

Teacher Development Coordinator Program and Pedagogical Changes: In View of Teacher Development Coordinators

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ABSTRACT

National Education Policy-2020 expect that classroom transactions will shift towards experiential , competence based learning, which focuses to develop 21st century skills among students. To make it possible there is need of understanding the concept of competency based education among various stake holders, teachers professional development, and study material etc. For this NCERT start providing support to the states. In Delhi, government had already started work on these components through various programs and materials development, by taking help of SCERT, DoE and some of NGOs. Delhi governement come up with many initiatives, one of them is 'Teacher Development Coordinator Program'(TDC). Which was launched in 2017 in Directorate of Education, Delhi. The vision of program is to create "A System where everyone can learn". In this study the researchers want to know about the program, perception of TDCs about the progrm and the pedagogical changes among the classrooms of DoE, Delhi schools. For this researchers select North West B District randomly. The data was collected from 50 Teacher Development Coordinators of Directorate of Education, Delhi through semi-structured interview. The data showed that the Role of Teacher Development Coordinator is highly useful and appreciable in the schools. Pedagogical changes were witnessed in the classes by the real actors of the program, i.e. teacher development coordinators.

Keywords: Mentor Teachers, Mentor Teacher Program, Pedagogy, Professional Development.

Introduction:

National curriculum framework for school education-2023 (NCF-SE) provides a broader view for school education by addressing education of the 3 to 18 years age group across the entire institutions in India, which is across all the four stages in the curricular and pedagogical restructuring of school education. It focused on the learning environment, which can be developed through teachers, students and the society. The role of teachers is as important as learners. It states "There are a range of matters that directly affect learning, such as the appointment of teachers and their professional development, admission of students and the composition of students, and physical infrastructure". Teachers play a very important role in the learning of students so they must be capable to build positive relationships with students, provide scaffolding, use differentiated instruction, provide opportunities for independent and

collaborative work etc. To improve the capability of teachers Delhi Government has started various programs. One of the program which is focused on the professional development of the teachers is Teacher Development Coordinator Program.

TDC Programme

TDC Program was introduced in June, 2017 in schools of DoE, Delhi. "This is an innovative practise. We have started to strengthen our system and enhance the interest of children in particular subjects" (Atishi Marlana, Advisor to education minister).

The Teacher Development Coordinator Program is designed to create schools as learning institutes. Teacher Development Coordinator will contribute to the development and management of an academic development in school where everyone can learn. The TDC directly works with all the in-school teachers under the guidance of the school

principal to achieve the vision of program “A System where everyone can learn”.

In TDC Program one teacher from school was selected by head of the school by taking suggestion from respective mentor teacher. Their expected jobs were to provide developmental, focused feedback to teachers based on classroom observations, sharing best teaching practices, plan activities for improved teaching learning practices and design academic enrichment sessions. There is a complete hierarchical system which is formed to supervise each level. Above 5 TDCs there is 1 Mentor some assistant professors of DIET and Delhi SCERT to lead, supervise and streamline the efforts.

All the TDCs have been prepared and have been given training through co-learning sessions to handle the responsible job. This program has various components like-

- **Learning improvement Cycles (LICs)-** LICs are the need based themes, which are designed by the core team members of the program from SCERT on the needs of our teachers. Till date the program introduced 14 LICs. Like- building connect, teaching-learning strategies, lesson planning, social-emotional safety, psychological safety and time management etc.

- **Academic Resource Teams(ART):** This team is constituted of 10-12 TGTs of each subject, teaching in a school. They are the motivated teachers, who play the role in transition of all LIC themes in their faculty members.

- **Faculty meetings:** All schools have faculty of different subjects. In every week faculty meetings were conducted by the teachers and lead by the ART member and faculty head. They discuss about subject related strategies, achievements, challenges etc.

- **One to one interaction:** TDCs interact one to one with teachers to build connect with them and to know their views about the program and their needs.

