

AGENDA SETTING AND CLOSING THE LOOP: CHECKLIST

WE CHOOSE TO PLANT THE SEEDS OF CONTENT AND CHARACTER EVERY TODAY

“Hi, I’m excited that you have chosen to seed both ‘Content and Character’ in your school and are looking forward to try out the Agenda Setting and Closing the Loop process for yourself! I hope you found value in and have enjoyed going through the pack and resources so far.

I invite you to use this quick at a glance checklist as a reference to ensure that you do not miss out on any of the ingredients! It’s really very simple to execute, and here are some things that I keep in mind during the process. **Please feel free to innovate, translate and implement the way you want. And, I would love to know how you have done it. Do share your experience with us.”**

- *Mira Thomas Joshi*

BEFORE

- Through conversations with students, regularly reiterate that Agenda Setting and Closing the Loop is an **everyday opportunity** which helps to **seed ‘Content and Character’**.
- Make sure that students know that their **voices** and opinions are important in the **co-creation** of the tone for the day.
- Plan the Conglom in such a way that as its **outcome**, students can get some clues for defining the tone for their day. Choose a suitable space for the Conglom which will make for easy **interactions and discussions** with students.
- Share the plan for the week with the children in advance, so that they can take **ownership** of their learning and plan each day **aligned** to the goals of the week.

DURING

AGENDA SETTING

- Begin the day with the Conglom based on a suitable **theme**.
- Once you get to class after the Conglom, gather all children close to you. Go back to the **takeaways** of the Conglom and what one might have learnt from it.
- Listen carefully** to everyone who speaks and remember to encourage the quieter ones also to express their ideas. This is a time to build a **collaborative** space where everyone feels confident and safe to share their views and opinions.

AGENDA SETTING AND CLOSING THE LOOP

- Now, drawing from the takeaways that children share, **co-create** the **tone for the day**, i.e. choose 'who the students will be as learners through the day'. Make the 'Tone for the Day' visible on the board for all to see - students as well as teachers who will walk in later.
- Next, **enlist** on the board 'what the children will learn during the day' highlighting **curiosity and exploration** as the key ideas. Wherever possible, incorporate the student voice in the **subject and sequence** of learning. A good strategy here is to go back to the previous day and ask children to **reflect** on what went well and **flag reminders** for what needs to be continued and what needs to stop.
- Through the day, every teacher who walks in, should mindfully **seed the same idea** that was planted at the beginning of the day and give feedback to students for instance in the form of a smiley, straight or sad face.

CLOSING THE LOOP (FOR THE DAY)

- At the end of the day, get the children together and **reflect** on the tone which was set at the beginning of the day. Encourage them to share different **moments** of the day which stood out for them. Celebrate with **shout-outs and appreciation** for students who were able to action the intended tone.
- It is also important for children to do a **self-reflection** and point out what they could have done better. If majority of them have not been able to uphold the tone for the day, students can choose to **continue** the same idea for the next day.
- Next, discuss the key **learning and takeaways** of each academic session.
- In the younger grades (KS1 & KS2) ask children to make **notes in their diaries**. They could write down their key learnings, AHA moment or a note of gratitude.

AFTER

- Based on student reflections and feedback, evaluate if there is a need to **continue** the same tone for the day on the next day. Do share the **feedback** you receive from students with other subject teachers so that they can **fine tune** their lesson plans in line with student needs and choices.
- Once in a week, take time to **make notes** in the 'Teacher Observation Manual'. Record **key insights** for instance, who were the students who could reflect and be honest, who added value, who needed prompts or scaffolding, etc.
- Along with other milestones, these insights could also feed into creating annual **anecdotal records** of the child to reflect their growth through the year.

SOME IMPORTANT TIPS

- ❑ If you can't set the tone daily, you could start with setting it for a **week**.
- ❑ At times, you could inspire students to draw the tone from **happenings/sources** around such as a book, global/national events, some passion of a student/teacher, etc.
- ❑ If you are on a **visit** and have no time to close the loop for the day in the classroom, you could do it verbally on the bus/vehicle of travel.
- ❑ If the schedule is too tight on some days, the children could write the **reflections/takeaways** at home and then share it the next day in class.
- ❑ If possible, the **last session** should be with the home room teacher so that s/he can close the loop and reflect on the day.
- ❑ During your weekly **team meetings** share with your colleagues any good ideas for agenda setting /closing the loop - one that went well in your class and could be used by others.