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## Annual Report

### Report on The Teacher Foundation's work (April '19 – March '20)

This report is a summary of the work done by The Teacher Foundation (TTF) in the financial year 2019 - 20. The report is in 3 parts - the grant-driven and funded projects are reported under Shraddha Trust (**Part 1**) and the short-term, sustained and customised programmes that we offer private schools are provided under TTF Education Services Pvt. Ltd. (**TESL – Part 2**). The common services like HR and Finance are reported as **Part 3**.

### Part 1 Shraddha Trust

#### Some details on the funded projects under Shraddha Trust

#### **Coaching for School Success (CFSS) in Government Schools - Yadgiri, Haveri & Bangalore Rural Districts** *(supported by Scientific Games, Global Giving and Goldman Sachs)*

CFSS is aimed at building the internal capacity of coaches (School Heads and Senior Teachers) to become effective and reflective coaches of other teachers, to embed a learning culture that fosters ongoing professional development within schools. Though most teachers are able to speak about how a good lesson should unfold and what constitutes effective learning, it is rarely translated into actual classroom practice. The CFSS programme provides the opportunity to bridge the gap by 'seeding' a rigorously trained & inspired pair of school coaches within each school.

CFSS has been a sustained programme which aims to empower and enthuse school leaders and coordinators to make the teaching and learning effective in their schools by:

- Enhancing their personal effectiveness in leadership roles
- Focusing on the how and why of contemporary teaching learning practices in classrooms.
- Exposing them to the latest in educational practice
- Focusing on the how and why of contemporary coaching culture in schools
- Creating a cohesive couple of school coaches in the participating school

The programme involved **10 days of training and 11 days of Internship to 32 School Heads and Senior Teachers from Shiggaon taluk of Haveri district**

#### **1. Implementation and Impact :**

- 10 days of training was completed with 30 coaches (Out of 32 coaches selected for the programme)
- Coaching skills of the coaches was enhanced through Triad supports
- Positive feedback from the participants on workshop design, methodology and content
- Translation of training into the classroom – Some teachers have started using some of the strategies from the workshop in their classrooms immediately.



## 2. Testimonials:

*“Group work techniques are helpful for us to improve student learning in schools. Through this training, we learnt how to distribute work for students when they are in groups and the method of assessing their work”.* **Sri. Madlimutt, HM, GHPS Gotagodi, Shiggaon taluk, Haveri district**

*“Use of Ice Cream sticks has helped me encourage questioning skills among the students. Rest of the teachers are also using Ice Cream sticks in their class”.*

**Sri. M L Naikoda, Coach, GHPS Thimmapura, Shiggaon taluk, Haveri District**



- One can observe gradual improvement in the areas of Teacher-Student Interaction, Teaching-Learning methodology and Assessment. The teachers have progressed to the next level (score range between 0.67 – 1)
- Teachers still need support in the area of Lesson planning, and one can see a dip of 0.01 in this domain. This is primarily due to some of the coachees being transferred to different schools and the new set of coachees needing some more time to understand various parts of lesson planning. Coaches are working consistently towards this.
- Teachers have progressed in the area of Physical Classroom Environment also. Their black board writing has improved, and some teachers are providing opportunities for the children to display their work in the classrooms.



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### **“Merugu” - Supported by Dr. B.R and C.R Shetty Foundation**

**MERUGU** is a sustained teacher development programme designed as a powerful school intervention package aimed at improving the routine processes of 'teaching-learning' and generating synergy across the school. The duration of this project was from April 2019 to March 2020.

#### **Objectives:**

- To prepare teachers for effective teaching-learning process by paying attention to why and how of contemporary teaching-learning..
- Consider their classroom practices and bring about specific changes in classroom teaching.
- Creating the necessary atmosphere for the school to advance as a learning community.

The programme involved **8 days of training and 3 rounds school based support** to **300 School Heads and Teachers** across Udipi and Karkala blocks of Udipi district. (Udipi -100, Karkala -200)

#### **1. Implementation and Impact :**

- Phase 1 training was completed with 283 teachers
- School based support has been completed with 271 teachers
- 46 teachers from Udipi Taluk have undergone 4<sup>th</sup> day training on using collaborative techniques in the classroom
- Translation of training into the classroom – Some teachers have started using some of the strategies from the workshop in their classrooms immediately. This was evident during school based support visits
- In a meeting with the donor, it was decided to **complete 4 days of training and 1 round of school based support** for the teachers in this academic year (2019-20). The remaining **4 days of training and 2 rounds of school based support** will be continued during next academic year (i.e 2020-21). Along with this, **two teachers (School Head and one senior teacher)** will be trained on **Coaching skills** and will be provided **2 rounds of Coaching support**
- We obtained permission from the **District Institute for Education and Training (DIET)** to implement the programme for the next academic year
- There was positive feedback from the participants on the workshop design, methodology and content. Hence, it was decided that :
  - project related information will be shared with the officials periodically.
  - 2 quarterly newsletters** that were designed for this purpose were shared with them
  - **Short videos (1 min video)** that capture teacher’s opinion on the project will be shared with officials on a regular basis. **3 such videos** have been shared so far.



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## 2. Testimonials :

*“Teachers have appreciated the way TTF facilitators conduct training. Also, they have said that these techniques are helpful to manage classroom behaviour more effectively and in a child-centered manner”.*

**Sri Praveen Shetty, Block Resource Coordinator, Karkala Taluk**

*“Usually, I handle Nali-Kali class and when I was asked to attend Merugu training, I attended the training half-heartedly. But, after coming here I liked the way training was imparted. These kind of activity based training is very helpful and I will adopt all the activities learnt in my classroom”.*

**Smt Aruna K, GHPS Kudubettu, Karkala Taluk**

*“This training was very effective. Being part of the workshop, I learnt that engaging in activities does not mean only recreation, but it can also be informative. Every strategy taught was very systematic and demands students' participation, and will help them to understand and learn better”.*

**Sri Krishnappa, GHPS Padu Alevoor, Udupi Taluk**

### **In School Mentoring Programme (ISMP)**

*(Supported by Deloitte)*

ISMP is an alternative approach to raising the quality of students' learning - by supporting teachers **on site** – in school without disturbing the daily school routine too much.

#### **Objectives :**

- Demonstrate warm, constructive teacher-student interactions.
- Enable teachers to make effective use of available resources.
- Use good questioning techniques to engage all children in their learnings.

The project involved **5 days of training and 3 rounds of school based support** for **60 School Heads and Teachers** from April 2019 – March 2020.