TDCs started their role with observation of classroom practices and baseline assessment of students. The base line assessment was conducted to assess the aptitude of students in Hindi, English and Mathematics. The TDCs also facilitate in-School teacher training activities as well as meetings to share learning and experience of classroom practice, design Academic Enrichment Sessions etc.

Rationale of the Study

The NCFSE-2023 focus on creating a supportive ecosystem in which a school creates a culture that encourages people to learn and work together, which is possible in an open and caring environment where dialogue, inquiry, collaboration and reflection are embedded practices. A teacher must have pedagogy autonomy, career and professional development opportunities in which peer learning with mentoring and coaching support must be made available.

It can be possible with the help of well-structured and systematically planned professional development programmes. Delhi Government has taken this step in schools of Directorate of Education (DOE), Delhi by initiating some program like: Mentor Teacher Program, Teacher development coordinator program. The Mentor teachers are the selected teachers who worked with 5 to 6 schools. Due to many schools, it is not possible for mentor teacher to reach to each and every teacher of all the mentee schools, soon need of a person raised who can help to achieve a significant strategic goal of the school, supporting teachers in creating school as learning institution. As a result, Teacher Development Coordinator (TDC) program launched. This program primarily focuses on professional development and envisages a Co-Learning environment where everyone will get the opportunity to experience the journey of professional growth. The program focused on improvement of teaching-learning process, increase teacher's motivation, create growth mindset, increase collaborative learning and enhance teacher capacity. This is witnessed by a study of Teotia, A.K & Kumar, S., 2019:- “Throughout the journey from LIC 1 to LIC 4, visible changes have been observed which are based upon strengthening relationships at all levels of the system”.

In this program expected jobs for TDCs were to provide developmental, focused feedback to teachers based on classroom observations, plan activities for improved teaching learning practices, sharing best teaching practices, and design academic enrichment sessions. After completing seven years, Is the program able to achieve all these expectations? To understand the perspectives of TDCs, how the Teacher Development Coordinator program contribute in enhancing classroom teaching-learning process in NW-B district of Delhi is the motive of this research.

Objectives

- To understand the role of Teacher Development Coordinator in the Teacher Development Coordinator Program
- To study the perception of TDCs about the Teacher Development Coordinator program.
- To study the pedagogical changes occurred by the interventions of the Teacher Development coordinator Program in schools of the DoE, Delhi.

Research Methodology

The study is descriptive in nature and the purpose of the study is to explore the Teacher Development Coordinator Program and the pedagogical changes in classrooms.

Population:

Population for the study is comprises of TDCs from all the schools of all 13 Districts of Directorate of Education (DOE), Delhi.

Sample

One District North West (NW-B) was selected randomly from 13 district of DOE, Delhi. Further twenty TDCs from each zone 11,12 and 13 of NW-B district of DoE were selected.

Tool : A Semi structured interview of 15 items was designed to attain the objectives of the study. The objective wise description of developed 15 items is given below:

Table-1:

Objective wise description of items

| Sl. no | Objectives | No. of items |
|--------------|---|--------------|
| 1 | To understand the role of Teacher Development Coordinator in the Teacher Development Coordinator Program | 5 |
| 2 | To study the perception of TDCs about the Teacher Development Coordinator program | 5 |
| 3 | To study the pedagogical changes occurred by the interventions of the Teacher Development Coordinator Program in schools of the DoE, Delhi. | 5 |
| Total | | 15 |

Analysis And Interpretation Of The Data

The data gathered from the interview was analysed quantitatively and qualitatively according to the objectives of the study. Following are the analysis of the study undertaken:

Objective 1:

To understand the role of Teacher Development Coordinator in the Teacher Development Coordinator Program

