

PMC Education Transformation Initiative

Mid-Year Report 2018-19

November 2018 | Pune



Program Partner



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List of abbreviations

Acronym	Expansion
BoY	Beginning of Year
DIECPD	District Institute for Education And Continuous Professional Development
HM	Headmaster
ISLI	India School Leadership Institute
LFE	Leadership For Equity
MFE	Motivation for Excellence Foundation
M&E	Monitoring and Evaluation
PMC	Pune Municipal Corporation
PCC	Pune City Connect
QUEST	Quality Education Support Trust
SDP	Sahyogi Dal Project
SIP	School Improvement Project (Model School Project)
SMC	School Management Committee
TOC	Theory of Change

Introduction

PMC Education Transformation Initiative has evolved with the plan to create a programme for transformation of PMC schools. The programme has integrated the two existing projects - namely Sahyogi Dal and Model school project. The bigger idea was to ensure that the best practices in Model schools be scaled to all schools by Sahyogis and vice-versa. This resulted in integrating and consolidating the support that was provided to the two projects. One big change in the revised approach was to strengthen the core team of 13 HMs and 20 Shikshak Sahyogis and create platforms of sharing best practices between them.

In continuation from last academic year, Sahyogi Dal's focus was on implementation of Saksham Marathi - a level based programme to improve foundational literacy skills as well as on Saksham Math programme - a level based programme to improve the foundational numeracy skills of the students. At the start of this academic year, the DIECPD subject experts were removed from the Sahyogi Dal as they are usually busy with state department work and not available for the Sahyogi Dal work. Hence, a group of 20 PMC teacher Sahyogis were given the mandate to mentor the teachers of select PMC schools. As per the revised structure teacher Sahyogis would train all the 1100 odd teachers in 185 Marathi medium PMC schools but would mentor ~450 teachers across 90 odd schools.

In Model schools, QUEST and Balwadi program continued from last academic year. 13 Marathi schools HMs were a part of ISLI's alumni program that involves creating a platform for peer sharing and learning through the 2 Professional learning circles. Emphasis was also laid on continuing the existing processes. LFE team's focus has been to strengthen and support leadership at school level. The focus areas in working with HMS are School Management Committee, SIDP(School improvement and development plan), ARP (Action Research Program), Regularising staff meetings and Annual Student Showcases.

In the first semester, PMC printed and distributed 50, 000 Math Saksham books to all schools. Sahyogis conducted 2 rounds of teacher workshops for 1100 teachers and conducted ~1400 classroom observations. Partners have conducted 2 rounds of teacher training in Model schools. HMs have conducted staff meetings, SMC meetings and PTM meetings in each of the schools. Overall, the first semester has been a extremely productive and strategic for the city team.

Past Six months

Month	June	July	August	September	October
Major Theme	<i>Introduce</i>	<i>Envision and Design</i>	<i>Design and Execute</i>	<i>Monitor and support</i>	<i>Monitor and Support</i>

1. Teacher trainings and support

Teacher training and support is one of the most important areas of work in our plan. This includes training and proximate support given to teachers in Model schools and in Sahyogi Dal project. Apart from the technical support given by partners and Sahyogis, LFE team has also provided similar support to the stakeholders (Sahyogis & Model school HMs) in the past 6 months. Following activities were planned and executed in the first semester.

- **Sahyogis executing teacher workshops (for Saksham) for teachers in non-model schools:** Saksham Math program was introduced by Sahyogis and teachers were grouped according to the levels taught by them. The workshops were planned to be conducted every alternate month based on the feedback received from the teachers and suggestions from the teacher unions.
- **Sahyogis providing on-ground support to teachers in classroom:** Only supporting teachers by training them is not sufficient. Sahyogis provided proximate support to teachers of select schools through regular classroom observations and conducted demo lessons whenever required.
- **Partners executing teacher workshops for teachers in Model schools:** Balwadi teachers and teachers from grade 1-5 in model schools were trained by partners - QUEST & Anjali Gokhale and continued the interventions as planned.
- **LFE team executing workshops for Sahyogis & Model school HMs:** LFE team organised and executed joint workshops for Sahyogis and HMs (Model schools) with the objective of strengthening their leadership skills and developing them as a team in the system. Since partners only concentrate on building the technical knowledge of Sahyogis & Model school staff, LFE bridged the gap by conducting culture and team development sessions.
- **LFE team & partners providing on-ground support to Sahyogis & HMs (Model schools):** LFE team and partners provided proximate support to Sahyogis and teachers in continuation to the workshops organised. With Sahyogis, LFE team used Sahyogi Development Rubric to identify the gaps in the Sahyogis and provide support accordingly. Similarly for Model school HMs, LFE team used the HM development rubric to work on the growth of HMs at school level. Goal for this semester was to finish the baseline for Sahyogis & HMs based on the above mentioned rubrics.

