give CLR LRWE Level 2 program to grade 4 and 5 next year.
	CLR Quest (Ank/Lipi)		EOY allowed us to inform the inputs that would go for the next year and ascertain the efficacy of each program. Based on the testing in Ank-Lipi, we decided to have a grade specific intervention, rather than remedial (Saksham) for Marathi and Maths for 3rd grade
	Quest (Ank/Lipi)	Student Progress Tracker - The Quest - Ank/Lipi program was tracked using the Student Progress Tracker in individual classrooms. It allowed the teachers to track how much the students had learnt in the year and the where each one of them lie at the end. It also helped ascertain, by comparing to the benchmark, as to how effective a teacher was at providing the inputs.	Visibility of learning was increased and Quest team was able to support the classes in a differentiated manner
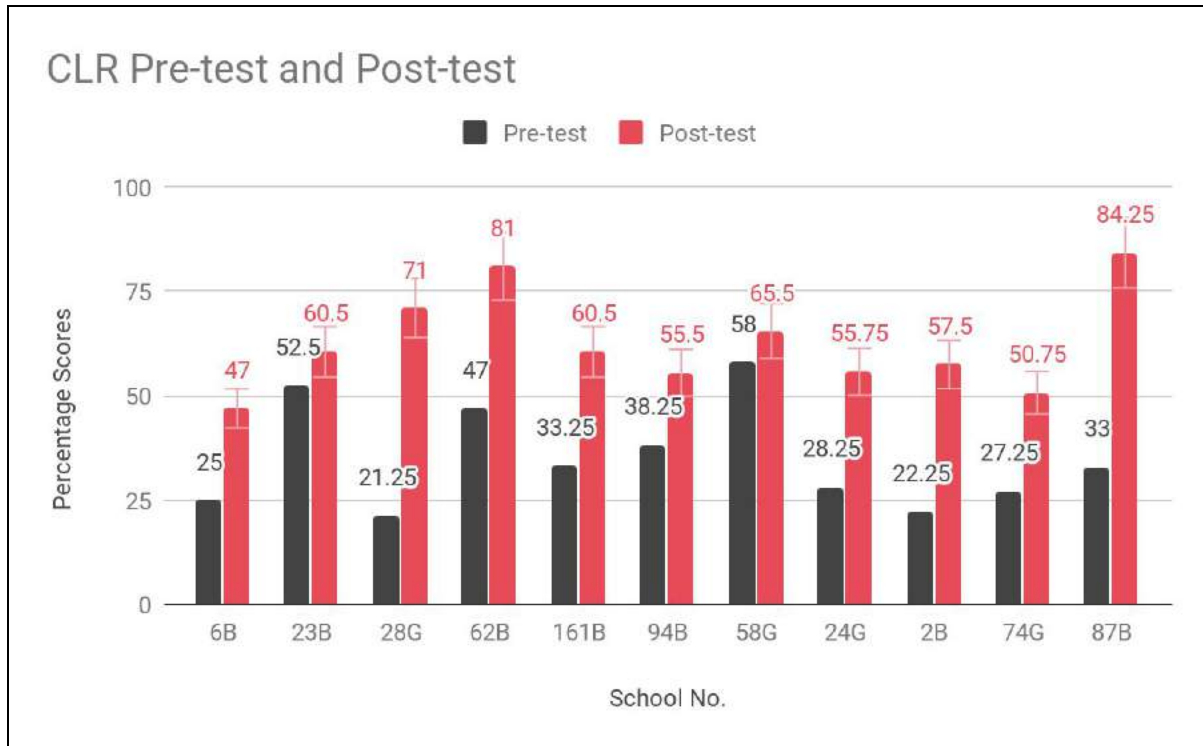
Graph 12: Average percentage score of grade 3 students in the CLR pre and post English test.