The formal project approval by Deloitte was given in the month of **September '19** post which we approached the Dept of Education for permission. This delay forced us to reconsider our project schedule. When we finally got permission we were left with just 30 working days to implement the project.

Owing to the lesser number of working days, it was not feasible to take teachers out from their daily schedule, for training. Furthermore, in December '19, the Education Minister of Karnataka had issued an order stating that teachers should not be involved in any training, with immediate effect. This made us change our strategy for implementing the project and we decided instead to conduct in-school training (demo sessions) on the various strategies that teachers can use in their classrooms, which will help to improve students learning outcomes.



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Each In-school training was followed by school-based support (SBS), wherein the classes of each participating teacher were observed by TTF Facilitators; and supportive feedback provided .

## 1. Implementation and Impact :

- After continuous and numerous follow ups with Department of Education, permission to implement the programme was obtained in the last week of January 2020.
- Despite a lot of initial and anticipated resistance from the schools as teachers were busy completing the syllabus and preparing students for the end-of-year exams, gentle persistence from the TTF team persuaded the teachers, and we successfully completed the programme implementation in a short period
- Most of the teachers appreciated our strategies and techniques, and have started using the same in their classrooms, especially Ms Naomi Stella and Ms Savitha of GHPS Yamalur, Ms Suma BG of GHPS Sanjay Nagar, Ms Ayesha Begum of GHPS Doddanekundi, Ms. Rekha G of GLPS Kariyammana Agrahara, Ms Bhagya of GHPS Panathur, Ms Shubha of GHPS Mennekolala schools, to name a few.
- We visited each school twice a week - firstly, to conduct in-school training (on various strategies and techniques) and secondly, to provide school-based support. The programme was very intense and hectic. However, despite the initial hesitation and resistance from some of the schools and teachers owing to the late start of the project, overall they were cordial and extended their support to our facilitators.

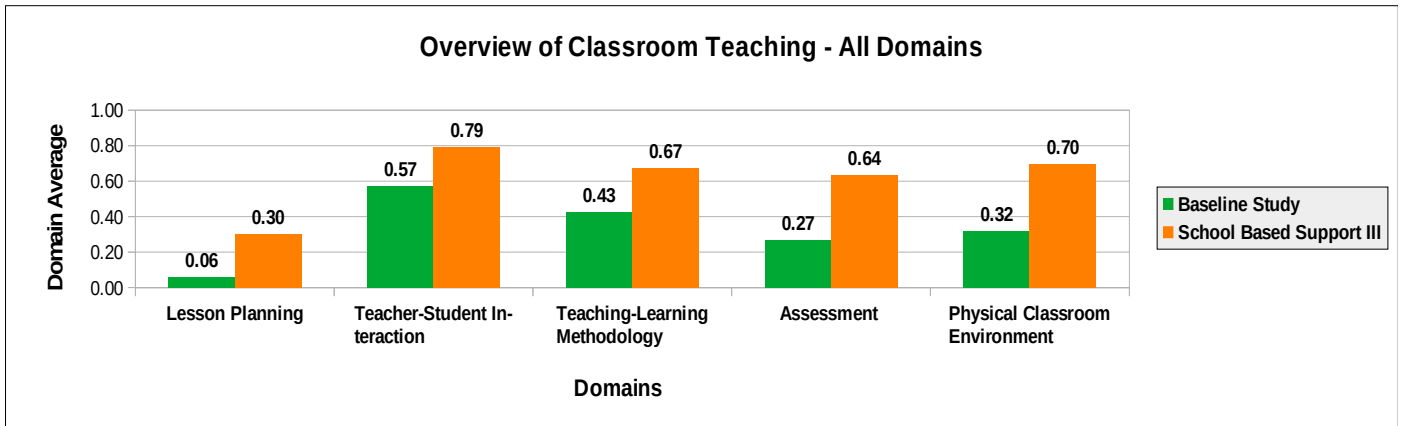
## 2. Testimonials :

*“The team from The Teacher Foundation visited our school, observed classroom practices of teachers, conducted demo classes and provided feedback to the teachers. This feedback helped me to improve my teaching skills by adopting child friendly teaching strategies. From the demo classes, I learnt about use of Ice cream sticks, various formats of group activities. When I tried some of the strategies showed by TTF, participation of the children was better. I will definitely use these strategies in all my future classes”*

**Smt Ayesha Begum, Asst Teacher, GHPS Yemalur, South-4 Block**

*“Class 6 students usually fight with each other, Initially, it was very difficult to manage their behaviours. But, after TTF’s intervention, I use group work strategy and put these kids in groups. I can see change in their behaviour now, they are mingling with other children in their groups and they seem less aggressive now”.*

**Smt Radha V, HM, GHPS Devarabesanahalli, South-4 block**

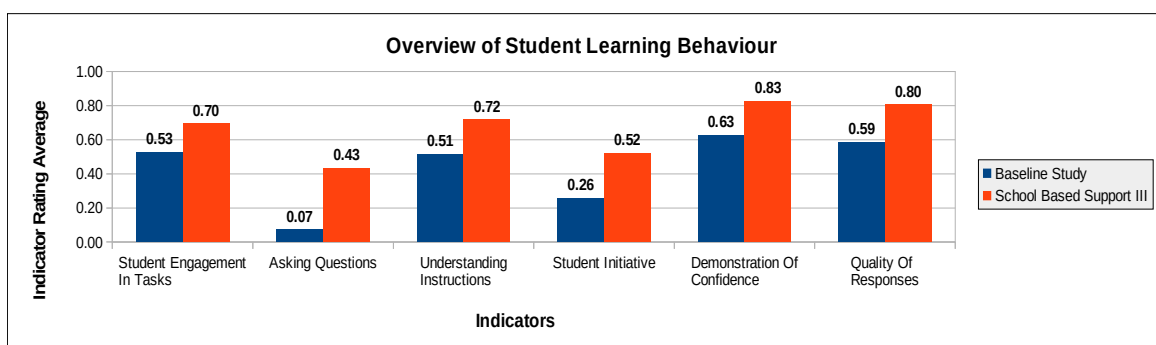


As one can see from the above graph there is noticeable impact across all domains. However, marked progress has been observed in Lesson planning, Assessment and Physical Classroom Environment domains.

This means that, most of the teachers are designing lesson plans before class, they are asking a mix of HOT and LOT questions in their classes, and they are using black boards more effectively and in an interactive manner.

Other domains have also shown progress and should not be ignored. Teachers are using group work strategies, giving wait time to students to think and answer and teachers are focusing on recapitulation; they have also been observed providing opportunities for student feedback.