Key Activities

- Sahyogi Dal Teacher Trainings - The Sahyogis conducted 2 rounds of teacher trainings for all the Marathi medium teachers in the city. The teachers were trained on conducting remedial program (Saksham) and general skills of classroom instruction.

Month	July	August	September	October	Total
Rounds of training conducted for each teacher by the Sahyogis	1	0	1	0	2

- Model school Teacher Trainings (by partners) - The academic partners collectively conducted 2 rounds of training spread over 7 days in 4 months for the teachers (from Balwadi - Grade 5) in the last 6 months. The teachers were trained on conducting Early Childhood Education (Balwadi), remedial education (Grades 4-5) as well as grade appropriate classes (Grades 1-3).

Partner	Grades	Month				Total
		July	August	September	October	
Anjali G - Vidya G	Balwadi	0	1	0	2	3
QUEST	Grade 1-3	2	0	2	0	4
QUEST	Grade 4-5	2	0	2	0	4

- Sahyogi and HM trainings (by LFE Team) - LFE team conducted trainings on culture building sessions for Sahyogis the HMs. In these sessions, the Sahyogis were trained on facilitating city wide trainings while the HMs were trained on conducting effective SMC Meetings and Staff Meetings. Additionally, the culture building sessions were used as a space to boost personal and professional development for both HMs and Sahyogis. The space was also used to enhance the skills of the HMs and Sahyogis around creating presentations, google forms etc.

	June	July	August	September	October	Total
HM	1	1	0	1	0	3
Sahyogis	1	0	0	0	1	2

- Sahyogi Co-visits (by partners and team) - The LFE and QUEST team collectively conducted **80** co-visits with the Sahyogis to provide on-ground support. This support included feedback on how to conduct classroom observations and debriefs, planning for the week, cluster review presentations and preparing for the cluster level teacher trainings.

- Model schools on-ground support (by partners and team) - The LFE and QUEST team collectively visited Model Schools to support the HMs and the teachers on the aspects covered during the trainings.

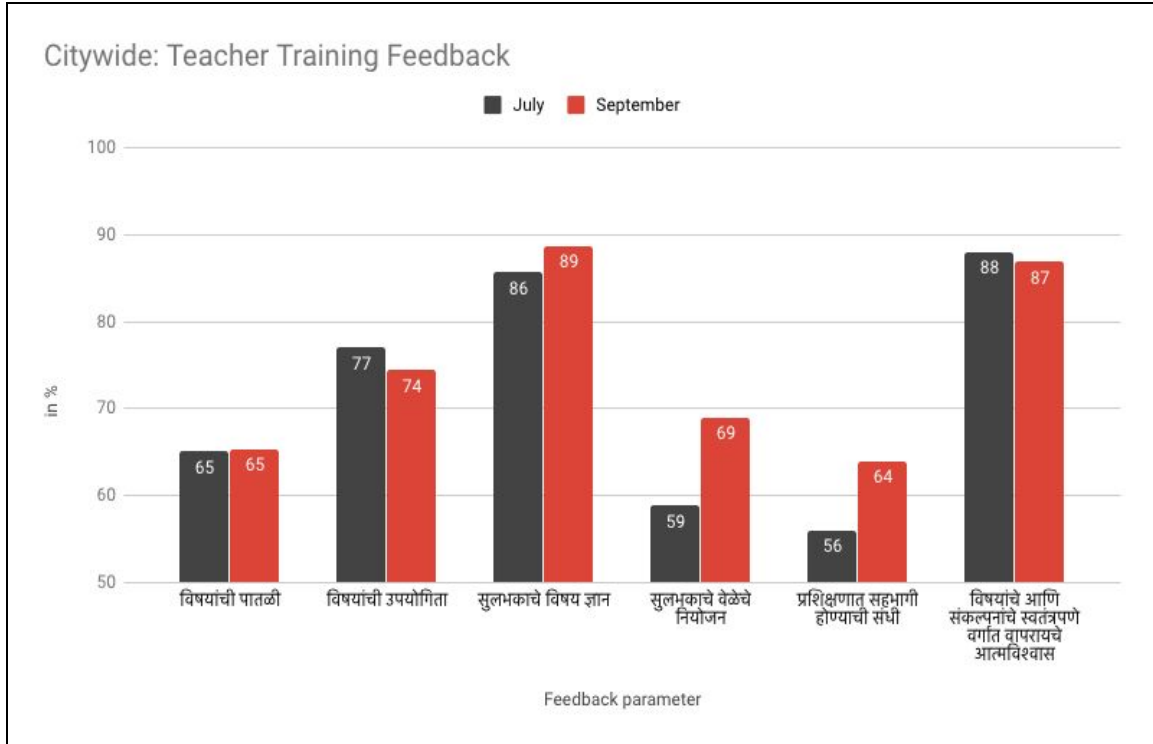
Visits by LFE team and partners in Model Schools					
	July	August	September	October	Total
LFE	14	11	19	29	73
QUEST	24	30	15	-	69
LFE & QUEST (co-visit)	4	7	2	-	13
Total	42	48	36	29	<u>155</u>