Data	Interventions	Inputs	Outputs
HM Data	ISLI	HM - Partner check-ins - The intervention partner (ISLI) did 1-2 HM check-ins every two months. This was done along with Academic Coordinators of the school. The check-in was a space to discuss the progress towards SIDP, ARP, School walkthroughs and classroom observations	The HM Data helped in holding the HMs and schools accountable for the outputs that were expected. The HM data also allowed to build spaces of mutual learning via sharing of ARP reports in clusters. The data allowed to ascertain which HMs were eligible for graduation and the levels of graduation
	AC	HM - AC check-ins - The HM-AC check ins were led by the Academic Coordinators. These allowed the ACs to understand the needs of the school, monitor the progress that the school has made on the goals and determine the support which is needed for the schools to function better	HM check ins allowed the ACs to support the schools in whichever area they needed help with such as community engagement, student leadership and government stakeholder investment.
AC Data	AC	Individual Check Ins (Initially, once every 2 weeks. Subsequently once a month. Then merged with Team check-ins) Team Check Ins (Monthly) Review Meetings (Monthly) Input tracker (Monthly) - SIP Master data sheet	The academic coordinator data informed the time spent by ACs on various activities through the month. The data, during the monthly team reviews, allowed to restructure and define the AC role more clearly, for increased efficiency, over the year. Project KRA setting Personal Professional Development Project Progress Monitoring and course correction - capturing stories of impact post diwali, vision conversations, Escalation - Teacher transfers, Issues are project wide, co-visits to learn from the team,

Data	Interventions	Inputs	Outputs
Partner Data		Focused Group Discussions (FGD) with teachers	The FGDs have helped us to understand how the staff has been feeling about the partners. This will be used to feed in to each partner's strategy next year. This will also help the project evaluate the partners for next year.
		Partner Check-Ins - The monthly check in with partners allowed to continuously monitor and identify areas of support for the specific teachers. It also was a space to celebrate the positive strides which the teachers were making. The check-ins were facilitated by the Director of Pune CIty Projects (LFE).	The partner data helped understand the progress which the different teachers and schools were making. It helped identify areas of support of different schools, and allowed for focused intervention in each of the schools. The sharing between ACs and partners helped in keeping the different partner inputs aligned.
Project Data		Annual FGD with teachers - FGDs were conducted in 5 school at the end of the year	The project's monitoring and evaluation matrix will be modified next year specifically, the FGDs. The general understanding of the project team was that the FGDs were not representative of the schools and the entire year. Therefore, it is advisable to conduct the FGDs periodically and as a census study.

Key Learnings

1. Focussed Group Discussion should be done periodically. This will allow for the capture of opinions from through the year and not just the most recent feeling. It will allow us to see changes through the year, if any.
2. The FGD should be a Census study. The FGDs were not representative owing to small sample size.
3. Lack of monitoring and tracking mechanisms in Urdu have led to not much clarity on the exact effectiveness of the short term interventions in the schools.

lfe LEADERSHIP FOR EQUITY

GOAL 4 : Creating proof points and increasing investment to aid in scaling of specific interventions of the SIP Program

To increase investment of stakeholders such as officers, corporators and parents in the SIP schools, it was important to create proof points of success. Creating proof points helped in scaling of specific interventions and put SIP Program as a strong intervention to increase student learning outcomes in Pune.

Associated Activities

Capturing stories of change

With the continuous and rigorous support provided to the SIP schools and all the stakeholders continuously busy in the work, it was important to make sure that someone is actively capturing the stories of change. Also, in order to share learnings and invest other stakeholders, it was important that these stories are captured. Thus, each AC made sure that they captured the change in all of their schools. Changes in the daily routine of the HM, changes in the mindset of teachers, changes in the ownership by support staff and changes in the overall school culture was visible and captured by ACs. (Captured stories of change are attached in the Appendix)

Student showcase

As mentioned in the report above, there were many interventions running in the SIP schools. There was a major increase in student learning outputs which was visible in the quantitative data. There was still a very less chance that stakeholders, such as parents, would understand and notice this. Therefore, all the 15 SIP schools planned to organise Student Showcase. Student Showcase was a platform where students themselves demonstrated whatever they had learnt through the year. This not only gave the students a chance to participate and boost their confidence, but also gave teachers a sense of accomplishment, when they saw students participating. Almost 100% students participated in the showcase and stakeholders such as corporators, government officers, partners and parents visited the showcases.

Photo 7: Parents, corporators and PMC officers at the Student Showcase.

DFC

Three of our schools this year participated in the Design for Change challenge. One of these schools, 23G Urdu, came in the top 100. This was a great achievement for the students and teachers working on the project. The officers and other schools were also proud of this achievement. The idea of participating was to provide an initial platform and exposure to the students of Meena Raju Manch to learn to analyse, prioritize, problem solve and display leadership skills. The process used by the schools was based on Design Thinking. It was very inspiring to see teachers,with support from the ACs, work really hard and take ownership in facilitating the project. The process get students excited and helped them gain confidence in their abilities to solve problems around them. It also helped teachers come together and work as a team. Not being very tech savvy, they struggled working on the project, but still kept patience and a learning attitude as they worked towards it. The ACs are now trying to ensure that the momentum of such projects continues throughout the year by providing platforms to both students and teachers to learn and grow together.

