RLC PROCESSES DELHI PUBLIC SCHOOL, NASHIK 2023-24

LINE

And The Area Track

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DELHI PUBLIC SCHOOL NASHIK, INDIA

About the organization: At DPS Nashik, we recognize and celebrate the individuality of each student, inspiring them to discover their passions and pursue their unique paths. By fostering critical thinking, encouraging self-reflection, and instilling a success mindset, we empower our students to overcome challenges and reach for excellence. Our approach aims to cultivate global citizens who are not only academically accomplished but also prepared to make positive contributions to the world.

Vision of the organization: A community where teachers strive, every learner thrives and parents radiate with pride.

Team strength: 114 Student strength: 2046 Grades: Pre Nursery to XII Implementing the I CAN processes since 2023-24

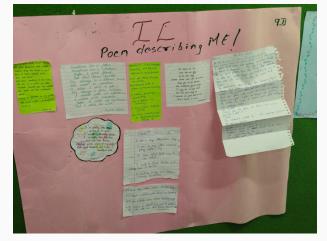
IDENTITY CURRICULUM

Implementation



Grade 9C: T-Shirt making activity

	Spirutual
Cognitive	& find peace
smart confident	in nature. and
Imagenery	I am religious but which are
Helpful	right
Physical agile playing	ethicals .I antialways
outdoor games,	helpful to the
being active	People who needs
and sometimes sedantary	help
Playing video gumes	•



9B: Poem Recitation

9D: Self reflection

TRAINING

I CAN Process Training

Training Training with RLC



Workshop

All class teachers were instructed to establish the agenda during the first five minutes of the Sanghamitra period, and the CTL was conducted by the teacher who taught the last period in the class. Later, other processes were introduced.

Dry Run

Photos of the set agenda were sent to the class teacher's group to receive constructive feedback on the agenda setting. Closing the loop was achieved by seeking feedback from students. The reflection of the entire day was then documented in the almanac by the students. Wing heads conducted meetings to reinforce the processes in the school.



IDENTITY CURRICULUM Implementation



Grade 9A: T shirt making Activity

REFLECTION

Student Feedback

1	Timestamp	Email Address	Name	Section	Did you like your Identity Curriculum sessions? why?	Which activity was most liked by you?	Did it help you know yourself better? (Please elaborate your answer with reason)	Did it help you to have better interpersonal relation with your classmates? (explain an incidence to exemplify it)	What was your take away from these sessions?	Please share your suggestions to make these sessions more interesting.
2	1/31/2024 10:40:33	anushri.sonawane@dps nashik.in	Anushri Sonawane	С	Yes, i like my identity curriculum sessions because they taught me to love and value myself. These sessions were the only sessions which made me realize what I am.	The T-shirt painting activity.	Yes, it helped me know myself better. When I was asked to portray myself, it was the first time I looked into me in a positive way.	Yes, when everyone was asked the share the positive and negative qualities, I heard everyone and now we behave ourself in a way that no one is hurt.	To identify the positive qualities in ourself and enhance them as well as identify the negative qualities and improve them.	No suggestions. If any changes are made, IC Session will lose its speciality. IC Sessions are PERFECTIII Also maybe IC 's are interesting because we've got a great IC teacher [Diksha Ma'am].
•	1/31/2024 16:04:26	aakruti.gulve@dpsnashi k.in	Aakruti Gulve	A	Yes. It helped me introspect my bad qualities.	T-Shirt making activity was the best of all as we could reflect upon ourselves and literally put down our personality traits onto a white clothing background.	Yes. Like I mentioned, it helped me introspect my bad qualities. I realized that I have major anger issues and that I am too straight-forward sometimes which may hurt the listener's feelings.	Yes. Now, I am more in control of my anger and always think even if it is just for a second before saying anything so that it does not hurt the person in front.	My major takeaway from these sessions was that	I feel there should be more activities.
					Yes i liked it because from this sessin i		yes it surely helped me to know myself as previously i was not aware about how i am?			

FEEDBACK

Student Feedback

Feedback of Identity Curricelerm Jai Hind, I am Tanvi Amarendra Pende of class 9 c and here is my feedback of the Identity Curriculum, or IC, class. Throughout the whole year, it has been a very enjoyable class. I really enjoyed all the discussions and the activities. It has helped me understand myself and others on a better scale. The introspection has helped me undrestand my comfort some and my boundries. The physical aspect has helped me in senses like fashiong to which I have a romantic and creative sense, my body language, etc. The spcial part helpa me realise on what's wrong with it. I am an ambivert and am quite shy around people & don't know. It has helped me open up and deepen friendships. It's mental stage changed my nindset from, if I don't get this much I will fail to Morris aren't that important that I don't enjoy! I get to be a teen only once! Overall its hepped me become a much better and hopefully more likable. I thank

think that it wasn't fust the Curriculum but also the discussions that are exponsible for that 3 would like to have it next year in 10th as well, considering the stress that comes with board erams -Tapvi Pendse 9 C



Teacher Feedback

IC helped me knowing my students better and understanding them as they are. Every individual has a quality in themselves, we just need to respect them for who they are. - Teacher

Students enjoyed the session especially T-shirt activity.