Key Learnings

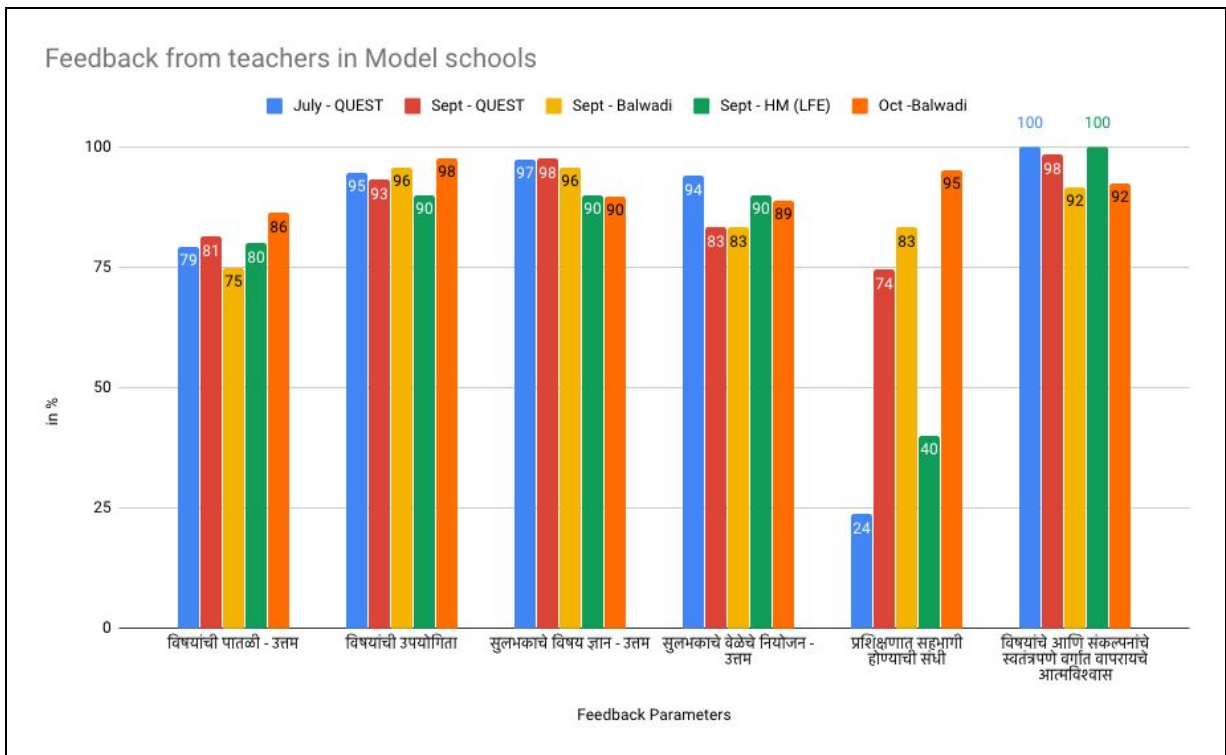
One of the key learnings was to provide differentiated training to the stakeholders. This would include providing need based inputs to the Sahyogis, based on their needs, and in turn, differentiated inputs to the teachers in the cluster. Additionally, it was understood that on-ground support in one of the major opportunities to coach. In the past 6 months, a lot of Sahyogi and HM development happened during the on-ground coaching and mentoring support provided. The team saw that the HMs and the Sahyogis, despite having been trained, needed constant proximate support to execute the learnings in their fields of work. Moreover, this sort of support also allowed for major parts of the program, such as effective classroom observation by Sahyogis and SMC meetings by HM, to be executed smoothly.

Impact

- Quality city-wide trainings** - The Sahyogis conducted trainings throughout the city which was very well received by the teachers. The overall feedback was positive and the teachers learnt a lot, as evident from the written feedback provided by the teachers and the end of the training.. There was a clear increase in participant satisfaction as is evident from the comparative data.



- Delivering quality trainings in Model schools:** The process of collating feedback from teachers and HMs to maintain quality of trainings delivered by partners and LFE team for Model school staff was a priority. The overall feedback received was positive and this gave opportunity to the partners and LFE team to improve.



2. Administrative leadership

- **Create officers investment plan**

The team realised that there was a gap in consistent communication and investment with PMC officers. This resulted in some level of pushback from a few officers which pushed the team to come up with a clear investment plan for all the officers..

- **Execute 1 workshop and 1 exposure visit for all officers.**

Along with keeping the officers constantly updated and involved through personal meetings, it was also necessary that they experience and observe exemplar models of excellence to set the bar high for their respective clusters as well for the city.

- **Create and execute model schools HM support plan**

The Model Schools HM completed their ISLI certification and were expected to lead some structures in school. Although they would definitely need some kind of support if not as rigorous as the last year. The support plan gave the team a clear idea to support the HMs in executing these structures and gradually release the responsibility on them.