**Data gathered from the classroom observations has also been analysed for progress in student behaviour in a class, and is represented as below:**



Students have shown marked improvement in asking questions for greater clarity on the concepts taught and in taking initiative for their learning.

Also, the quality of responses has improved - they are answering questions with confidence, they seem to understand teachers' instructions clearly, and most of the students were effectively engaged in class.



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**Glimpses from In-School Mentoring Programme in Bangalore**



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### **Prerana**

*(supported by Sevak Trust Holdings)*

TTF's intervention in **22 schools in 2 blocks of Aurangabad district, namely, Aurangabad & Khultabad**, from Oct '19 to July '20 was to effect observable changes in the teaching learning processes, as well as, student environment.

TTF reached out to **50 teachers from the two blocks** during this period and the key intervention components included Baseline + **10 Half Day Workshop modules** + School Based Support 1 & 2.

#### **I. The following modules have been completed :**

<b>Module</b>	<b>Schools</b>	<b>Teachers</b>
Baseline Survey	22	50
1	19	43
2	22	49
3	22	49
4	20	44
5	19	43
6	18	38

### **School Development in Raigad district – Six Blocks**

*(supported by Swades Holdings)*

This was an ongoing intervention aimed at enabling observable changes in the teaching learning processes, as well as, student environment in **191 schools in six blocks of Raigad district - namely Shriwardhan, Tala, Poladpur, Mhasala, Mangaon & Mahad**, from Aug '19 to July '20.

TTF reached out to **900 teachers from the Six Blocks** during this period and the key intervention components included Baseline , 4 rounds of School-based Support.

From April '19 to July '19 – the project cycle of Six Blocks was completed.

#### **I. The following modules have been completed :**

<b>Module</b>	<b>Schools</b>	<b>Teachers / Principals</b>
Baseline	185	194
SBS - Round 1	190	760
SBS - Round 2	183	590
SBS - Round 3	108	356





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**School Development in Raigad district – Sudhagad Pali**  
(supported by Swades Holdings)

The programme involved translating TTF's intervention into observable changes in the teaching learning processes, as well as, student environment in **81 schools in Sudhagad**, over a period of two years.

**Phase 1** : Aug '19 To March '20 (Target – Baseline, 2 days Training of Teacher & Principal, SBS 1 & SBS 2 )

**Phase 2** : Apr '20 To July '21

TTF has proposed to reach out to **248 teachers** during this period and the key intervention components include Baseline, 6 rounds of School Based Support + Feedback + conducting demo classes + Training.

**I. The following modules have been completed :**

Module	Schools	Teachers	Principals
Baseline	78	225	
Head Training - 2 days	76		77
Teacher Training QCT - 2 days	76	125	
Teacher Training MI – 1/2 days	4	28	
School Based Support - 1	77		
School Based Support - 2	55		

**2. Impact :**

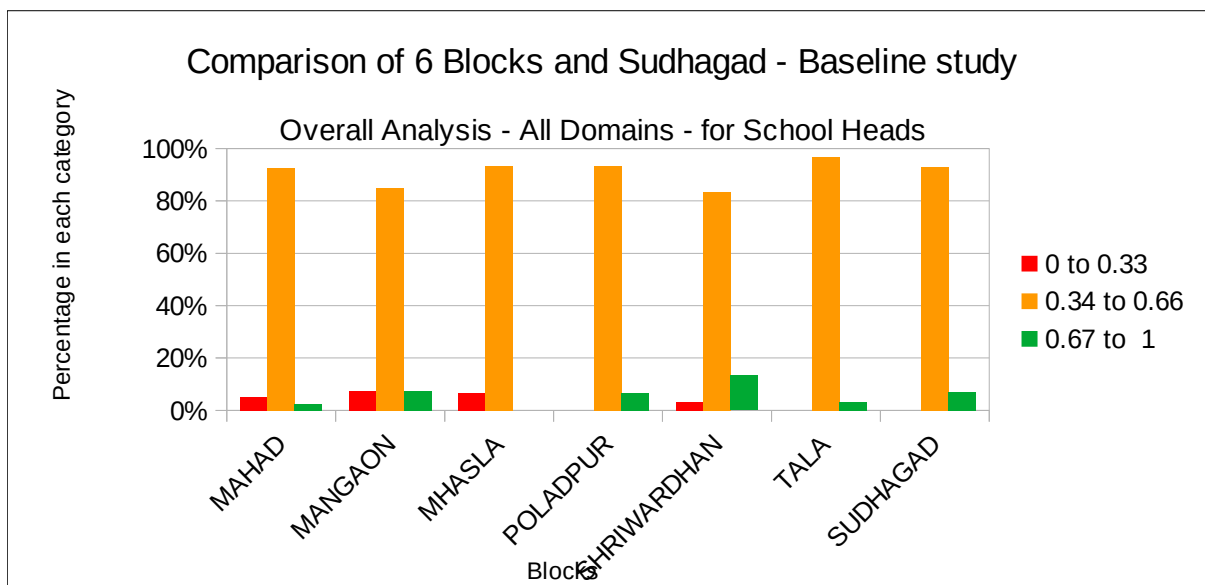
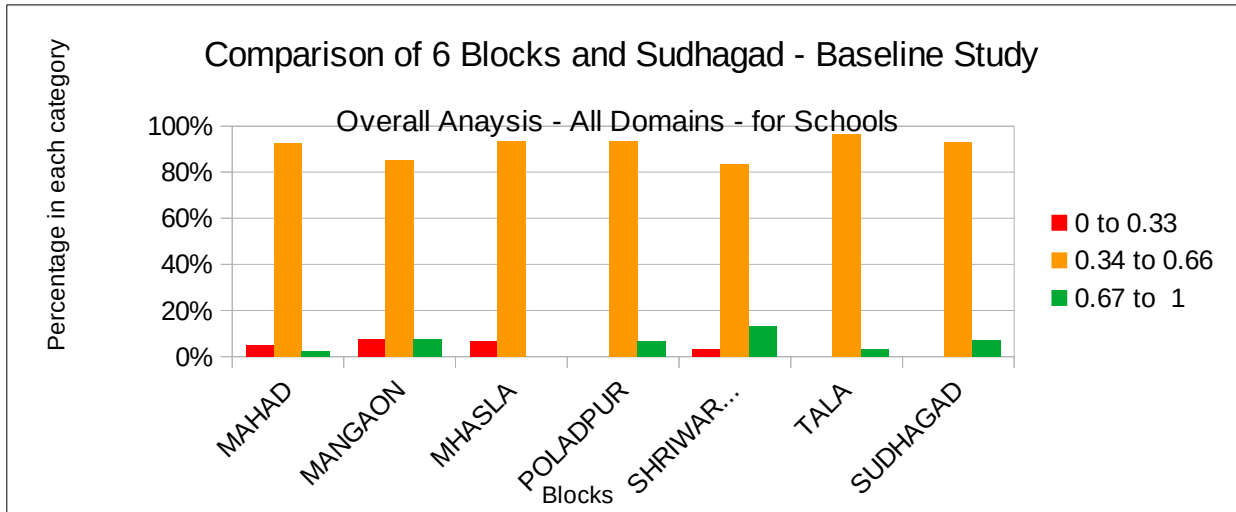
- The teachers now write lesson objectives on the board
- The teachers use project-based and activity-based learning in the classes
- Collaborative learning techniques are being used in the schools
- Extensive use of display boards for showcasing students' creative ideas and improving their reading skills
- Teachers give wait time to the students to respond to their queries
- Ground rules have been set for the students which they follow effectively during school hours
- Use of open and close ended questions in the assessments are being used by the teachers

