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TEACHER DEVELOPMENT COORDINATOR PROGRAM & ITS FUNCTIONING IN SCHOOLS OF DIRECTORATE OF EDUCATION

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INTRODUCTION

In-service teacher training programs have been a significant trend in our education system. When equipping in-service teachers with new strategies and pedagogy, a power-packed capsule of training or workshops is planned at the state and national levels. Like any other in-service training program, the Teacher Development Coordinator (TDC) Program helps to achieve significant strategic goals. The only difference is that it supports teachers in creating schools as learning institutes. A TDC contributes to the development and management of consistent and cohesive academic development in the school, where everyone learns from each other. The Teacher Development Coordinator works with all the in-school teachers to achieve the program's vision, "*A System where everyone can learn*".

It's a program that doesn't need any external resource person. Every stakeholder in the school acts as a resource person, and in this way, a continuous process of learning and development takes place. This program was started in 2017, and by now, 1023 schools in Delhi have become part of it in the 13 districts in Delhi. An International NGO, Schools, and Teachers Innovating for Results Education (STIR Education), has also partnered with State Council for Educational Research and Training (SCERT) to plan and implement the TDC program. According to STIR Education, a UNESCO-conducted case study has shown this program's significance in teaching-learning.
A program like that requires well-trained and supportive teachers, as TDCs take the responsibility of capacity-building of their schools. Unlike mentor teachers, a TDC can only assist the teachers of their school with the help of the HoS of the same school. Here comes the role of the mentor teachers appointed to contribute to the capacity building in their school along with others.

Mentor teachers are supposed to take care of 5 nearby schools and assist them in improving the teaching methods and environment.

Further, Academic Resource Team (ART) members were selected from each school to help TDCs and MTs. So, we can see a network of teachers is made to take care of each other's problems and to enhance each other's capacity, which is finally expected to bring positive changes in the learning and achievement levels of the students.

One cannot deny that a program like this requires well-trained teachers to be given the role of teacher development coordinator. It requires well-planned sessions or meetings to decide the themes of LICs and a comprehensive follow-up. A whole set of resources is required to fulfil the purpose of this program, which calls for continuous support and feedback from the SCERT and DIETs. These requirements must be assessed to make sense of what has been achieved and what needs to be done. This study is just an attempt to understand the program To understand the intention of the study, one must understand all the aspect of the TDC program.

Teacher Development Coordinator Program (TDC Program)
The Teacher Development Coordinator Program is an initiative introduced by SCERT in the year 2017 as the extension of their flagship Mentor Teacher Program, with the vision of creating a collaborative network of teachers teaching in DOE Schools. This program primarily focuses on professional development through multiple platforms and envisages a Co-Learning environment where everyone will get the opportunity to experience the journey of professional growth.

As part of this program, one intrinsically motivated teacher volunteers to be a TDC, who is deployed as a Teacher Development Coordinator (TDC) in all government schools under the Directorate of Education. The major role of TDC is to provide teachers with specific academic support and encourage peer learning and collaboration among them. The TDC program has successfully reached out to all 13 districts in Delhi, covering 1023 schools.

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252 MTs 9 DIETs 1023 TDCs (Source: SCERT)

The District Institute of Education and Training (DIET) is the academic lead of the TDC program. Nine DIETs with 45 facilitators, including DIET Principals, DIET lecturers, and District Coordinators across Delhi, play a central role in the facilitation and operation of the program.

Alongside DIET staff, more than 250 Mentor Teachers (MTs) provide regular school-level support to the TDCs, and 5 Program Managers from STIR Education support the TDC program in districts. As per the requirements of the program, various avenues and platforms of engagement were created that aimed at the professional development of the teachers and officials.
Teacher Development Coordinator took forward the government's Mentor-Teacher programme, introduced in 2016. With the vision of creating a collaborative network of teachers teaching in all DoE Schools (1029) where 'everyone learns together'. Teacher Development

Coordinator (TDC) programme had the following objectives:

- Improve students' foundational skills (Literacy and Numeracy levels)
- Achieve learning outcomes through child-centred pedagogies and the overall student learning outcome.
- Improving teachers' classroom practice to be more engaging and support learning with understanding
- Classroom observation and support through constructive feedback
- Teacher's collective and individual capacity and career development

A TDC is appointed in each school by the HOS, preferably a TGT in that school. They have a role similar to that of a mentor teacher but confined only to their respective schools. A TDC was supposed to be the most active and most motivated teacher of that school, having the ability to demonstrate best teaching practices, self-motivated as a teacher and ready to undertake the responsibility of influencing others.