Key Activities

- **Planning and Execution of model schools HM support plan:** The Model School project had completed two years and the HMs completed the fellowship program by the partner organisation ISLI. This meant that the HMs now had enough experience and knowledge to take more academic responsibilities and practice concepts independently. The team had number of meetings to plan for the support plan to help the HMs take this responsibility and to make them accountable. The team came up with operational plan stating goals and activities for every month and followed up on the same. The main activity was to provide proximate on-ground support to support HMs on the aspects covered during the trainings The on-ground support was largely on creating SIDPs, supporting teachers on ARPS, conducting classroom observations and debriefs, walkthroughs, staff meetings and SMC Meetings.
- **Planning and Execution of Officer's investment plan:** Until last year, some structures like the Cluster Review Meetings and Officer Workshop were organised and also continued this year. However, the impact of the same was getting affected by other factors like the influence of teacher unions, administrative work, power dynamics etc. Thus, when the team reflected upon the reasons behind the officers getting easily influenced by these factors, one of the major gap was consistency and the lack of clear strategic plan. The team then had discussions, plotted trends and came up with the investment plan for officers with clear goals and operational detail.
- **Exposure visit to Z.P School Wablewadi for Officers and Supervisors:** As mentioned above, last year also there were few workshops organised for the officers and the feedback for the same was very positive. Along with the workshops that were held it was also seen that the officers had more inclination towards experiencing and getting more knowledge than only researching, reading or sharing with their group.

Hence, even this year the same was continued and an exposure visit to the ZP School Wablewadi was organised. The ZP School Wablewadi is known for its parent engagement, great student engagement and amazing infrastructure along with effective teaching learning practices. It was a great experience for the officers and they were actively engaged in conversations with the HMs, teachers and students.



PMC officers during the Wablewadi visit

- **LFA for training HMs to increase involvement of SMCs in schools**

Collective action being one of the core values of the team, the team knew that in any PMC School, not only the teachers, HMs and Officers but community plays a big role in determining the future of the school. The team also involved other organisations like Doorstep, Yardi and PCZ working on the School Management Committee in PMC Schools so as to expand the scope of their impact. All these organisations came together to construct a LFA for the year and envision a common goal for the city.

- **Model School HM's Review meetings:** As there were more expectations and responsibilities from the model school HMs, a space for all of them to come together, share their best practices and challenges was very important. For the past 3 months, the team worked closely with PMC Project Head of Model School, Mrs. Manorama Aware to establish the importance of HM reviews and it has been followed as a structure from the start of academic year.

Key Learnings

1. **Investing administrative leadership is a key component for the program to be successful**

Investment of administrative leadership was limited to problem solving, although after issues like the pushback from teacher unions, the team realised that the administrative leadership involvement and understanding of the project needed to be strengthened.

2. Investing on every level of hierarchy is crucial

Towards the end of last academic year, the change of two most important authoritative leaders in PMC, the Commissioner and the Education Officer led to delay in taking important decisions. The team realised that given such changes are not predictable, every level of hierarchy needs to be invested in the projects. It will also ensure that there are smoother transitions within the system and delays can be avoided.

Impact

Stakeholder	No. of meetings
Commissioner	1
Additional Commissioner	5
Education Officer	13
Deputy Education Officer	2
Additional Administrative Officers	10 Cluster Review meetings 1 Exposure Visit
1-on-1 Meetings with Model School HMs	49

3. Remedial education

- **Support partners in executing sahyogi technical trainings:** Since last academic year LFE and QUEST partnership has been focused at developing sahyogi capacity for better implementation and support of saksham. Key contribution of QUEST is to develop saksham content expertise of sahyogis, support them on planning and implementation of saksham training for teachers and in-classroom support to teachers. LFE and QUEST has been closely working to plan and execute these activities.



Photo: Sahyogi saksham training by QUEST

- **Getting the resources for executing Saksham Program to reach schools:** Since Saksham is a level-based program for the students, every student is placed in a group based on their level in Math and Marathi. Students from grades 3 - 8 were divided into three levels- Level 1, 2 & 3. In the last AY, students received Saksham Marathi books based on their levels. In the current year, PMC focused on printing and distributing Saksham Math books for all students and Marathi books for students who have moved one level higher. PMC printed approximately 50,000 Saksham Math books and 36,000 Saksham Marathi books.