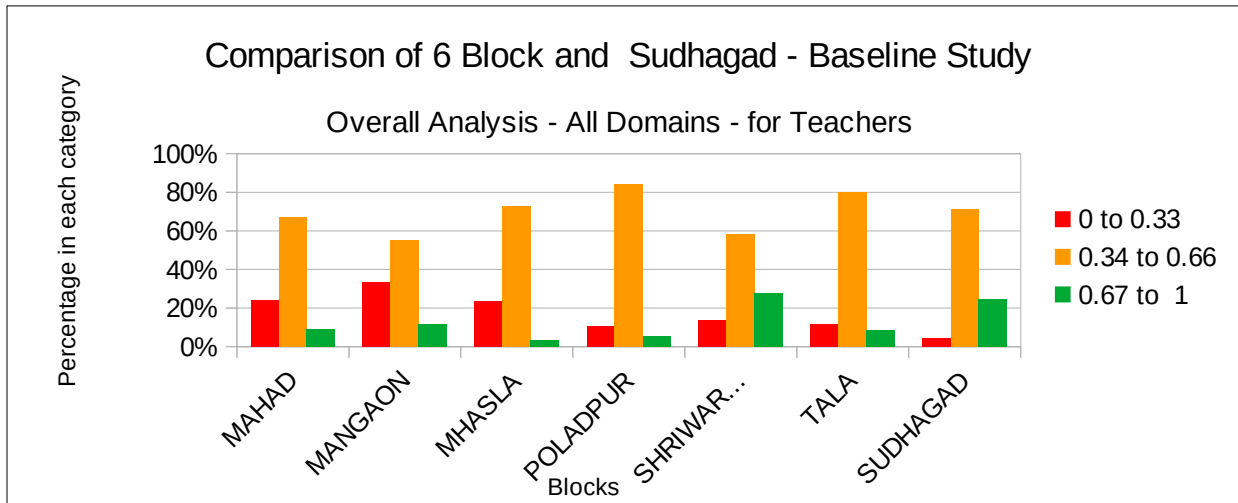
**3. Way Forward :** Formalizing the process with the officials to ensure greater departmental involvement and 'buy-in'.



The Govt Coordinator has expressed interest in engaging with the TTF programme and indicated that each Cluster Head & BRC Coordinator could oversee and manage 2-3 schools.

#### 4. Comparison of 6 Blocks and Sudhagad Baseline Study - School-wise Analysis





## 6. Testimonials from teachers at Sudhagad Pali

*"The QCT module is very nice. It is very useful to understand students problems. Some students come forward and express their problems during this session. Some students feel frightened to open up; but this session helps them to overcome their fright and shyness. By using small games they participate in all activities and enjoy it a lot. Remedial measures help them resolve their problems and they become more confident and positive about themselves. They use ground rules. So this module helps build positive relationships among teachers & students & makes the school atmosphere joyful."*

**Mr Rajendra Ambike, RZP School**

**Nenavali**

*"I regularly conduct QCT in my school. It has been really helpful for bringing positive behaviour and positive relationships with students. Because of QCT, students speak more and express themselves freely in their class."*

**Mr Anil Rane, RZP School Pacchapur**

*"Quality Circle Time motivates children to speak up. Their confidence grows. They come out ahead of themselves. Relationships improve. This activity is awesome and will be used regularly in our school."*

**Mrs Smita Marathe, RZP School Sidhshwar**

*"I observed a QCT demo conducted by TTF Facilitator Mr. Amit with students. During the demo I saw every student well engaged and they spoke very well. The enthusiasm of students is very high with every activity, especially the parachute activity. All students were fearless and felt safe in the session. The QCT module is really very helpful to our teachers & students. I have already asked my clusters school teachers to conduct QCT sessions along with regular classes."*

**Mr Ramesh Ture , CPS Chandargaon & Jambhulpada**

*"TTF conducted a training session for our Principals. It was very helpful for their Professional Development. The training session was also very interesting. All the participants were engaged actively in this training. The facilitator did so many different activities to keep the participants engaged and also shared many strategies and methods. I am very happy with this training and I request TTF to arrange such types of training regularly."*

**Mr Ramesh Rohekar CPS Khavali**



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*“The MI training was very good & a different experience for me & for the other teachers. In this module we learnt about 8 Multiple Intelligences and how to teach students with different levels of intelligence. We all enjoyed this training a lot.”* **Mr Ganesh Chorage, Anudanit Ashramshala Wavloli**





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## Prerana - Teacher Accelerator Programme

*supported by Nomura Holdings in collaboration with Samhita Ventures*

### Duration - April 2019 to March 2020

This project supported teachers in the low cost affordable private schools in Mumbai to improve the teaching-learning practices in their classrooms. TTF interventions included focus on lesson planning, teacher-student interaction, teaching methodology, assessment, physical and learning environment.