Within the purview of the TDC Program

1. *A Teacher Development Coordinator is expected to*

- Facilitate teachers to share learning and experience of classroom practice.
- Provide developmental, focused feedback following classroom observations.
- Focus on improving teaching across the schools

2. *Teachers are expected to*

- Work hard to make classroom practice more engaging and support other teachers to do the same.
- Observe each other's classrooms to gain perspective about classroom practices.
- Choose practices to bring to their classroom based on their observations.
- Be a part of the school-level drives to bring positive changes to schools and classrooms.

3. *Academic Resource Team (ART)*

It is a diverse group of secondary teachers (at least 10 % of total teachers, with a minimum of five teachers) who came forward voluntarily to implement and share new classroom strategies on the theme. They could be both regular teachers and guest teachers. An ART team consists of at least one representative of the faculty. They are usually a group of the school's most active, innovative and self-motivated teachers. Each school has a group of ART members. These members were supported by TDC, MT, HOS and District officials. The composition of ART was to be decided by TDC with the support of HOS and the Mentor Teacher.

4. *ART members are expected to*

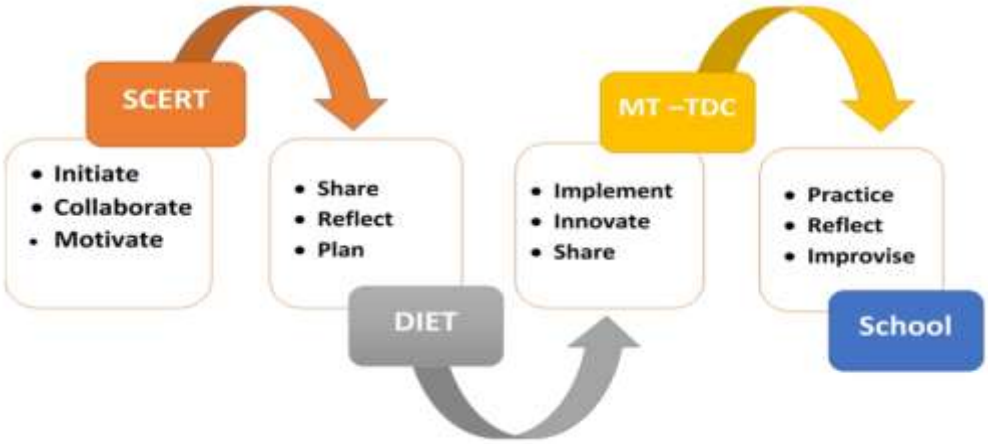
- Be open to trying new classroom practices and sharing their experiences with colleagues.
- Focus on the learning of all the students and encourage a growth mindset.
- Welcome colleagues into their classrooms for observation.

Tasks of ART members:

- ART members led by improving their classroom practice and influencing other teachers in their department to do the same.
- ARTs worked with TDCs and HoS to build a culture of academic discussions within the schools.
- To attend the monthly ART meetings with TDC. Implement the strategies discussed in these meetings to be role models for other school teachers.
- Support TDCs in effectively facilitating 30-minute sessions (Subject-wise discussions, class-wise discussions, student-specific discussions)

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Stakeholders of the Program



State Council of Educational Research and Training

SCERT launched the Teacher Development Coordinator (TDC) programme as an outgrowth of its Mentor Teacher Program. To keep teachers always motivated to enhance their abilities and instructional strategies, TDC helps establish and manage a consistent and unified academic environment in school. The programme aims to create "A System where Everyone Can Learn". The Teacher Development Coordinator works closely with all the school's teachers under the direction of the principal.

1. District Institute of Education and Training

The TDC program's academic leader is the District Institute of Education and Training (DIET), which has provided unwavering support for the initiative in all facets. Nine DIETs largely carry out the facilitation and administration of the programme, totalling 45 facilitators, including DIET Principals, DIET lecturers, and District Coordinators around Delhi.