Key Activities

Activity	June	July	August	September	October
Sahyogi saksham training by QUEST	2 days	1 day	1 days	2 days	0
Sahyogi co visits with QUEST team	0	11	25	6	0
Partner meetings and check-ins	1	1	3	1	3
Saksham books printing and distribution	Printing proposal approved by PMC	Printing	Saksham Maths books distributed	Saksham Marathi books printed	-
Model school saksham training by QUEST	0	2 days	0	2 days	0
Model school visits by QUEST	0	28	37	17	0

Key Learnings

- **Supporting Sahyogis for better planning of trainings:** In order to maintain consistent and rigour of inputs across all the cluster, teacher training planning meetings are set up by LFE and QUEST. One of the biggest learning for us has been to maintain the consistency as well as being able to cater to the different needs of different clusters. This planning meetings helped in coming up with common agenda. Cluster level support was also provided by the LFE team to plan for the training. The LFE & QUEST team also attended the trainings, noted down the observations and had a debrief with the sahyogis after the training. This practice is helping the sahyogis to improve their training planning skills.
- **On ground challenges for Saksham implementation:** With the increase in school visits by sahyogis, LFE team and QUEST team the on-ground understanding also grew. Following were some of the learnings around the challenges in school:
 - Conducting saksham classes in absence of any one group teacher in school
 - Managing time efficiently in the day to cover teaching other subjects, especially for higher grades
 - Supporting students who are not very regular to school

Impact

- **Increase in the regularity of saksham classes:** With consistent inputs by the sahyogis to the teachers the overall regularity of conducting saksham classes has increased. This was evident from the data of the classroom observation forms filled by all the sahyogis. It was seen that most of the saksham classes not start on time. The overall structure of the saksham class is followed by most of the teachers.

	July	August	September	October
No of saksham classroom observations by sahyogis	237	223	120	132
% of lessons that started on time	83	90	93	94

4. Educational technology

- **Monitor and support the implementation of Nalanda Project in 5 model schools:**

Educational technology is one of the prioritised indicator for LFE. In this project we decided to pilot the Nalanda project with the help of Motivation for Excellence Foundation (MFE) in 5 of our Model schools. We started planning for this from the mid of last academic year and till the end of year we were able to get the content ready and teachers trained on basics of using the server and tablets in their classes. This year's focus was to get the project started as well as monitor and support the teachers. Following were the key activities conducted till November 2018

Key Activities

- **Finalizing program implementation strategy for the year:**

The academic year 2018-19 began with a stronger collaboration between the two organizations to create an effective strategy for the year. The role of academic coordinator that was instrumental in the initiation of the project, was completely changed because of organisational shifts within the LFE team. Hence the program strategy also needed to be altered accordingly. Both the teams came together to discuss the different possibilities to support the teachers and monitor the program in all schools. The revised strategy revolved around empowering the HMs and making them accountable in supporting and monitoring the teachers. We also came up with structures and processes for better collaboration between the two teams. The strategy for the year included monthly calls with Nalanda team, beginning of the year conversations with HMs, technology and pedagogy training for teachers and school visits by both the teams for in-classroom support.

- **School profile update and tools translation:**

As some of the teachers who would be conducting the Nalanda classes changed and we started the project with 7th grade also we had to update the school profiles this year. The LFE team included the new teachers and updated the point of contacts for each school. For monitoring the project we decided to use the weekly forms created by Nalanda team. The LFE team translated this tool keeping in mind the context of the schools.

- **HM Beginning of the Year conversation:**

As a strategy for better monitoring and supporting the teachers we decided to loop in HMs. The role of and HM was to track the number of tab sessions conducted weekly and share the best practices and challenges. For this we decided to have a beginning of year conversation meeting with the 5 HMs from these schools. In this meeting we gave a demo of the project to the HMs. We also shared the expectation around hardware safety and number of tab sessions. We shared the weekly form with the HMs and set expectations around filling this form. Overall the HMs appreciated the program and were excited to implement it in their schools.



Photo : HM solving a demo test on tablets during BoY conversation

- **Teacher training:**

12 teachers from Grades 6 & 7 from all the 5 schools participated in the training organised this quarter. The objective of the training was to introduce and orient the teachers about the programme and give them updates regarding the platform. Throughout the training the teachers got hands on experience of using the technology by creating lessons and solving the exercises. The training also helped the teachers plan for the first few tab classes. This generated a lot of excitement and confidence among the teachers to use the technology by themselves in their class. 100% of the teachers gave the highest rating for the facilitation of the training in their feedback.



Photo : Teacher training in progress

- **First tab class:**

In the weeks following the teacher training, the first tab class was conducted in all the schools jointly by LFE and the school teachers. The students had been eagerly waiting for the start of the programme for the current academic year. The first class was focused on creating/revising rules and structures for the following classes. The students showed high engagement and participation in establishing their class rules and norms. The teachers guided the students in getting used to operation of the hardware. Teachers had already created student groups and group leaders for the class. These first classes were high on engagement resulting in a promising start to the programme.

- **In school support:**

Following the first tab class the LFE team continued to do school visits to support the teachers. The LFE team's support to the teachers was mostly in either co-planning or co-executing the lesson. At times the LFE team only observed the lesson and then discussed the feedback. The major part of the support was to help in setting the structures and processes of a tab class in place and help the teacher gain confidence in using technology.