Photo 8: MRM members of 6B school monitoring the school bus discipline during the DFC project.

Kautuk Katta

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

All our teachers across the 15 Model Schools have shown tremendous growth in the past year. They have worked extremely hard to improve student learning outcomes in all the interventions. However, teachers are always surrounded by multiple problems ranging from dealing with parents to managing students of multiple learning levels in one classroom, this naturally made them feel disappointed and unenthusiastic at times. The ACs recognized this problem and after conducting a meeting on the topic 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.

The overall response for Kautuk Katta has been very positive. The teachers make it a point to appreciate each other. These small yet important gestures have helped teachers to focus on the positives and keep them inspired to work to achieve their vision.

Photo 9: Shout out wall at 28B and 23G school.

Officers investment

Officers are very important stakeholders in the system. They play a huge role in not just driving initiatives but also in motivating teachers and students. Acknowledging the major role of officers, the team decided to specifically work on building relationships with officers and later focus on building their skills. Relationship building was done through various timely visits and scheduling officer's visits to schools. The visits done by officer's led to them acknowledging the work teachers and school staff was putting in and being recognized by officers and authoritative figures in the system motivated teachers to keep continuing the great work. There were 2 Officers' Workshop in this year where one was focussed around highlights of the project and around the important role of officers in their cluster as well as for the State. The second training was around driving activity based science projects and about using Google Forms as the officers had demanded for the same. Apart from these visits and workshops, some activities like giving certificate of appreciation to SIP School teachers were also conducted to motivate the teachers as well as increase officers' investment.

Photo 10: AAO Jayesh Shendkar sir after giving certificates of appreciation to SIP teachers in his cluster. AAO Jayesh Shendkar, DEO Pardeshi and AAO Shivaji Adagle in the officers workshop.

Corporator involvement

The role of corporators in the PMC schools is very crucial. We have seen that the schools with invested corporators are able to problem solve much easily. Even infrastructural challenges are solved quickly. Corporator engagement also increases community engagement and teacher motivation. Even from the point of view of sustainability of the SIP project it was essential that the corporators are invested.
We begin by setting up meetings with the corporators of our schools to update them about the activities going on in the schools. We encouraged them to visit schools more often. As a result the ACs were able to have corporator co-visits in schools in almost all the schools. During the visit the corporators got to understand the SIP project. They could see the improvement and appreciated the school staff. The Corporator visits also helped them understand the challenges in the school and brainstorm in the ways to solve them. Few schools got some infrastructural requirements being fulfilled by the corporators.

Photo 11: Corporator provided water purification system to School No 62B. 4 more classroom construction being done by corporator of 39G school.

Balwadi transformation

The Balwadi initiative in the two years has completely transformed Balwadis in the 15 SIP Schools. The training and on-ground support has been very effective and not only has the overall culture between Balwadi staff changed but there has been a significant increase in parent investment. Acknowledging this change during the second half of the academic year with a view to scale up the Balwadi initiative to the remaining schools shikshan Vibhag planned visits of the Balwadi Teachers of 4 divisions to the SIP school Balwadis. A short module was developed to help the Balwadi sahyogis conduct these visits. The Teachers visiting the Balwadis were briefed regarding what all they should observe during the ECE programme, followed by observation of the day's programme and debriefing on the observation. A list of things to be collected from the environment as TLMs was also provided to them. Nearly 50 teachers visited various Balwadis in the SIP schools.

Photo 12: Morning circle time at balwadi of 94B school.

Outputs

PMC Education department's investment in the project:
This academic year saw a huge increase in the investment in the SIP project by the PMC education department. Some of the actions that showed this were as follows:
1) Aware Ma'am, PMC Model Schools Project incharge has been very active throughout the year. She has made sure that she is attending the SIP trainings and talking to the teachers at regular intervals. She has also made sure that the required paperwork is being done at the right time.
2) Chavan Ma'am, Deputy Education Officer PMC Education department, has also been very active in the project. She has been visiting SIP schools and seeking updates from the team about the progress of the work in the project. She is also trying to share the learnings with other schools. She has created a plan to share the best practices from the balwadi intervention to other schools.
3) Few officers like Jayesh Shendkar - Asst. Administrative Officer, Katraj-Kondwa Cluster, PMC, has also shown huge investment and taken the ownership to solve school level problems, motivate the teachers and share the school successes across Pune.