#### 1. Implementation & Impact :

- 500 teacher project
  - Graduation ceremony was held for the 500 teacher project in July 2019
- 1000 teacher project

Modules	Schools	Teachers
Number of schools onboarded	49	1250
Orientation	49	1161
Baseline observations	49	493
5 Modules completed	46	1021
5 School Impact Visits completed	42	
School Based Support 1 completed	44	1000
10 Modules completed	18	308
10 School Impact Visits completed	9	
Heads Training - Essential Pieces	40	55 (Day 1) 51 (Day 2)

- Teacher's Day Celebration
  - **Leaders Cafe** sessions were hosted in 3 locations across Mumbai – Attended by 90 school heads & 56 school representatives
- Teachers gained key insights into creating a learning environment (LE) that involves both physical and emotional aspects
- Teachers worked towards improving personal interactions with students by adopting strategies towards enhancing teaching learning methodology
- Educators incorporated better work strategies for improved students' participation in the learning process



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- Classroom Management skills of the teachers have improved. Eg. It has become a common practice to see more time being allocated to constructive discussions in the classroom amongst the students now.
- Teachers reflected on their teaching practices and the system at large. They identified areas for improvement and took TTF's support for implementing the same
- Through constant interaction with TTF's experienced facilitators, school leadership teams have started developing the understanding & skills for motivating their teachers to be effective change agents in positively influencing student learning



**Glimpses from the Leaders' Cafe Sessions conducted in September 2019**



**Ground Rules at Millat School**



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## School Well-being Team

### Indian Social & Emotional Learning Framework (ISELF)

The past year has seen the ever growing interest TTF's ISELF and the social-emotional well being of children across India. TTF has been involved in organising events to advocate the relevance of ISELF

#### Advocacy :

#### ISELF (Indian Social and Emotional Learning Framework) in Delhi.



- In April 2019, The Teacher Foundation **launched ISELF (Indian Social and Emotional Learning Framework) in Delhi**. This was the last launch amongst a series of launches that were planned and executed in the previous year. Over 100 participants attended, from various schools and NGOs. The Chief Guest of the event was Prof. Dr. Krishna Kumar, former Chairman, NCERT, and the other guest speakers included Prof. Anjum Sibia, Head of Department of Psychology, NCERT, and Dr. Renu Singh, Country Director, Young Lives India.
- Maya Menon and Misbah Shahid presented about ISELF at the **26th Learner Conference held at Belfast, UK** organised by The Learner Research Network. The conference was attended by 200 delegates which included researchers and practitioners from school and higher education. ISELF was one of the parallel sessions and the only presentation from India. It received good amount of interest with requests to share insight post dissemination of ISELF in India.
- ISELF was also presented at one of the parallel sessions at the **Transforming Education Conference for Humanity (TECH) Conference hosted by MGIEP-UNESCO** in Vishakhapatnam on December 10 - 12, 2019. The conference was attended primarily by educators (schools and higher education), mental health experts, academicians and students from both national and international institutes.
- Maya Menon also presented about ISELF at the **2019 SEL Exchange organised by CASEL** in Chicago. The Teacher Foundation's presentation was the only entry from India. Over 2000 educators from USA and different countries attended the first SEL conference organised by CASEL.
- Short ISELF sessions were conducted for **parents at JBCN school, Oshiwara, Mumbai** as well as a group of **special educators and counselors at a partner forum organised by CBM** in Chennai.



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**CBM - Chennai**



**National Conference - Coimbatore**

- In a **National Conference on Inclusive Education and Adapted Physical Education**, organised by Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI), Coimbatore, around 100 special educators and physical educators were taken through the overview of ISELF and QCT.

### Upload of ISELF :

- The Framework, Handbook and Age-Banded booklets were reviewed, finalised, designed **and uploaded in the month of October** on the TTF website. There have been around 160 downloads as of 31<sup>st</sup> March.
- **ISELF Trademark was registered** in December 2019.
- ISELF is now available as part of the resource links on **CASEL & NIMHANS Child Project Website**.
- ISELF has **garnered a lot of interest among various organisations** that is looking at integrating SEL in their existing programmes. Some of the organisations include *Teach For India, Educate Girls, Bhumi* as well as some international organisations such as *Commitee for Children (CFC) - USA, Amani Institue*, and many others.

The School Well Being Team has been in touch with these organisations looking at ways to integrate or develop exclusive SEL curriculum based on the needs and scope of these programmes.

### ISELF Orientation :

- A one-day orientation session to ISELF was conducted as part of our efforts to spread awareness amongst relevant stakeholders (schools heads, individuals, organisations, counsellors, special educators, parents) who are working towards strengthening the SEL fabric in India.

The session enabled participants to:

- Examine their own perceptions and beliefs on SEL





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- Look at implications of SEL on students
- Navigate through the different components of ISELF and its Companion Handbook
- Look at ways to integrate or use ISELF in their line of work

Month	Location	Participants Profile	Number
August	Bangalore	Schools heads, Organisations, Counsellors, Special Educators, parents	30
August	Bangalore	Mental Health Experts from NIMHANS and other individuals who work in SEL and allied fields	40
February	Chennai	Schools heads, Organisations, Counsellors, Special Educators	20

- In the month of October, a parents' session on the relevance of SEL was conducted for the JBCN group of Schools, Mumbai. It was attended by 60 participants.

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## Part 2 TTF Education Services Private Ltd. (TESL)

The Teacher Foundation has established itself as a leading provider of quality professional development services to schools. Trust and credibility amongst schools are vital for getting schools to albeit sometimes reluctantly, invest in teacher development. Many private schools request for professional development services from TTF based on their past interactions with us. Others reach out to TTF based on recommendations from other schools. But many schools need to be contacted cold by our school relationship team.

The work we do under TESL is front-ended by both the School Relationship Team and the senior team members at TTF.

## Some details of the projects under TESL

### Projects under School Relationship Team

#### Summary of programmes conducted :

Programme	Teachers Trained	Schools Reached
Livewire Workshops ( <i>Short Half-day, one day sessions</i> )	925	15
Child Safeguarding Policy	126	3
Quality Circle Time	236	5
Quality Circle Time Refresher	100	1
Development of an Academic Manual	NA	1
Base-line Observation	46	1
In-school Need Based Programme for ELT by Gina Menon	60	3
Sustained Programme	51	2
<b>Total</b>	<b>1514</b>	<b>29*</b>

\*ISELF orientation general batches & SEL orientation in JBCN are not included in the above list, the same has been reported as part of School Well-being team report.

\*Schools which have undertaken multiple programmes are counted only once. There are 2 organisations included in the list too.



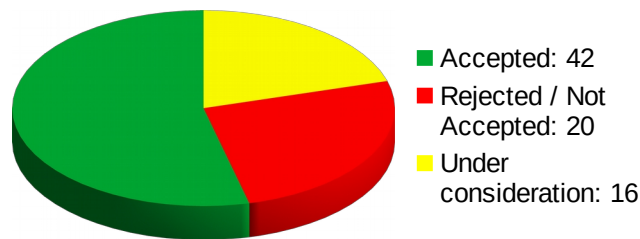
### Summary of programmes signed up :

Programme	Teachers	Schools Reached
QCT	146	2
Professional Support for Swim Teachers	NA	1
Child Safety & Safeguarding Training	15	1
Total	146	3

\* 'Professional Support for Swim Teachers' involves curriculum review, development of handbook, teachers & student competency rubric, child safety & safeguarding training module.

