

CONGLOM: CHECKLIST

TIMETABLING FOR RELATIONSHIPS

“Hi, I’m excited that you are planning to try out the Conglom process for yourself! I hope you have gone through the pack and enjoyed seeing the videos.

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 key ingredients! It’s really very simple to execute, and here are some things that I keep in mind during the process. 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”.

- *Nandini Parekh*

BEFORE

- At the start of the month, **timetable** and ensure that a **variety of Congloms** are factored in.
 - Figure out who has the best **skillset** to conduct a particular kind of Conglom (whether a colleague, an expert or a student).
 - A day before the particular Conglom, clearly spell out the **purpose** and how it will be **addressed** through the Conglom.
 - Timeliness** is key so make sure all **resources** are well planned & ready.
 - Constantly **visually listen** to the children. Be open to the possibility of **changes/tweaking** the plan, no matter what you may have planned. For instance, suddenly, there may be a child that you find crying. That becomes important more than anything else.
 - Congloms can be done as a **class Conglom**, across the **key stage** (mixed grades) or for the **entire school**.
 - For a class Conglom, keep in mind the **5 development/investment** areas for the student (Physical, Social, Emotional, Cognitive, Spiritual). For instance, if the class is too lethargic, physical investment via a sport/game is planned. If the students are not getting along, a Socio-emotional Conglom can be planned. If arrogance is observed, a spiritual investment Conglom can be planned.
- Check **Resources** for:
- *various possible themes on Conglom;*
 - *unfilled planner template based on 5 investments;*
 - *sample Conglom planners based on 5 investments (three filled samples).*

- A mixed grade Conglom can be planned to **unpack or reflect** on the month's activities.
- When planning for a School Conglom, it can be in the format of an **assembly** where talents of individuals are showcased through performances, plays, etc. This can be also used as a platform to invite **participation and collaboration** of the entire school community for **ideas and various initiatives**.

- Conglom can be both **teacher led** and **student led**. In case it is student led, the student might need adequate support to plan for the theme and resources of the Conglom.

DURING

- Have the students **sit up, close** and personal.
- Encourage **participation** and questions from everyone.
- In a student led conglom, be present only as a **facilitator**.
- Remember to always close a conglom with focus on **personal impact** or how did it matter. It could even be to leave the children with the feeling of that, 'I was noticed'.

BUBBLE TIME: There will be times when you do need to step out separately for a 'Bubble time' with a child, which is a **one-on-one**. It is an opportunity to listen, observe, counsel and draw out the student so they feel like they are **noticed and cared** for!

AFTER

- **Self-reflect or discuss** with the co-teacher after the Conglom. Get the feedback from teachers or even students on what went well and what did not. **Reflect** either once a week, fortnight or a month with other teachers on which Conglom mattered the most and why. It helps to understand the ingredients of a **successful** Conglom and **sharpen** the practice.
 - *Check Resources for **sample Reflection format** on Conglom.*

SOME IMPORTANT TIPS

- No matter what you have planned, be open to any changes, based on what your **children need** most. In case, your students want that their concerns are addressed first, that is always most important. The **WHO** will trump the **WHAT** and the **HOW**.
- For higher student engagement, try to **stay relevant** with what is happening in the class, school. This is also a good opportunity to introduce **global issues** that affect the world at large. Share your experiences during this time so that the students 'see the teacher as one of them'.