AGENDA SETTING

Implementation



Students as scribes writing the agenda set for the day

TRAINING

I CAN Process Training

Training Training at RLC





Workshop

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Dry Run

Photos of the set agenda were sent to the class teacher's group to receive constructive feedback on the agenda setting. Closing the loop was achieved by seeking feedback from students. The reflection of the entire day was then documented in the almanac by the students. Wing heads conducted meetings to reinforce the concept of agenda setting.

AGENDA SETTING

AGENDA 09.01.2024 - TUESDAY Sanghamitra : What motivates you? Zero Period: (8 20 to 9 20) - FRUIT BREAK English: A slumber (9:30 to 10:10) and my spirit seal (9:30 to 10:10) (10 10 + 10:50) "Inglish:) Buology - Production (10:50 to 11:30) LUNCH BREAK F/M/H/S : JANATE & (11:50 +0 12:30) Chemistry Atoms and Molecules (12:30 to 1:10) SST: Working of institutions (1:10 to 1:50) (1:50 to 2:30) Computer: Python CTL

90	Time	table - 10/01/24
		41
Jiming !Cla	iss posit	Jopic Jopic
0.00-8:20 Sar	omitra (Activity, Agenda setting
020-5.20202	o Period () Social science - Civics.
9:20 -9:39 Frui	t Break -	
9:30-10:10 Chen	nistry (Atoms & Molecules -
10:10-10.50 Socia	al Science) Civics - Working of Institution
10:50-11:30 Mat	the C) - Activity - Swyaccareas
11.30-11.50 June	h Break -	
11:30-11:50 Lunc 11:50-12:30 Frenc Marat	h/Hindi	F- Revision of Grammar M- Revision of Litrature
Some	skrit	5- प्रहन निर्माणम् म - शुक्रतारे के समान
2:30-1:10 N SI		Respective Activities
:10-1:50 Engli	sh O	Reported speech - Notes
:50-2:30 Social	Science O	Civics- Working of institutions - Par liment
CTI Quali		

CTL Question

Did you have any questions or curiosities today that you would like to explore further?

90 Timetable - 17/01/24 18:00-8:20-Sangmitua- Activity 8:20-9:20 - Zero Period - Bio-Improve-9:20-9:30 - - Fruit Break. 9:30-10:10 Chimistry Atoms & molecules 10:10-10:50-Boual Science Working of 10:50-11:30 - Maths - Excercise - 13.2 11:30 - 11:50 - - Zunch Break 11:50 - 12:30 - French _ Revision Marathi - Totramia Sanskrit - Revision Hindi - CT - 2195 तार के समान 12:30-1:10 - NSA - Respected activity 1:10-1:50 - English-Notes 1:50 - 2:30-Social Science-Working of C.T.L Question-Is there anything would you like to share with your family or friends about your day?

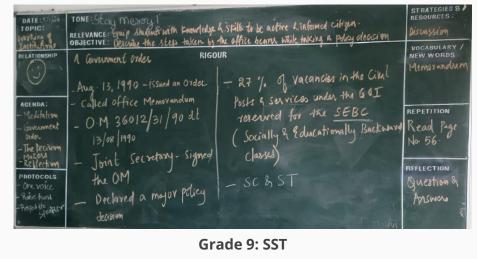


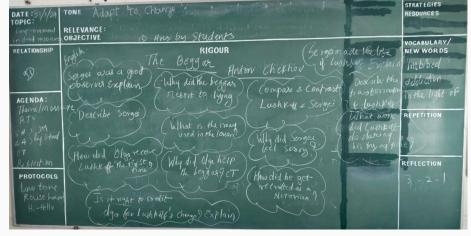
Teacher Feedback

Setting an agenda provides structure and organization, helping both students and teachers know what to expect. This creates a more focused and efficient learning environment. Additionally, having a set agenda helps in time management, ensuring that all necessary topics are covered during the class period. It also allows for better preparation, as students attend the class with a clear understanding of what will be covered and any materials they may need. Overall, a well-planned agenda can contribute to a more productive and engaging learning experience.