Annual platform for student learning showcase:
A new structure called the student showcase was executed in all the 15 SIP schools. Almost all the students participated in this event. Parent attendance in these showcases was very high. Almost all the officers, supervisors, corporators and partners attended the showcase. Overall this new practice has been very successful in bringing higher investment and a positive outlook amongst the school staff.

Inputs

In this academic year we saw multiple changes in the practices at school level. Although it was difficult to have concrete proof points of the changes since it was the very beginning of the project, we decided to have few structures in place to keep capturing the same. The idea was also to keep sharing these practices across different stakeholders especially the officers and corporators for their better investment in the project. Following were some of the inputs we gave in order to set up these structures:
1) Annual Student Showcase
2) Kautuk Katta (Shoutout wall for staff in school)
3) Regular capturing of stories of change in the schools by ACs
4) Regular meetings with officers
5) Meetings with corporators
6) Working closely with PMC head of SIP project

Key Learnings

- Importance of creating and maintaining collaborative spaces

The structure of Kautuk Katta was appreciated and very exciting for the school staff. Initially the teachers, ACs and HMs would make it a point to appreciate each other and make everyone feel valued. But slowly the structure no longer remained consistent. This was an important learning as it made the organisation realise the importance of collaborative spaces which increase motivation in teachers but also focused on maintaining and making them consistent.

- Developing a common understanding of evaluating classrooms with the stakeholders

Despite of all the great work going in the SIP schools, stakeholders like officers and corporators often failed to see the success stories. The team realised that this was because there was no shared understanding of the work that was going on because of which these stakeholders evaluated the classrooms on parameters other than the partner specific support. This would leave the teachers confused as to what exactly are they supposed to deliver in the classroom. Learning from this, from the month of November the city project teams would involve officers in their cluster review meetings and from February regular meetings with all the cluster officers was planned every month. This was done to make sure that the officers are on the same page as the school and there is a common understanding of expectations from the SIP Schools.

PEOPLE

Key Stakeholders

श्रीमती शीतल उगले – तेली :

पुणे महानगरपालिका म्हटलं की आपल्या समोर येतात मनपा चे अधिकारी. अनेक अडचणी, अनेक प्रश्न घेऊन लोक दररोज त्यांना भेटायला येत राहतात. सर्वांचीच अशी अपेक्षा असते की त्यांनी आपले प्रश्न सोडवावेत, आपल्याला मदत करावी. बरेचदा अधिकाऱ्यालाही तसेच वाटत असते पण तो कायद्याच्या चौकटीत राहून सर्वांचा विचार करून निर्णय घेत असतो त्यामुळे त्याची निर्णय क्षमता खूपच चांगली आणि जबाबदार असणे आवश्यक असते. अशीच जबरदस्त निर्णय क्षमता घेऊन आपल्या पुणे महानगरपालिकेला लाभलेल्या अतिरिक्त महापालिका आयुक्त आहेत माननीय शीतल उगले – तेली मॅडम. अतिरिक्त आयुक्त म्हणजे पुण्याच्या आयुक्तांना त्यांच्या कामात प्रत्यक्ष मदत करणारा अधिकारी. तसं पाहायला गेलं तर हे अत्यंत महत्वाचं पद आणि म्हणूनच या पदावर भारतीय प्रशासकीय सेवेमाधीलाच अधिकाऱ्याची निवड केली जात असते. आणि या अशा महत्वाच्या पदावर उगले मॅडम मागच्या बऱ्याच दिवसांपासून कार्यरत आहेत.

आणि शिक्षण विभागाच्या सुदैवाने हा विभाग उगले मॅडम यांच्याकडेच आहे. हा विभाग त्यांच्याकडे असण्यामुळे पुणे महानगरपालिकेच्या काही निवडक शाळांमध्ये सुरु असलेला मॉडेल स्कूल प्रकल्प अत्यंत चांगल्या पद्धतीने सुरु आहे. या प्रकल्पासाठी आवश्यक असणारे सर्व स्वातंत्र्य उगले मॅडम यांनी शिक्षण विभागाला दिले आहे आणि त्या स्वतः या प्रकल्पामध्ये अत्यंत हिरीरीने सहभागी होतानाही दिसतात. नियमितपणे सर्व निगडीत लोकांशी संपर्क साधून कामाचा आढावा घेणं हे त्या कधीही विसरत नाहीत. कामाचा प्रचंड व्याप असूनही शिक्षण विभागाकडे त्यांचे बारीक लक्ष असते. मॉडेल स्कूल या उपक्रमाची अंमलबजावणी जरी शिक्षण विभागाचे अधिकारी करत असले तरी त्यांना वेळोवेळी मदत, मार्गदर्शन आणि सहकार्य करण्याची महत्वपूर्ण जबाबदारी मॅडम अतिशय चोखपणे बजावत आहेत.