2. STiR Education

STiR education is a non-profit organization, headquartered in London and operating in India (Uttar Pradesh, Karnataka, and Delhi) and Uganda (at the national level). STiR's core mission is to support government officials to ignite and sustain teacher intrinsic motivation (TIM) across entire education systems. STiR does this in order to improve classroom practice and student learning, and in the process, boost financial efficiency for education systems. In TDC Program, STiR support SCERT to improve teacher intrinsic motivation, classroom practice and facilitate better student learning outcomes; develop teachers' professional mindsets, behaviours and motivation to continue mastery in improving classroom culture and pedagogy.

3. Program Managers

Program Managers are appointed by STiR education, one Program Manager for each DIET. They lead the facilitation of TDCs development sessions and work to align everyone in the system around the main priorities. They actively work to support the DIET and DDEs in aligning their District teams around the agreed priorities–structure meetings and agendas to this end. They provide resources and platforms to recognize teachers' and schools' progress and share knowledge and provide useful data to all stakeholders.

4. Mentor Teachers

The role of MTs is to ensure that programmatic activities are implemented effectively in schools, mentor teachers frequently visit schools and work with TDCs, HoS, and teachers. Along with five programme managers from STiR Education, more than 250 Mentor Teachers (MTs) assist the TDC programme at the district and school levels.

5. Teacher Development Coordinator

In all government schools managed by the Directorate of Education, one effective teacher is placed in the position of Teacher Development Coordinator (TDC) as part of this programme. The primary responsibilities of TDC were to promote peer learning and collaboration among teachers and to offer academic support tailored to each school.

6. Academic Resource Team

The Academic Resource Team (10–12% of all teachers) at the school is then met by TDCs, who introduce the pedagogical focus during these meetings. Teachers can share their plans, obstacles, triumphs, and mistakes at ART meetings to learn from one another. Following the ART meeting, teachers put the suggested tactics into practice for a month while being observed by their colleagues and TDCs. They participate in developmental feedback talks to advance their practice after this time.

7. Students

After meetings and capacity building related to a particular LIC, the ARTs, non-ARTs and mentor teachers execute the discussed strategies to achieve the objective of the concerned LIC. Here, the main focus is on moulding the ways of teaching according to the learners' needs and making note of the challenges being faced. These challenges are further taken to the next meeting to get reflected upon and find alternatives. Students are the main stakeholders here, as their learning needs and challenges faced by them are the deciding factors of what more a teacher needs to deliver in his/her class and how they can make the learning inclusive for students of different learning needs at once.

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Functioning of the Program

The Teacher Development Coordinator program is an initiative introduced by SCERT as an extension of the flagship mentor teacher program, with the vision of creating a collaborative network of teachers in all the DoE schools.

- **Need Analysis**

The Core Design Team leads the need analysis. The need analysis works with Mentor Teachers and Teacher Development Coordinators in all districts to identify a specific theme of interest and the needs of teachers and students that to be discussed.

- **Creation of Learning Improvement Cycles (LIC)**

An LIC runs for 3-4 months and highlights a particular theme and two strategies (For ex. Psychological Safety: Normalising Mistakes & Culture of Appreciation). After the need analysis, the Core Design Team (members of DIETs, STiR, PMs and MTs) and volunteer Mentor Teachers create the material for the LIC, and learning sessions are designed.

- **Co-Learning Sessions**

The co-learning sessions with the DIET faculty members, Mentor Teachers and Teacher Development Coordinators are conducted in three stages at the beginning of each LIC. The first round is led by the Core Design Team along with STiR for DIET faculty, second round is led by DIET faculty for MTs and third round is led by MTs for TDCs. The Co-Learning Sessions focus on understanding, discussion and contextualization of the skills and strategies of that particular LIC. At all levels, facilitators of sessions are free to modify sessions based on the needs of their participants.