BOARD PROTOCOL

Implementation





Grade 9: English

Grade 9: SST

TRAINING

I CAN Process Training

Planning Teachers planned for the board protocol with their co teachers weekly in department meets.





Workshop Workshop was conducted. Practice sessions were conducted on saturdays regularly.

Dry Run

Demo sessions were conducted by the teachers on saturdays in wing meet. The meetings were headed by wing head. Feedbacks were given by other teachers and doubts were solved

BOARD PROTOCOL Implementation



Grade 7: EVS

Grade 5 : Hindi

REFLECTION

Student Feedback

Broad Protocol is very helpful. II I amout of the class blue some work, I immediately come to know what was done Before I came. Ir also helps me to read and understand the work easily and quickly I can even reall the work now as 9 get a better relention of the board work.



Teacher Feedback

Neatly written work ensures that information is presented clearly and is easy to read. So that students understand the material being presented. It helps in organizing ideas, steps, or concepts, making it easier for both the presenter and the audience to follow the progression of information. It allows for smoother communication of ideas and concepts for the ones who may be a part of the session in between due to some reason. Broad protocol can help students or audience members remember the material more effectively.

- Diksha Kakar (Educator at DPS Nashik)

Students are able to understand the board work easily and make their own short notes. It also helps them to focus on keyword which are written the Vocabulary section which is observed in their answer scripts in exam. Also, the recapitulation of the session can be done quickly.

CONGLOM

Implementation



TRAINING

I CAN Process Training

Workshop Hook for conglom





Workshop

Conglom guidelines were given by wingheads and lesson plans were made as per the instructions including the basic essence of Social Emotional learning.

Dry Run

The execution of the conglom was carried out with a captivating hook activity and major activity framing tone for the day. Each major activity was carefully curated to evoke excitement and anticipation, creating a dynamic flow throughout the event. Tones of the day were framed as inferred from the activities.

CONGLOM Implementation



Teamwork

Collaboration

Endurance

Empathy

CONGLOM Implementation



Reflection

Meditation

Empathy Card Making



REFLECTION

Student Feedback

Sanghamitra

-RIYA SHIRBHATE,7E

"Sanghamitra" is a daily 30-minute session that holds a significant place in our routine. Sanghamitra is a novel experience for all students, introducing them to a unique activity. This endeavor not only broadens our horizons but also fortifies our bonds of friendship. The diverse range of activities involved challenges us to think creatively and explore beyond conventional boundaries.

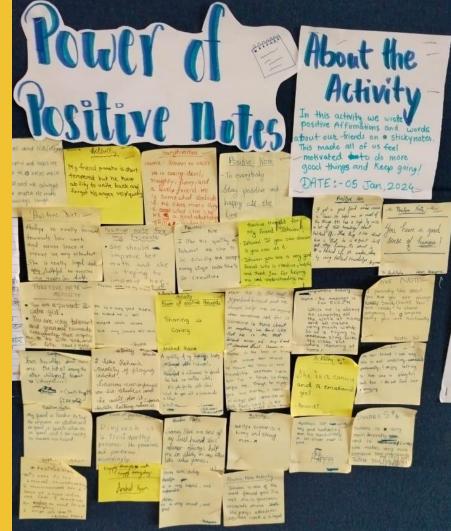
Our teacher, Rekha Ma'am, plays a pivotal role in guiding us throughout this journey. Her advice and mentorship prove invaluable in all aspects of our involvement in Sanghamitra, offering us a guiding light through the various challenges and tasks we encounter.

This activity is nothing short of remarkable. It not only brings us closer as friends but also nurtures our ability to think innovatively, which is an essential skill for our personal and academic growth. Sanahamitra has become an integral and cherished part of our educational experience, and we are

REFLECTION

Student Feedback





FEEDBACK

Parent Feedback

Danglimitera Reflection O She learnt that she should be a good histories. (2) She learnt that everyon is conique and special and has his own thinking and adaptability in various situations. We can learn a lot from a each other. One can work in -tears work and become more positive, constructive and adaptive. By working in team we can be develop more focus and concentration avoid improve our decision making ability. We shall boost our potential and shall by until we succed.