श्री शिवाजी दौंडकर :

पुणे महानगर पालिकेचे शिक्षण मंडळ ह्या वर्षीपासून महानगरपालिकेचा शिक्षण विभाग म्हणून पुनर्रचीत झाला आहे. शिक्षण मंडळाचा इतिहास पाहता ही पुनर्रचना अतिशय त्रासदायक होऊ शकली असती परंतु , श्री. शिवाजी दौंडकर यांनी ह्या कालावधीत शिक्षण विभागाची जबाबदारी अतिशय उत्कृष्टपणे सांभाळली. त्यांनी हि प्रक्रिया साधी-सरळ ठेवण्यास मदत केली तसेच शिक्षण विभाग त्यांच्या संपूर्ण कार्यक्षमतेने काम करत आहे याची खात्री केली. त्यांच्या निर्णयक्षमतेची अनेकांनी प्रशंसा केली आहे. श्री. दौंडकर विभागातील सर्व अधिकाऱ्यांबरोबर उत्तमरित्या जुळवून घेतात त्याचप्रमाणे सर्व अधिकारीही त्यांच्या मार्गदर्शनाखाली काम करत आहेत. त्यांचा पुणे सिटी कनेक्ट प्रकल्पातील सहभाग सहयोगी दलाच्या यशाची किल्ली आहे.

श्रीमती शुभांगी चव्हाण :

प्रशासकीय अधिकाऱ्यांना त्यांच्या नियोजनानुसार आणि महत्वाकांक्षेनुसार काम करण्यामध्ये मोलाचा वाटा आहे तो म्हणजे उप प्रशासकीय अधिकाऱ्यांचा. येथेसुद्धा एक कर्तव्यदक्ष आणि धडाडीच्या अधिकारी शिक्षण विभागामध्ये कार्यरत आहेत त्या म्हणजे माननीय शुभांगी चव्हाण मॅडम. खरंतर संपूर्ण पुणे शहरातील महानगरपालिकेच्या शाळांवर त्यांचे लक्ष असते. कारण प्रशासकीय अधिकाऱ्यांच्या सोबत आणि त्यांच्या जोडीने मॅडम काम करत असतात. संकटांवर मात कशी करायची याची प्रेरणा आपण मॅडम कडून निश्चितच घेऊ शकतो. चव्हाण मॅडम या अत्यंत निश्चयी आणि धाडसी अधिकारी म्हणून सर्व परिचित आहेत. मॉडेल स्कूल प्रकल्पामध्ये त्यांचाही मोलाचा वाट राहिला असून सुरुवातीपासूनच त्या या प्रकल्पासाठी झटताना दिसत आहेत.

योग्य निर्णय क्षमता असलेल्या चव्हाण मॅडम शिक्षकांना आणि इतर कर्मचाऱ्यांना समजावून घेऊन त्यांचे शंका निरसन करताना विद्यार्थी हिताला कोठेही इजा होणार नाही याची काळजी घेतात.

श्रीमती मनोरमा आवारे :

अधिकारी जे काही निर्णय घेत असतात ते प्रत्यक्षात राबविण्यासाठी जे लोक काम करत असतात ते या संपूर्ण प्रक्रियेमध्ये महत्वपूर्ण लोक आहेत. ते अधिकारी जर नसतील तर कितीही चांगला निर्णय असला तरी त्याचा हेतू साध्य होणार नाही. शिक्षण विभागामध्ये तर अशा अधिकाऱ्यांना अनन्य साधारण महत्त्व आहे. कारण हा विभाग थेट विद्यार्थ्यांच्या जीवनावर संस्कार करण्याचे काम करत असतो. अशाच एक अत्यंत महत्वाच्या आणि कर्मचारी प्रिय अधिकारी शिक्षण विभागात आपल्याला पाहायला मिळतात त्या म्हणजे आपल्या सहायक प्रशासकीय अधिकारी श्रीमती मनोरमा आवारे मॅडम.