Photo : Students exploring the tablets in their tab class

- **Platform update:**

In the beginning of October 2018, the Kolibri platform that is used in the Nalanda servers had a new update. This update fixed the minor errors in the platform and improved the lesson and exam feature. As conveyed by the MFE team, the updation process was operationalized and eventually all the servers were updated to the latest version by 24th October 2018.

Key Learnings

- **Leveraging HMs:** In the beginning of year both the teams came together to discuss how the program can be better supported and monitored on ground. During this discussion we thought of leveraging the school HMs for the same. This strategy so far has proven to be efficient in monitoring the number of tab lessons being planned and executed. Some of the learning from this strategy has been to make sure the HM are involved from the beginning of the academic year, conduct regular check-ins with HM during school visits and support the HMs to fill the weekly forms.
- **Content level challenges for students:** As the consistency of tab lessons increased and students started spending more and more time on tablets some of the content level challenges also were identified. Overall the classes were struggling to solve the maths problems without the teacher's help. The bigger problem in this has been the reading levels of students. In the Marathi reading test at end of last academic year we have seen that the students are at least 2 grade levels behind their actual grade. This means that the students are struggling to read the questions and understand it and hence they are not able to solve. Both the teams are trying to get more data on this challenge and parallelly think about the probable solutions to deal with it.

- **Program level challenges:** The comfort level of teachers and HMs in using technology in the Marathi medium schools is quite less than expected. Keeping this in mind, we have come to realise that we need to have a different support strategy for them. The MFE team and LFE team will need to work together to be flexible and accommodate the challenges faced by our teachers and HMs; and realign our expectations from them.

In this academic year, LFE went through organisational changes which resulted into phasing out of the Academic Coordinator role. Given that last academic year ACs played a very crucial role in ensuring the program implementation, supporting teachers and ensuring consistency, it will be difficult to replicate that this year due to lesser touch points in school.

Impact

No	Input/ Activity	Stakeholder	Frequency/ duration
1	HM BoY conversation	HMs	3 hours
2	Teacher training	Grade 6th and 7th teachers	4 hours
3	School Visits	LFE team	2 visits per month
4	LFE-Nalanda update call	LFE and MFE teams	1 hour per month

School wise number of tab sessions				
Serial #	Schools	Scheduled	Conducted	Observed
1.	BJR, 28B	11	5	5
2.	IG, 87B	26	23	3
3.	AK, 55G	10	10	0
4.	SS, 161B	18	12	6
5.	MM, 94B	13	7	5
	Total	78	57	19

5. Monitoring and evaluation

Key Activities

- Creating Rubrics - The LFE team created an HM development Rubric and a Sahyogi Development Rubric to be used for project monitoring and evaluation. These rubrics help the organization

envision what is possible and desirable with HMs and Sahyogis and helps us provide targeted inputs to the stakeholders based on their standing on the rubric

- Trackers - The team co-created trackers for the project which help the team and the stakeholder monitor and assess the progress towards the goals. These trackers are filled by the team and the stakeholders and present a self reported data. The analysis of the trackers allows the team and the stakeholders to identify trends in the project and devise appropriate strategies on a continuous basis. The trackers which are used are following:
 1. Sahyogi Observation Forms - forms filled by Sahyogis during their classroom observations
 2. HM Classroom Observation Form - form filled by HMs during their classroom observations
 3. HM School Walkthrough Form - form filled by HMs during their school walkthroughs
 4. Co-observation forms - form filled by LFE team during their co-observations with Sahhyogis
 5. School Visit Forms (LFE and Partners) - form filled by LFE team during visits to model schools
- Feedback forms - Apart from tracking the activities, the project collects feedback forms after every training conducted under the project. This includes trainings conducted by the Sahyogis for the teachers and trainings conducted by LFE team/partners for Sahyogis, Model school teachers or Model school HMs.
- Review Meetings - A central review meeting (city level) and a cluster review meeting (cluster level) is conducted by the administrative officer in-charge every month. This meeting is a space for understanding the trends from the previous month, sharing of best practices and adjusting, if required, course of action for the coming months.
- Student Outcome Data (Partner) - The student outcome data (grade 1-5) is collected by the academic partner at the beginning and end of the year in all the Model schools.

Key Learnings

The key learnings over the past 6 months have been tremendous. Firstly, it was understood that the M&E tools that are designed must be co-created with the users of the said tools. The Sahyogis, while co-creating the classroom observation forms, provided contextual inputs reflecting the reality in schools and helped make the form more grounded. Co-creating the form also led to more investment from the Sahyogis which was evident from the informal conversations with them.

Secondly, regular tracking of the inputs helped in understanding the *time spread of inputs*, which allowed us for adjusting and reallocating time to areas where more support is needed.

Thirdly, documenting the observations which the team conducted with Sahyogis and HMs post a co-visit, allowed the team to support the Sahyogis and HM in an iterative manner, rather than providing new inputs each time. The Co-Observation Form/School Visit Form helped keep track of the feedback

provided to Sahyogis and HMs and take conversations forward each time the project team visited the schools.