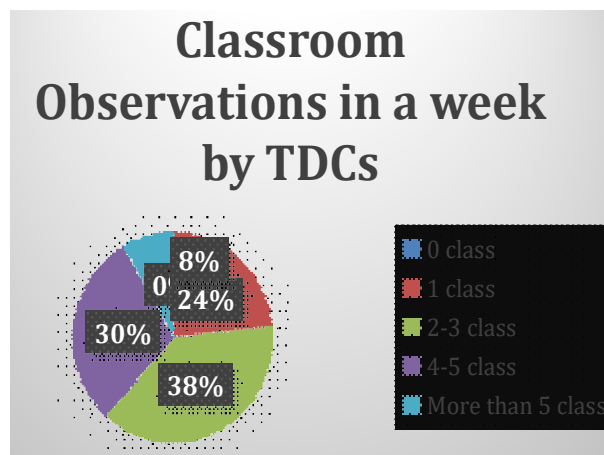
Analysis and interpretations:

According to the objectives of TDC Program their role is to provide academic support to the teachers of their school and to create academic environment in the school through classroom observations, focused feedbacks, motivating teachers, and peer learning etc. By taking responses from TDCs, we get to know that their role evolves gradually. They are doing class observations, provide feedback to teachers for the improvements, appreciate them, conducted ART meetings, faculty meetings, create good learning environment in the school and they help the school principal in all the academic tasks.

The program is for innovations in teaching-learning process, to create connect between all the stakeholders, to transfer the knowledge, learn together, grow together, collaborate with each other and to develop a child centred education system. Each LIC theme of the program is based on the needs of teachers and the students, which are helpful in professional development of teachers, whether it was related to lesson plnning, teaching strategies, connection building, Social-emotional and psychological safety etc. The role of the TDC is to implement all these themes in school system with the help of ART members.

We found that there is variation in classroom observations..

Figure 1: Classroom observations



The responses shows that all TDCs do not observe fixed number of classes in a week. More than 5 classes in a week are observed by only 8% of

TDCs, 30% TDCs said that they observe 4 to 5 classes in a week. Maximum responses, 39% shows that they observe only 2 to 3 classes in a week and 23% observe only 1 class in a week. TDCs said that due to multitasking and overburden they are not able to observe number of assigned classroom observations

TDCs said that they also attend co-learning sessions after introduction of each LIC, so that they can be able to facilitate the ART members for the implementation of LIC in school and for progress check. TDCs also facilitate sessions of sharing experiences of teachers where they can reflect upon their own learning and find solutions through each other's experiences in a collaborative way. They provide support to school in keeping a track of learning progress of the students and better ways to communicate the same.

Objective 2: To study the perception of TDCs about the Teacher Development Coordinator program
Analysis and interpretations:

TDCs said that the program is very much effective. After involving in this all the TDCs feel more confident, it helps in improving their knowledge and communication skills. TDC program is able to create learning culture among the schools. Now teachers feel free to discuss their challenges, good practices, and appreciate each other. Teachers are taking care of their students social-emotional and psychological safety. They tried to connect with all the students through various strategies like- name tagging, family tree, communicating with them about their liking, disliking, their challenges in subject learning, their emotional status, their family related issues, by motivating and appreciating them etc.

After introduction of different LIC themes, teachers are trying to use different methods of teaching on the basis of students need. Initially teachers are very rigid, but gradually they understand that TDC is for their support. Now teachers don't hesitate to discuss their challenges, their achievements, ready to learn, work collaboratively for the benefit of the students and the school and don't feel ART meetings as a burden.

This program is beneficial for our school system. There are some challenges which if removed would make this program even better, like- Time for meetings is not sufficient, over burden on TDCs, do not have enough time for classroom observations, some senior