आवारे मॅडम या शिक्षक प्रिय आहेत कारण प्रशासन आणि शिक्षक यांच्यामधला दुआ म्हणून त्या नेहमीच काम करतात. त्यांच्याकडे संपूर्ण कोथरूड विभागातील शाळांच्या व्यवस्थापनाची जबाबदारी आहेच पण त्याचसोबत त्यांनी मॉडेल स्कूल प्रकल्पाचा भारही स्वतःहून स्वीकारला आहे. हा भार स्वतःहून स्वीकारल्यामुळे जशी आई आपल्या मुलांवर लक्ष ठेवते अगदी त्याच ममतेने त्या या प्रकल्पाकडे पाहतात. एखादी गोष्ट घडत नसेल, त्यात अडचणी येत असतील तर अगदी शांत राहून स्वतःच्या सद्सद्विवेक बुद्धीचा वापर करून त्या तो प्रश्न मोठ्या समंजसपणे हाताळतात. त्यामुळे त्यांच्याकडे कोणतीही अडचण किंवा समस्या घेवून जावे आणि एका ठोस पर्यायासोबत हसत हसत बाहेर पडावे असा त्यांचा स्वभाव हा सगळ्यांनाच प्रेरणा आणि प्रोत्साहन देत आहे.

Team

Akshat
Role: Project Manager

Working on the SIP project in the second year was more fulfilling in part because of having a team of 5 and in part because of the support from the Govt. stakeholders. Having a larger team has not only helped push a lot of rigour in schools culminating in vision conversations with teachers and academic showcases in schools with more than 90% student participation but also helped drive amalgamation of partner inputs. Govt. stakeholders have also driven accountability for schools and for LFE as a team, driving us to achieve more at the school level. It has been amazing working with partners and learning from their deep expertise which has helped set a higher bar for student learning as well as teacher training, headmaster support and community engagement for the city of Pune. As I transition out of this role, my hope is that this bar is broken, time and again by us and by others, so that we are able to provide the students in Pune with what they deserve.

Anirudh
Role: Academic Coordinator
Mentor schools: 24G, 58G & 22G (Urdu)

The key activities that AC was involved in were Teacher Classroom Observations and debriefs, HM PPD, Student Council and larger Project Management (organising trainings, check-ins etc.)
Major learning was how to motivate HM and teachers to do the best that they can by identifying areas of improvement with, rather than for them. Also, there is a big role that the department practises play in building efficacy of the teacher, and hence investing the entire cadre of stakeholders is an important step.
Mixed feelings about the success emerge. While, there was a lot of success seen in the work around student showcase, student voice and teacher motivation due to consistent efforts, the other KRAs were not equally successful, again owing to shifting priorities through the year.
The project is running strongly in majority of the schools. The teaching practices of the teachers have seen a major shift from Balwadi to grade 5. Other areas of inputs need more time to show any significant and rigorous outcomes.

Mayuresh
Role: Academic Coordinator
Mentor schools: 2B, 74G & 87B

This year as an Academic coordinator in the SIP schools has been great. With the focus on 3 schools per AC and well defined functional areas in the school, I was able to be more productive. While I was working on the common goals for the ACs, my personal goal was always to keep the school staff motivated and building positive culture in my schools.

The experience of spending more and more time in the schools and working closely with the school staff has been very fulfilling. Together we were able to improve ourself and the structures in our schools. It was a great learning for me to be able to coach the diverse kind of people I was working with. Working on improving student assembly, Meena Raju Manch, Staff motivation, Stakeholder engagement and Student showcase has been the major part of my work.

One of the key learning has been the importance and the different ways to engage the officers and corporators. I also got to learn how school leadership and student leadership can play a crucial role in school improvement.

At the end of this academic year I feel like I have been accepted into the school system as school team. I feel the role of AC is also much clearer to school staff and the partners in this year. The changes in the school has also been visible and appreciated by different stakeholders in PMC.

Mugdha
Role: Academic Coordinator
Mentor schools: 161B, 55G & 94G

The AC role this year focused on developing existing structures in school like Meena Raju Manch, Morning Assembly, SMCs and on supporting the HMs in schools to have strong leadership in schools. Activities like Co observations of lessons with HMs, School Walkthroughs, HM PPD conversations were focused on supporting HMs in schools. A major learning from these activities has been to understand how strong leaders in schools can mobilise systems and how collective action plays a very important role in achieving success.