### Overview of proposals sent :

There were a total of 78 proposals sent in the last academic year. The following chart provides the breakup of the same:



### Impact of SRT's efforts on reaching out to schools :

- 1463 teachers trained in short term programmes such as QCT, Livewire workshops, CSP, etc. These programmes were conducted in 25 schools and 2 organisations
- 51 teachers were trained in year long sustained programmes in 2 schools
- Additionally, 600 teachers in Annual Teachers' Conference conducted by Udgam School, Ahmedabad and 60 parents in SEL orientation conducted by JBCN were reached out to by TTF
- **Teachers' Day campaign #HappyTeachers** on Facebook was conducted from Aug 12<sup>th</sup> to Sep 5<sup>t</sup> dedicated to the well-being of teachers. This branding campaign reached 10,256 users and registered 153% increase in views, 78% increase in engagements, 95% increase in followers during the 28 days of the campaign, compared to the previous 28 days.



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## Private School Projects Operations

### Programmes signed up during this period:

- **A School Development Support Programme** for 25 teachers was confirmed by **Endeavour Academy** during this period. This is a 3 year programme, and the first year was completed in January 2020. CSP Endline and Policy yet to be completed despite numerous reminders to the Principal.  
**Status** – all workshops for year 1 have been completed



- **A Sustained Teacher Development Programme** for 9 teachers was confirmed by **RBANMS** for an eight month period. The programme has been successfully completed and the graduation ceremony was held in February 2020.
- An **In-School Mentoring Programme (ISMP)** for 14 Coaches + 28 Coachees was confirmed by **Kamala Niketan Montessori School** for one year.  
**Status** – SBS 1, 2, 3, 4 & 5 have been completed; topic plans have been vetted by the facilitators and feedback given.  
**Status** – The school wants to conduct a survey to determine the level of development that has happened in the school post TTF intervention. The survey form has been shared with the school. Feedback awaited
- **Vidyaniketan Ullal** – Two programmes were signed up with this school for a period of 1 year :
  - **ISMP (58 teachers)**  
Baseline & 2 training modules have been completed
  - **Assessment of Current Practices of TTF trained teachers (107 teachers)**  
SBS 1 has been completed and one Debrief session was held with the coaches



- **CFSS General Batch** – 2 teachers each from 6 schools (Oasis International School, Trio World School, 4 branches of Samsidh Mount Litera Zee School) participated in this 8-month programme conducted in the premises of TTF.  
**Status** – All training modules have been completed and SBS 1 & 2. Graduation ceremony pending
- A **Sustained English Enrichment Programme** was conducted in **Deccan International School** over a period of 10 months  
**Status** – All training modules have been completed. Graduation ceremony pending



- TTF conducted a 3-day workshop on inclusive education for 55 teachers and senior leaders from **The Montfort Group of Schools in Tura, Meghalaya**. The modules covered were Multiple Intelligences for the Inclusive Classroom, Group Work for Inclusion and Creating Barrier Free Environments. This is part of a larger agreement on a training programme on **Inclusion Modules to CBM partner organizations** where CBM will also be part of the programme.



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## School Well-being Team

### Creating Safe and Caring Spaces for Students – a *customised programme with Jindal Schools, Bellary*

- **Endline Audits** : The overall programme audit and the CSP Audits were conducted at Jindal Schools in April and July 2019, respectively, to understand the school's strengths, areas of concern post the year long intervention.
- Schools had shown improvement in areas such as improved awareness about bullying, students' confidence to speak to others, teachers addressing students by their names, moving around in the classroom, etc.
- Both schools now have a robust Child Safeguarding Policy that would protect children from intentional and unintentional harm. There was a significant improvement in aspects under Personal and Sexual Safety and Cyber Safety.

### Child Safeguarding Policy (CSP) :

Following are schools who have taken up the programme in this financial year:

- Endeavour Academy
- Bangalore School of Music
- Swimming Matters

### Development of ISELF backed SEL curriculum with Fitkids

**FitKids** provides solutions in Sports & Physical Education, Creative Movement, S.T.E.M. and Career Counselling for children from Kindergarten to Grade 12. Fitkids' GAIT (Grooming Artistic Innovation and Talent) programme assists in the overall development of a child with a focus on creative, physical, cognitive, emotional and social aspects. TTF has been providing support to the GAIT team to **develop and implement a GAIT SEL curriculum based on ISELF**, for Grades 6 to 8. The curriculum is to have specific strands of GAIT which is an activity-based curriculum that uses creative movement and performance arts as the medium of instruction and expression. This an on-going project.

### Implementation & Impact :

- A one-day ISELF orientation session was conducted with the GAIT content team.
- A set of lessons were pilot tested with grade 6 children
- One section of students were from NIOS class with learning difficulties who engaged well in the sessions
- Almost all students have agreed that they found the GAIT class interesting, engaging and the topic discussed was relevant

## Quality Circle Time (QCT)

QCT / QCT Plus sessions that were conducted between April '19 to March '20

Month	Programme	School Name	Number
June '19	QCT	Don Bosco International School	42
June '19	QCT	Manthan School	30
June '19	QCT Refresher	Kamala Niketan	100
July '19	QCT	Kamala Niketan	50
Oct '19	QCT	Kamala Niketan	50
Nov '19	QCT	SishuGriha School	30
Feb '20	QCT	Anubhav Positive Psychology Clinic, Kolkata	34



Anubhav Positive Pyschology Clinic,  
Kolkata



Manthan School

## Part 3: Shraddha Trust & TESL

The common functions of Training, Content, Digital Communications, Human Resources and Finance come under this section.

### Training

This report contains the status of the training programmes and training effectiveness measures undertaken in 2019-20.

#### Train-the-Trainer Sessions conducted :

##### I. TTT for Raigad team : (Conducted by Sandhya Shivaprasad)

- **Attended by :** Prakash Mudrale, Suhas Patil, Amit Gavale, Chhaya Mhatre, Manish Patil, Ajay Jadhav, Triyug Khedekar and Ganesh Sawant.