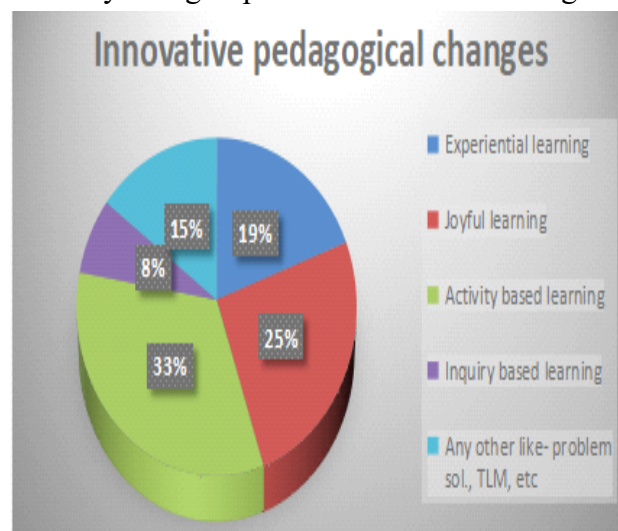
teachers do not support, difficult to manage with various curriculums, lots of google forms, and some times HOS is not supportive. If the department provide opportunities to TDCs to learn from different workshops, seminars and educational tours like mentor teachers then they can grow more.

Objective 3: To study the pedagogical changes occurred by the interventions of the Teacher Development Coordinator Program in schools of the DoE, Delhi.

Analysis and interpretations

To improve the pedagogy in schools of DoE, Teacher development coordinator (TDC) is the link between teachers and Mentor Teacher. They observe classes and provide support to teachers. TDCs said that teachers are using various innovative strategies, methods, and use teaching learning material according to the needs of the students and create learner centred approach. Below given chart shows the different type of practices used by teachers in their classroom teaching:

Figure 2: TDCs response on practices used by teachers
By taking responses from all TDCs we get to



know that 33% of TDCs said that teachers of their schools are using activity based learning, 25% said that teachers are using joyful teaching-learning practices, 19% said that their teachers are using experiential learning, 15% are told about the use of other practices like problem solving, using TLM etc. Only 8% said that teachers are using inquiry based learning in schools.

TDCs also informed that more than 90% of teachers are taking care of social-emotional safety of

the students, where as apx.60% of teachers are able to take care psychological safety of their students. These can affects the learning of the students and create challenge for teachers. One of the TDC said that “Teachers kehte hai ki pehle aap hmare psychological safety ka to dhyan rakwaye, tabhi to hum students ki psyological safety ka dhyan rakh paynge”. TDC realise that social-emotional and psychological safety is also important for our teachers so that they can give their best in their teaching-learning process. Teachers feel over burdened and environment of schools effect their social-emotional and psychological safety.

TDCs informed that teachers are trying to change the pedagogy on the basis of their students needs. They discuss subject related issues with their faculty members, plan their teaching before entering the class, motivate and appreciate students. Students are more connected with their teachers. Don't get afraid to talk with teachers, they ask their querries without any fear. Some of TDCs said that academic was affected by CORONA, Our many students get addiction of mobile phones, they spend lots of time on screen for entertainment only. Their interst in studies get decreased, they prefers to watch the content on youtube instead of reading, writing and practising.

Findings:

- It is found that the role of TDCs in the Teacher Development Coordinator Programme is highly useful and appreciable in the schools. TDCs plays various role and responsibilities in their schools. They observe the classes, provide feedbacks to the teachers, conduct ART meetings, faculty meetings, insure the application of various academics related orders and circulars, organise activities in school and attend co-learning sessions with mentor teachers. TDCs responsibility is to create connect between various stakeholders and create learning environment in school.

- All the TDCs recorded that the program is effective and able to create the culture of co-learning in schools. TDC program is helpful in improving the confidence and communication skills of TDCs. It also able to improve the capacity of teachers, so that they can take care of social, emotional, and psychological safety of their students. Students communicate freely with their teachers about their challenges. TDCs feel some challenges like- time constraint, support from HOS, work overload, many curriculums and google

forms to fill etc. If these can removed then the program become more and more useful.

- It is found that pedagogical changes took place in the regular teaching learning process in the schools, like: use of innovative methods, teaching through activities, use of learning materials etc. reflected in the teaching styles of teachers. Teachers take care of safety and needs of the students and modify their pedagogy accordingly. The overall scenario of class is changing from teacher centred to student centred. Decorum of the classroom enhanced, participation, interest and motivation level of students increased. If the HoS take care the social, emotional and psychological safety of the teachers then it can also affect the school environment and it will become more collaborative and cordial.

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