Working on structures like Meena Raju Manch and Morning Assembly was a great experience because it focused a lot on importance of student voice in school. In the beginning the school staff was not very supportive of students independently driving structures in school but as they saw children being efficient they understood its importance. One major learning from these activities was creating platforms for students to prove their caliber and increase their confidence.

I feel that being involved in the all of the above has certainly made a positive difference in school and added value to the work happening there. This makes me feel successful to some extent. Although I know our schools have a long way to go and I possibly could have expanded my scope of work in communities and would have gotten more involved in officer level leadership too.

Overall, I feel the project is showing great improvement especially in KG to grade 5. The teaching learning practices have become more interactive and engaging. I believe in the next few years, SIP Schools will surely achieve the level of excellence and will be a strong proof point of Pune's work in education.

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Veenu
Role: Academic Coordinator
Mentor schools: 6B, 28G & 23G (Urdu)

'This year my major focus was strengthening existing structures in schools by building capacities of teachers and HMs to independently drive it and investing Administrative officers . Some of these were quite successful whereas a couple of them got deprioritized due to multiple factors. Amongst the ones that I felt successful at were driving the SMCs, Meena Raju Manch (Student leadership) meetings, Staff meetings and investing administrative officers. One of the school's Meena Raju Manch's project was selected in top 100 DFC projects across the country. My own bias about these student's confidence and ability to handle rigour got broken when they facilitated a design thinking process successfully at an event with just a few hours of preparation, where they were the only regional medium PMC School. In terms of investing officers, I learnt the importance of engaging with patience and consistency. With two schools it proved to be very effective whereas with one it took a lot of time in just trying to set up meetings. Couple of things that got deprioritized was improving the morning assembly into a more value based one. One of the challenge was the difference in which 'value based' was viewed by me and the teachers/HM in school.

The change in teaching practices is very visible in the schools, specially Balwadi to 5th. It was also interesting to see how SChool leadership plays an important role in the success of interventions and motivation of staff. In order to see the Teachers and HMs working independently without much hand-holding towards school improvement it would take at least 1, 1.5 years more. Having said that there already exist many stories of success captured weekly where either a teacher, a sevika, or an HM have gone beyond their role displaying the qualities of leadership towards Student achievement.

PARTNERSHIPS

Name	Logo	Type	Since	Work Done
Anjali Gokhale and Vidya Ghugari	NA	ECE content partner	2016	14 days of training for balwadi teachers Capacity building of Balwadi sahyogies M & E of ECE intervention In-school support to teachers and sevikas
QUEST		Grade 1 to 5 Marathi and Maths content partner	2016	13 days of training for teachers 249 school visits M & E of Ank Lipi and Saksham intervention Exposure visit for Grade 3 to 5
Gram Mangal		Grade 6 to 8 Marathi and Maths content partner	2016	12.5 days of training for teachers Monthly School visits Teaching resources for classroom
CLR		Grade 3 to 5 ESL partner	2016	Let's Read and Write English program training for teachers Software of the program in the form of CD M & E of the program
Motivation For Excellence		Grade 6 to 8 Maths technology partner	2017	Software and hardware deployment Training support to ACs
ISLI		Technical partner (School Leadership)	2016	Training support to HMs In-school support to HMs
Pratham		Urdu and Maths content partner	2016	Teacher training Teaching resources for classroom
Akanksha		Technical Partner (Community engagement)	2016	Capacity building of Social Workers SMC strengthening support to ACs

LOOKING AHEAD

Plans for Next Year

The School Improvement Project has seen quite a few successes and has provided lots of learnings to the organization. The SIP project was conceptually designed as a three year initiative. As the SIP project enters the third year of its operation, we feel that the time is ripe to integrate the SIP project with the Sahyogi Dal Project. This will help LFE to drive the objective of transforming the city education system. Team LFE is confident that this will provide a systemic lens to institutionalize both the initiatives and make them sustainable. LFE will be optimizing the team structure and integrating the learnings from both the projects to ensure that one team drives the goals for the city.

 In the next year, the LFE team will focus more on driving the work in the cluster, schools and classrooms through cluster officers, Sahyogis and HMs. At LFE we envision a public system that refuses to let children down. We are confident and extremely excited by the range of possibilities that the city transformation project will bring for all of us and the city.