Impact

Tracking the Student Achievement Data in model schools has helped the project advocate for the program to be scaled throughout the city. The data collected by the assessment conducted at the end of the academic year 2017-18, helped create proof point for the program. A similar strategy is being used for program this year as well, to understand the impact of the programs running in the city.

The data collected helped analyse trends across the 15 clusters during the review meetings. This availability of data helped the administrative officers conduct meaningful cluster reviews and prioritise next steps for their respective clusters.

Number of central review meetings	4
Number of cluster review meetings (all clusters)	10



Vijaya Mahadik (Sahyogi) presenting her learnings & challenges with the team during central review meetings held by Randhave Madam

Differentiated Trainings - From the feedback which was received regarding the training conducted by the Sahyogis for the teachers and the trainings conducted by the partners for the Sahyogis, it was realised that there was a demand for choice based, differentiated training model. Keeping this in mind, trainings in the second semester will be designed accordingly.

● Other Highlights over the past six months

● LRTT fellows in model schools

Limited Resource Teacher Training is a UK based organisation working on teacher mentors and teacher development. 5 of the Model schools were chosen where the fellow from LRTT were coaching and mentoring the teachers (from 1-8 grade) on the use of different effective teaching learning techniques in classroom. The fellows organised a opening ceremony for teachers from all 5 schools and were intensively working with teachers in school for 2 weeks. This brought a new wave of excitement amongst the teachers and children. It was a learning process for the fellows as well as the teachers.



Model school teachers during the LRTT opening ceremony

● Maharashtra Sanskruti Darshan being organized at School 87B, Aundh

After a successful Academic Showcase by the students last year in all the Model Schools. Indira Gandhi PMC School no. 87B, one of the model schools, planned and organised “Maharashtra Sanskruti Darshan”. It was an exhibition portraying various cultures of Maharashtra. Right from the type of dresses, food, language, dance forms to the various festivals celebrated in the state, the school proved what effective leadership and collective action looks like. The HM brought all the staff and the parents together to help the students put up a one of a kind exhibition. This exhibition received widespread praise, from the local corporators to the parents and also the other government and private schools in the vicinity.

People

Shilpakala Randhave

Assistant Administrative Officer, PMC. Incharge of Sahyogi Dal Project &, Samagra Shiksha Abhiyan

Shilpakala Randhave has been the incharge of the Sahyogi Dal project since April 2016. One of the strongest leaders in the system, Randhave Ma'am has shown exceptional reflective practice since the last academic year. At the end of the previous academic year she self assessed her work wherein she looked at both her positives and areas of development and decided on some action items for herself. She has been a firm believer in the power of collective action and thus took the initiative to bring together various organisations to work on a common project for strengthening the School Management Committees. As the project incharge of the Sahyogi Dal she is in attendance in all the trainings, review meetings and workshops. This has resulted in a strong and trusting relationship with the Sahyogis and partner organisations. While approaching the issue of the protest against the Sahyogi Dal and the involvement of NGOs Randhave Ma'am heard the perspective of all involved parties before trying to explain to them need of the project. One of the good practice of Randhave Ma'am has been to keep herself updated about the developments in the project. She would talk to diverse stakeholders, observe classroom sessions and sometimes teach as well in order to get a firm grip on the challenges faced on the field. This has helped her to present a balanced and well informed perspective to the system officers around any concerns raised about the project.

Her in depth involvement has made Ma'am a pillar of strength not just for the Sahyogi Dal but also for the LFE team as it navigated through the issues that arose during this semester.

Leela More

School Leader, 62B, Mahadji Shinde Model School, Wanawdi

Leela More Ma'am is one of the most invested and motivated School Leaders from the Model schools. At the start of the School Improvement Project, More Ma'am seemed to be somewhat under-confident to take strong initiatives at the school. It was her willingness and openness to learn and adopt new practices that enabled her to build this confidence over time.

As an alumna of the ISLI School Leaders programme she has been most consistent in following the structures (Classroom Observations, School Walkthroughs, ARP Meetings) that were introduced during the programme. Throughout last semester Leela More Ma'am maintained regularity of her classroom observations and school walkthroughs. She has the highest number of observations and school walkthroughs per month among all the Model schools. Teachers do not feel burdened because of this as Ma'am is quite approachable with them and maintains good relationships with all. Leela More ma'am

identified NGOs and donors in her cluster and invited them to the school, thereby investing them in the school's vision and procuring resources for the school.

Smita Dharurkar

Sahyogi, Sinhagad Road Cluster

Smita Dharurkar Ma'am has always held high expectations from herself. This, she believes, enables her to keep pushing herself to improve her classroom observation and feedback styles. Dharurkar Ma'am's biggest strength is her planning skill. She always prepares a detailed plan of her work dividing it into monthly targets. Prior to teacher trainings she creates a detailed plan for the sessions, energizing activities included and ensures that she has all the necessary resources in place. She tries to ensure maximum participation in her trainings.