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- **Focus of the TTT :** Conducting effective demos, De-briefing post demos, post observation feedback and coaching feedback
- **Insights :**
  - Facilitators tend to treat post demo sessions as feedback rather than de-brief sessions. This way, it gives teachers opportunities to find holes and make complaints. After intensive practice, the facilitators realised the need to take control of the post-demo session.
  - Planning for demos need to be effective. Ad-hoc plans and changes negate the need for planning and give a contrarian message. Fs need to keep in mind every resource needed for the plans. Facilitators created better plans towards the end of the session.
  - Team more practice on coaching feedback. Facilitators tend to ask questions which make coaches recap rather than reflect on coaching. This needs to be addressed in the next TTT as well

## II. TTT for Karnataka Govt team : (Conducted by Sandhya Shivaprasad)

- **Attended by :** Nana Madarkall, Manjunath, Ramesh A, Vinoda and Vinayaka
- **Focus of the TTT :** Conducting effective demos, De-briefing post demos, post observation feedback and coaching feedback
- **Insights :**
  - Facilitators tend to treat post demo sessions as feedback rather than de-brief sessions. This way, it gives teachers opportunities to find holes and make complaints. After intensive practice, facilitators realised the need to take control of the post-demo session.
  - Planning for demos need to be effective. Ad-hoc plans and changes negate the need for planning and give a contrarian message. Facilitators need to keep in mind every resource needed for the plans. Facilitators created better plans towards the end of the session.
  - Team more practice on coaching feedback. Facilitators tend to ask questions which make coaches recap rather than reflect on coaching. This needs to be addresses in the next TTT as well.

## Training Effectiveness - Quality measures :

Concerted steps have been taken to streamline the quality of training and support offered by TTF facilitators.

### I. The following have been revised in 2019-20 :

- **Classroom Observation Rubric (COR)** – The revised COR has been used in Vidyaniketan, Ullal successfully.





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- **Post Classroom Observation Record** – The revised PCOR has been used in Vidyaniketan Ullal. Facilitators in Bangalore and Raigad have also been oriented on it.
- **The Classroom Observation Report** – Student learning behaviour has been extracted and displayed separately. Graphs have been introduced in School-wise and Block-wise reports.
- **Workshop feedback collection** – Feedback forms have been digitised. Participants give feedback on google forms which are then shared with respective Facilitators and Centre heads
- **Post workshop debriefing** – Debriefing forms have been digitised. Facilitators post de-brief after every workshop which is then collated and analysed.
- **School Impact Visit report format** – This format now has specific questions for each SIV and is related to the workshop conducted prior to the visit. The responses by all Facilitators are collated and a report is prepared.
- **The WSA report format** – A new data collection tool and a revised feedback format is being used in The Accelerator Programme in Mumbai. The new report is concise and has descriptions for each of the 11 aspects accorded to the school. Facilitators now have to give explanations for every score that they attribute to a school for every indicator.
- **Student feedback format and collection process** – A revised set of questions and a new data collection tool was introduced in The Teacher Accelerator Programme in Mumbai.

## II. The following has been introduced :

- **Post coaching observation record (PCOR)**– Was used for CFSS and in Vidyaniketan Ullal
- **Coaching observation report (COR)**– Was used in KNMS and CFSS
- **Individual coaching COR reports** for participants of CFSS
- Individual coaching reports for participants of CFSS

**III. Mumbai and Raigad** teams have been trained on creating folders and links on Google drive. They are now self-reliant and have circulated the links to all participants. Mumbai team is now managing the SIV and WSA links by themselves. Raigad and Govt team are now managing the COR links by themselves.

**IV. Feedback** from workshops and post-workshop de-brief by facilitators were monitored

**V. A Facilitators meeting** was held in January 2020 and they were briefed on the new COR and PCOR



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## Content

### 1. Australian Council for Educational Research (India) : Taking Action – English, Reasoning, Science, Mathematics

One Day modules to read and understand the IBT reports, identify strengths and challenges of students, and explore teaching learning ideas, strategies and activities, and planning t-l activities for class.

#### Implementation & Impact :

- To provide content for the workshops and conduct training for ACER. English module delivered in CMS Gomtinagar, Lucknow. Other modules rescheduled due to lockdown.
  - The pilot workshop on the English module was conducted successfully in CMS Gomtinagar, Lucknow, on October 23<sup>rd</sup>, attended by teachers from CMS all across Lucknow, and observed by ACER representative Dr. Garima Bansal – Academic Head, and Vandana Chauhan, the Marketing Coordinator. Received positive feedback on the workshop from ACER and CMS. The regular schedule of workshops for all modules to start in March.

### 2. Academic Policy for Rockwell Group of Schools :

Designed, created and delivered the Academic Policy for Rockwell Group of Schools.

### 3. Happy Teachers for Happy Schools (ST)

Making happiness a school culture by planning a set of activities that will focus on teacher well-being, and by engaging in these activities, the teachers will be able to dis-engage themselves from their worries and rejuvenate.

#### Implementation :

- TTF Teacher's Day Celebrations (Sep 5, 2019)

### 4. Malayala Manorama workshop for Teachers of Pre-Primary – Grade 2

Re-created a one day module for teachers of Pre-Primary to Grade 2 that included various diverse aspects.



### **Implementation :**

- The workshop was conducted by Maya and Sandhya in Kochi, Kerala, for a group of 100plus teachers.

### **Revision of Content :**

#### **1. Project-Based Learning**

The workshop 2 day was revised so that the participants would actually plan a PBL activity that they can use in their classes.

#### **Project Deliverables :**

- The revised workshop was conducted in Chirec International (Hyderabad), in 4 batches.

#### **Testimonial :**

“I would try to implement its various aspects to make the teaching learning process a fun filled one. I would motivate my student's to think in a broader perspective to understand the various nuances involved in each concepts being taught in the class. I would further help them to tap their inquisitive mind , thereby constructing knowledge through learning experiences.”

**Teacher, Chirec International, Hyderabad**

#### **2. HeadLAMP :**

Preliminary research, planning and revision of the workshop for school heads.

### **Ongoing Content Creation :**

#### **1. Swimming Matters**

Swimming Matters Teacher’s Guidebook, Safety and Safeguarding, and Student Assessment Rubric and Teacher Competency Assessment Rubric

- Half-day module Child Safeguarding module, contextualised to the Indian swim teaching environment (finalised)
- Swim teacher's guidebook, reviewing and re-creating from the Swimming Matters curriculum, and contextualising to the Indian swim teaching environment. To include sample lesson plans for swim teachers.
- Student assessment rubric for each of the eight stages.
- Teacher competency assessment rubric.

#### **Deliverables :**

- The child safeguarding module has already been created, and the other three documents are ongoing projects.