Mr Amit Saini, F/o Vanya Saini, Gr 7A

TEACHER DRIVEN OBSERVATION

Training



Workshop, Planning and Demo

TEACHER DRIVEN OBSERVATION

Subject *
Marathi
Name of Observer: *
Nalini Tadakhe
Name of Teacher Being Observed: *
Priya Bagul
Focus of Observation: *
Board protocol and classroom management
Evaluation of Focus' *
Tr took revision of numbers and very well connected to the pg. no of book. Tr. Made children read, repeat after her and explained. She also asked children to evaluate pictures in text. Also she asked children questions at the
end related to text which most of the children could answer. Tr. took swar revision afterwards and concluded with reflection.
WITT FEIRECLOTE.
What else went well?:
Most of the children were having pencil in hand to point at the line in book. Protocol was set during the class-
Raise hand. Relationship was wisely used, Trisha was able to answer the questions asked by tr so her name was on board. Most of the children were attentive and were responding well. Children knew swar rhyme. Reflection
was conducted using sticky note.
What could have made this lesson even better? *
Some children were struggling to find page number, that time tr could take a round around class and ensure everyone got the correct pg.
Some active learning strategy would make the class more engaging. Vocabulary part of board should be used.

Class & Section

Name of Observer: Nagrani Antony

Shweta Vispute

Focus of Observation: Pedagogy

Evaluation of Focus:

What else went well?:

Name of Teacher Being Observed:

Voice and movement in the class, everyone is engrossed in the activity

What could have made this lesson even better? Time could have been managed better

form

Activity, agenda setting, clear instructions, success criteria and an energetic teacher.

LINK - Observation

Subject English

LINK- Observation Form

TEACHER DRIVEN OBSERVATION

Evaluation of Focus: *

Focus of Observation: *

Setting agenda for the day

2/3/24, 4:19 PM

The day's schedule proceeded smoothly. The learners were well aware of their pattern, the students responded appropriately. The objective was accomplished.

PEER OBSERVATION FORM

What else went well?:

The teacher as well as enthusiastic learners were through out using soft tone.

What could have made this lesson even better? *

Only the selected topics were left unwritten on the prewritten agenda, starting with a blank board would have been preferable. Additionally, only the subjects were stated while arranging the agenda; it would have been preferable if the time/ duration had also been mentioned at the same time.

Peer observation

Focus of Observation:

To learn something new from my peer teacher. What stratigies and ideas she is using in her class to make the class interactive and engaging.

Evaluation of Focus:

The class was engaged and ready before teacher entered in the class.

What else went well?:

Students were ready before hand for the Class. They knew the topic which they were going to learn. Board protocol was done by students. They knew the concept of the topic. Many students engaged in the discussion ,may were giving the answers of asked questions. Class was quite while completing the task.

What could have made this lesson even better?

Class was good. It could be more better if Spellings errors should be corrected by teachers which were written on the green board by students. Teacher should use the green board or smart board while explaining the topic.

Peer observation

FEEDBACK

Teacher Feedback

Class Observation

Observer- Sharayu Dhakite

I observed the class of Ms.Pallavi Singh, EVS Educator. She showcased effective teaching practices that captured students' attention and fostered a positive and inclusive learning environment.

The use of attention-grabbing strategies like "hocus pocus", coupled with a strong connection with students, contributed to a successful and engaging classroom experience.

This observation has provided <u>me with</u> valuable insights that I plan to incorporate into my <u>own</u> teaching practices to enhance student engagement and create a more vibrant learning atmosphere. Sharayu Dhakite EVS educator

DPS , Nashik

Peer observation feedback

Topic- विशेषण गतिविधि Date- 25-1-2024 Venue-Grade -4 D

विशेषण गतिविधि के लिए छात्रों को स्पष्ट रूप से नियम बताए गए । सभी को अपनी राय देने का अवसर दिया गया । गतिविधि समय सीमा के भीतर पूरी हुईं और छात्रों को पूरी तरह से शामिल किया गया। इसके माध्यम से मैंने यह सीखा की गतिविधि का जो पूर्वनियोजन था वह बहुत ही उत्कृष्ठ था । जिससे गतिविधि सरलता एवं सहज रूप से सम्पन्न हो गई ।

Submitted by-Hindi Educator Jaya Nagdev

REFLECTION

Teacher Feedback

Teacher driven observation has fostered supportive learning. It has allowed educators to share effective teaching Practices and identify areas of improvement. Each faculty is able to reflect, introspect and work towards their proffessional developments at their pare and within their Compart some. It has chhanced the inter personal relationship amoung the teachers which is a very important part of any westing organisation 1 thura

Date : Dav: I wanted to take a momen Share ourny reflection on recent teacher peer observation. Overall this intratine profound and positive input on vacions aspects like strengthened factures Withinteacher frantemity, learning outcomes are improved; Collabrative culture among teachers is also witnessed allowed teachers to share new This has teaching ideas where it also act as also Continuous implouement in leachers oachers are now more comfortable degring from their peerly dierall of upporture, Nelwork for learny Note : S cachers The leader shows that style is no substitute for substance that creating an impression is more of potent than, acting from one's center. Surgan - Sharme -- Lao Tzu