At the beginning of this academic year Dharurkar Ma'am decided to maintain detailed records of the classroom observations and used them to give feedback to the teachers. She records both the positives and areas of development for the teachers and writes down the next steps for them. For this semester she decided to focus on three skills and shared the same with the teachers. She has been consistently using this record with the teachers throughout the semester. A few of the teachers have now started to approach her on their own to seek her feedback.

Smita Dharurkar Ma'am also has a strong hold on content and has a thorough understanding of the current programme. Actively taking part in the training and workshops, she also provides constructive feedback. Although the issues that came up in the project this semester did bring down her motivation, she has been open to different ideas and strategies to tackle them. Already one of the strongest Sahyogis, with continuous motivation and support from the system Dharurkar Ma'am will surely succeed in the goals she has set for herself and her cluster.

Team

A major highlight for the team this past semester has been the consistency with which it has followed the team structures designed at the beginning of the academic year. Most notable of these structures have been the culture building sessions and conducting dry runs of all of the trainings and workshops. The culture building sessions are a fortnightly space for the team members to engage in activities which focus on team building and leadership skills and mindsets with a dual aim of creating a repository of team building activities while honing each member's facilitation skills. Taking the learnings and experiences from last year, city team has been consistently following the practice of organising dry runs before the executing workshops with the stakeholders. This has helped the team to become aware of their potential gaps in executing effective workshops and has helped in being more prepared. Moving forward the team plans to stick to the existing structures and maintain consistency in our actions.

Partnerships

Name & Logo	Nature of Partnership	Partner Since	Work Done
QUEST 	Content & Training partner - Marathi & Mathematics (Model School & Sahyogi Dal)	2016	<ul style="list-style-type: none"> Sahyogi training - Saksham (Maths & Marathi) - 7 days Model school teacher training - Ank & Lipi (Grade 1 to 3) - 3 days Model school teacher training - Saksham (Grade 4 & 5) - 3 days Model school teacher support visits - 82 days Sahyogi co-observation visits - 42 days
Anjali Gokhale and Vidya Ghugari	ECE content partner	2016	<ul style="list-style-type: none"> Balwadi teacher training - 3 days Coaching & mentoring support to Balwadi Sahyogis - 4 days Field support by sahyogis - 45 days
ISLI 	Technical partner (School Leadership) - Model school Alumni support	2016	Organized a professional learning circle - a platform for sharing and learning for HMs who have completed the 2 year school leader fellowship of ISLI
Motivation For Excellence 	Grade 6 & 7 educational technology partner (Model school)	2017	Conducted an orientation session for the teachers around the platform and the use of the tablets in the classroom
Limited Resource Teacher Training 	International teachers voluntary program	2018	12 LRTT fellows (teachers from UK, USA & Mexico) spent three weeks in 5 PMC Model schools providing training and field support to the teachers

Looking Ahead

Teacher training & support

Focus areas	Planned activities
Sahyogi Development & Teacher development (Model Schools)	Partners will execute 3 teacher workshops in Model schools & 6 day workshop with Sahyogis till March
Team building	LFE team will plan and execute 2 workshops for Sahyogis & HM for culture building and professional development
Sahyogi Development	LFE team will plan and execute 2 co-observation debrief cycle with every sahyogi per month
Teacher Training	Sahyogis will execute 3 teacher workshops by April
Teacher Support	Sahyogis will plan and execute 2 co-observations debrief cycles per teacher per month

Administrative leadership

Focus areas	Planned activities
Officers investment & exposure visit	<ul style="list-style-type: none"> - Team LFE will execute 1 workshop & 1 exposure visit with the officers by April - Team LFE will execute the officers investment plan including 1 cluster review meetings per month per cluster
HM development (Model Schools)	LFE team will support HMs to execute at school level as per the annual plan.
Draft for Policy recommendations	<ul style="list-style-type: none"> -LFE team will prepare the 1st draft of impact data report from 2015 -1st draft of report to organise sharing platforms at school, cluster and city levels

Remedial education

Focus areas	Planned activities
Supplementary material for students	<ul style="list-style-type: none"> -Pass circular for procurement of supplementary material by schools -Plan for distribution of Saksham books in all schools with PMC

Educational technology

Focus areas	Planned activities
Nalanda implementation	-LFE team will execute 1 day training for teachers -LFE team will observe and support teachers to conduct tab sessions effectively

Monitoring & Evaluation

Focus areas	Planned activities
Tool creation	LFE team to create formats of data capturing tools for Student data(BOY, EOY), FGDs for SIP & SDP, Officers feedback
Execution	-LFE team to execute : <ol style="list-style-type: none">1. FGDs & Surveys to capture the impact at Sahyogi, HM & school level2. Partner evaluation

Appendix

- LFA