Overview of LICs

Theme	Summary	Suggested Strategies
LIC 1: Building Connect	Helped teachers build a culture of trust and positive communication in the classroom, ensuring that students feel valued.	Name Tags Class Tree
LIC 2: Look for Understanding and Respond	Helped teachers use assessments to identify gaps between teaching and learning and adapt teaching strategies to fill those gaps.	Differentiated Groups Peer Learning Sign for Understanding and Respond
Pre-LIC Mission Buniyaad	Helping teachers learn more about developing reading skills in students, ART members discussed Mission Buniyaad and how it can be strengthened in their schools.	Linked to the strategies suggested by the material developed for Mission Buniyaad by the state
LIC 3: Lesson Planning	Helping teachers plan and sequence lesson activities engagingly. Planning also helped teachers be more deliberate in their strategies and questions.	Opening Routine Main Activity Closing Routine
LIC 4: Teaching Learning Strategies	Helping teachers integrate simple techniques into their teaching to help learners understand and remember what they learn.	Elaborative Questioning Retrieval Practices
LIC 5: Classroom Routines	Helped teachers build routines that help students take ownership of their learning and improve engagement.	Do Now No Hands
LIC 6: Teaching & Learning Strategies 2	Helped teachers incorporate writing and talking methods to enable students to consolidate their learning.	Scaffolded Student Discussion
LIC 7: Social-Emotional Well-being	Responding to the sudden pandemic crisis, this LIC helped teachers implement strategies that supported the social-emotional well-being of their students.	Active Self-Reflection Student Collaboration
LIC 8: Review LIC (Current)	Review of all previously completed LICs to give teachers a chance to revisit and revise those strategies that are most suited to their current needs.	All previous themes and strategies

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LIC 9: Building a Stronger Community	This LIC focussed on improving collaboration and engagement for Mentors and TDCs. At the teacher level, it focussed on contextualisation and planning the various training teachers received.	Collaboration Engagement
LIC 10: Psychological Safety	How to offer psychological safety to enhance learning. Especially to support the Implementation of Mission Buniyaad,	Creating comfort around mistakes. Culture of Appreciation.

- **Academic Resource Team Meetings**

Academic Resource Team (ART) as the name of the team suggests is a core group of teachers who engage in discussions on pedagogical techniques and strategies to improve learning. On average it is best to have 10-12% of the school teachers of a school consisting of highly diverse (consisting of all subjects, grades, etc) teachers. The Academic Resource Team (ART) members get together once a month to discuss the focus areas of the LIC. The TDC introduces them to the ideas and concepts, and the members then go on to engage in activities that help them contextualize and plan their implementation of those ideas. They also get feedback from each other.

- **ART and Co- ART Meetings**

Further, the ART Members discuss the strategies with their subject-specific groups in the weekly ART to Co-ART (remaining faculty of school) meetings in the schools. In the meeting, the members discuss, contextualise, and make an action plan for the classroom.

- **Observation and Feedback**

As teachers implement the strategies, TDCs and ART members observe their classrooms (teachers also observe each other), followed by developmental feedback discussions.
Observation & Feedback processes are established throughout the system. TDC Facilitators from each DIET and the District Coordinators observe Mentor Teachers and offer developmental feedback discussions. The Mentors, in turn, observe TDCs conducting ART meetings and giving feedback and offering developmental feedback for their growth.

- **District Progress Check Meetings**

TDC Facilitators from every DIET meet with their Mentor Teachers once a month to look at collected data and plan for the month ahead. Internal progress checking is done using quantitative data and qualitative reflection to assess where we are and identify key actions for the upcoming month. Qualitative and Quantitative Data obtained from Google Forms (filled by DIET officials, DCs, PM, MTs, TDCs and ART members) is jointly analysed with the district officials in order to decide further priorities.

- **District Alignment Meetings**

Co-chaired by the DEO and District Lead, these meetings provide an opportunity for all district stakeholders to analyze data, share learning, and develop plans together to strengthen program delivery. These are mostly held with DDE Districts, DDE Zones, DIET and MTs on quarter basis in order to help align priorities of the TDC Program with those of the district.

- **Classroom Observations**

Supported by head teachers, teachers are either observed by a senior colleague or peer and receive specific feedback on how to improve. MT and TDC jointly observe any ART member's class, and based on the observation provide developmental feedback to the teacher to improve teaching learning cycle. ART members are also encouraged to observe at least 2 non-ART members.

Above details show about the TDC Program and its functioning. This program fulfils the needs of National Education Policy-2020 as it demands for the professional development of the teachers and the joyful, experiential and competency-based education for students, which are the themes of LICs of the program. The program also works on the framework of continuous review of progress based on sustained research and regular assessment by educational experts. Here, we can see the framework of continuous review of progress by conducting ART meetings regularly to work on LICs. This cycle of planning together, forming the LICs, executing the LICs, meeting again to discuss the challenges and working and planning again on building capacity can be seen as action research which again points towards continuous research with practice.

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