## 2. Converting face-to-face training workshop content to TPODs

TTF Online Training - The online training will follow a flipped learning model and will entail 3 different components -

- **Pre-session preparation** - Participants explore facets of a topic through reading, exercises, surveys and videos on Google Classroom as preparation for a given topic
- **Virtual Training** - Participants have a video conference with TTF facilitators on ZOOM (the online conferencing platform) at a pre-scheduled slot for a duration of 90 -120 minutes. This enables participants to engage with the facilitator and with each other to discuss more specific aspects of the topic.
- **Post-session tasks** - Participants will put their new learning to use in post-session assignments which may require them to either create lesson plans, tasks, activities, resources etc., and get feedback from TTF mentors once they upload them (on the TTF Google Classroom page).
- The attendance, progress and submissions of each participant will be tracked and a comprehensive report sent at the end of the course.

**Project Deliverables** : TPOD modules which will be part of CFSS/TNT + ISELF orientation. The CFSS and TNT courses will be offered online from April 15.

## 3. Malayala Manorama

Malayala Manorama – *Learning with Magic Pot*. Four modules to be created adapting activities from the children’s magazine *Magic Pot*

- **Developing Listening-Speaking Skills through Storytelling**
- **Developing Reading Skills: Language Learning**
- **Developing Numeracy Skills Part 1 and 2**

**Deliverables** : Workshops to be facilitated in Kerala, for 100plus teachers per session. Schedule yet to be finalised.

## 4. Ernst and Young Scholarship Scheme

Content to be created for the Ernst & Young scholarship scheme for students of Grade 11 – Bachelor’s final year, for **30-40 half-day modules** as finalised, in areas of social and emotional development, self development, social skills, job-readiness, as well as other personal and professional development skills.

**Deliverables** : To be scheduled.



## 5. Uttarakhand Workforce Development Project

- To design one-day training modules for principals, foremen, instructors and administration staff, to be conducted over a period of four years. Every year, 3-5 training sessions will be conducted for every group, in each of the different competencies.
- The four groups of learners will undergo training in Administration (for Principals), Core Domain (Foremen), Platform Skills (Foremen, Instructors, Administrative Staff), and Pedagogy (Instructors).

**Deliverables :** To be scheduled.

## Digital Communications

The key analytics data for our digital communications channels for the fiscal year 2019 -2020. was collected using Google Analytics, Facebook Insights, Twitter Analytics, YouTube and LinkedIn analytics. This report is intended to serve as a roadmap in our ongoing quest to understand the needs and goals of our audiences, so that we can better tailor our digital communications to meet them where they are.

**Objective** – to increase our social media presence on all channels by increasing the number of followers and by becoming thought leaders. To reach out to funders, existing and prospective, and share our stories with them. To increase online donations through an easily navigable page.

### I. Activities :

- Sharing success stories
- Documentation of funded projects
- Changing focus of what we say on the website; review progress and content every month

### II. Deliverables :

- Regular updates on social media - Sharing and retweeting resources and videos/images of our work on social media channels
- New LinkedIn company page
- Increased followers on FB, Twitter and LinkedIn
- Teachers' Day campaign #HappyTeachers on Facebook
- Quarterly newsletters
- The 500 Teacher Video Project
- Website changes – photos replaced, regular updates on What's New, pages revised



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### III. Social Media Analytics



484 new likes  
177419 Organic Reach (unique users)  
13127 People who have liked our Page & engaged with our posts



744 new followers  
196 tweets  
64k tweet impressions  
8120 profile visits  
693 Mentions



994 total page views  
746 total followers



10,197 – Users  
10,061 – New Users  
35,809 - Page Views



3.9k impressions  
344 views



700 impressions  
811 views



#### The last 12 months retrospective report makes a few things clear:

- Our users are engaging with our content on their mobile as well as their laptops/desktops
- Followers and engagement on social channels is steadily growing, with more interactions with our content
- YouTube videos are inviting significant traction

These facts help us focus on a few valuable and achievable goals for the coming year:

- Continue to improve the user experience on our social media channels
- Make our social media channels even more goal-oriented
- Grow our public audiences through creative digital marketing campaigns, regular updates and videos

## HR Report

### No. of Employees & Freelancers as on 31.03.2020

Sl No	Particulars	Shraddha Trust	TESL	Total
1	Full time	36	3	39
2	Part time	0	0	0
3	Freelancers			22
		<b>Total</b>		<b>61</b>

**Total employees and freelancers of the organisation is 61 members**

### Recruitment Status for the period April'19 to March 2020

**Shraddha Trust - 10 positions**

**TESL - 2**

Shraddha Trust				TESL			
Month	No of Positions	Designation	Location	Month	No of Positions	Designation	Location
April	1	Sr.Coordinator – HR	Bangalore	Oct	2	Head – Content & Digital Communications & Ops	Bangalore
May	2	Sr. Coordinator – Training & Teacher Support Admin Assistant	Mumbai Udupi				
June	2	Coordinator – Training & Teacher Support	Udupi				
Sep	1	Sr.Coordinator Training & Teacher Support	Mumbai				
Oct	1	Coordinator – Training & Teacher Support	Mumbai				
Jan	2	Sr.Coordinator – Training & Teacher	Mumbai				



		Support Administrator	Mumbai				
Feb	1	Admin Assistant	Udupi				
<b>Total</b>	<b>10</b>				<b>2</b>		

**Pending Positions – Nil**

Calculation of Attrition Ratio

**Note: TESL the Opening Balance of employees for the year was 1 and the closing balance 3 by end of the financial year, hence no attrition calculation.**

Calculation of Attrition Ratio Apr'19 to Mar-2020													
Sl No.	Month	Opening balance			No. of Employees Joined			Employees Left			Closing Balance		
		ST	TESL	Total	ST	TESL	Total	ST	TESL	Total	ST	TESL	Total
1	April 2019	41	1	42	1	0	1	1	0	1	41	1	42
2	May 2019	41	1	42	2	0	2	2	0	2	41	1	42
3	June 2019	41	1	42	2	0	2	0	0	0	43	1	44
4	July 2019	43	1	44	0	0	0	3	0	3	40	1	41
5	Aug 2019	40	1	41	0	0	0	2	0	2	38	1	39
6	Sep 2019	38	1	39	1	0	1	0	0	0	39	1	40
7	Oct 2019	39	1	40	1	2	3	4	0	4	36	3	39
8	Nov 2019	36	3	39	0	0	0	0	0	0	36	3	39
9	Dec 2019	36	3	39	0	0	0	0	0	0	36	3	39
10	Jan 2020	36	3	39	2	0	2	2	0	2	36	3	39
11	Feb 2020	36	3	39	1	0	1	1	0	1	36	3	39
12	Mar 2020	36	3	39	0	0	0	0	0	0	36	3	39
<b>Total</b>					<b>10</b>	<b>2</b>	<b>12</b>	<b>15</b>	<b>0</b>	<b>15</b>			

### Finance

*(The detailed Finance report will be shared separately)*