
MAKING LEARNING VISIBLE

— SHARDA CENTERS, INDIA —
2019

SHARDA CENTERS

- Sharda Centres are part of Arvind Ltd CSR activity. The centres are run to provide the after school support for students from Grade 5 to 12.
- It has approximately 1,100 students across its 5 centres.
- The student profile is primarily from under privileged section of the society.
- Sharda teacher team has completed 2 years of training with Riverside Learning Center Pvt. Ltd.

CENTRES

- Ben Lilavati Lalbhai Bungalow
- Municipal Shala 5 (MSN 5)
- Municipal Shala 11 (MSN 11)
- Rachna
- Gangaba

PURPOSE

The **purpose of the process** of Making Learning Visible –

- A process to showcase skills/ attitudes and knowledge in students
- To develop confidence in children
- To look at the holistic development of children

IMPLEMENTATION

PRE WORK

TRAINING OF THE PROCESS

REVISIT OF THE PROCESS

PLANNING

- INDIVIDUAL CENTER
TIME TABLE
- TEACHER ROLES AND
RESPONSIBILITIES

DURING

IMPLEMENT THE ELEMENTS
OF THE PROCESS

- REVISIT
- ROLES AND
RESPONSIBILITIES
- PRACTICE
- SCRUTINY
- PRESENTATION

POST

REFLECTION

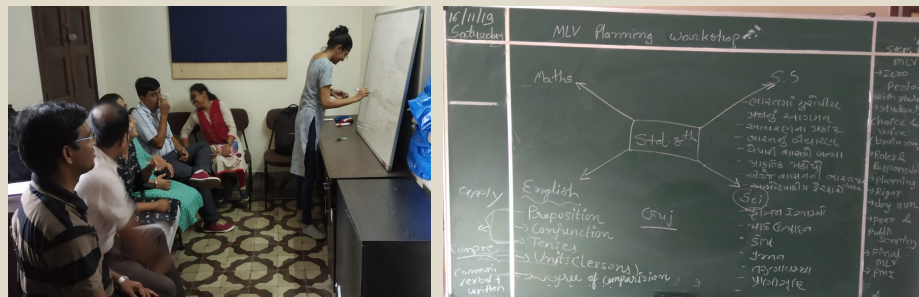
REVISIT & PLANNING

AS A TEAM

Post training, the team revisited the process using the RLC platform.

This helped them to –

- Be on the same page as a team to plan for the process
- Transfer the entire process understanding to the entire team from the all the 5 centres.



MLV (Making Learning Visible) PD and planning workshop

P1 team to conduct the PD with individual members in ones own centre

Workshop flow		
Sr no	Particulars	Time
1	Reconnect of MLV on I CAN platform	10 mins
2	Steps/ elements of MLV and its importance	20 mins
3	FAQs	10 mins
4	Connection of all subjects	30 mins
5	Planning with centers	20 mins
6	backward planning with dates for MLV	15 mins
	Total time	1hr 45 mins

CHOICE & VOICE

AS A TEAM

Choice and Voice led to
teachers taking
ownership for different
roles in their individual
centres

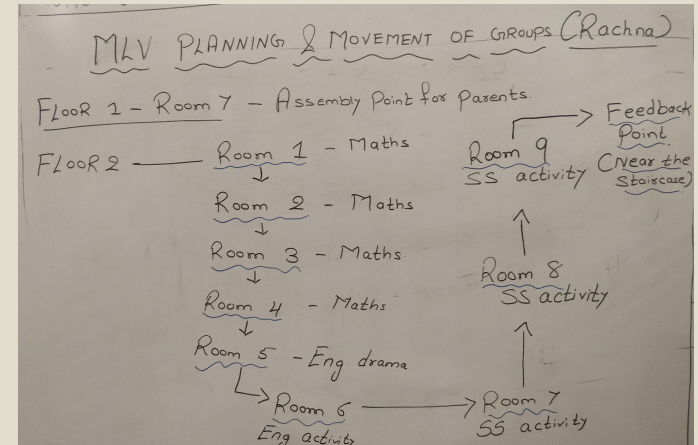
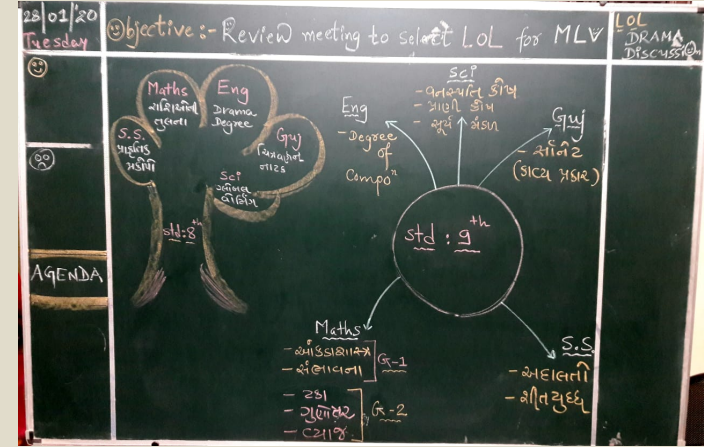
Backward planning of MLV-2019 of all Centres						
	Centers	LLB	MSN5	MSN11	Rachana	Gangaba
1	Date of Peer and Public scrutiny	16-12-19	16-12-19	14-12-19	13-12-19	19-12-19
2	Time of Peer And Public Scrutiny	3:00 to 4:30	5th- 10:00 to 11:00 6th -2:30 to 3:30	3:00 to 4:00	3:00 to 4:00	3:30 to 4:30
6	Person	Akshay/Ami/Meetaben	Guj:Amiben Math:Kantaben/ Dr.Datta Pragneshbhai Patel	Eng:Khushbu/Priyangi Math- Dr.Datta/Ushaben/ NeetaThakor	Eng-Nilofar/Ignesh Math- Kantaben/Akshay S.S-Smital/ Bhanumashi	S.S-Mittal Guj-Smitalben Karan Sir
8	Documentation for MLV day For Peer public scrutiny, someone internally can do the documentation)	Smita	5th grade - Meeta Shukla 6th/ 7th - Sachin	Smittal	Neeta Thakor	Karan
9	Date of MLV	19-12-19	18-12-19	17-12-19	16-12-19	21-12-19
10	Time of MLV	6th-2:00 to 3:00 7th 3:30 to 4:30	5th-9:00 to 11:00 6th-1:30 to 3:30 7th-1:30 to 3:30	2:00 to 4:00	8th Eng/S.S-3:00 to 4:00 9th Math-4:00 to 5:00	3:30 to 4:30

PLANNING

INDIVIDUAL CENTERS

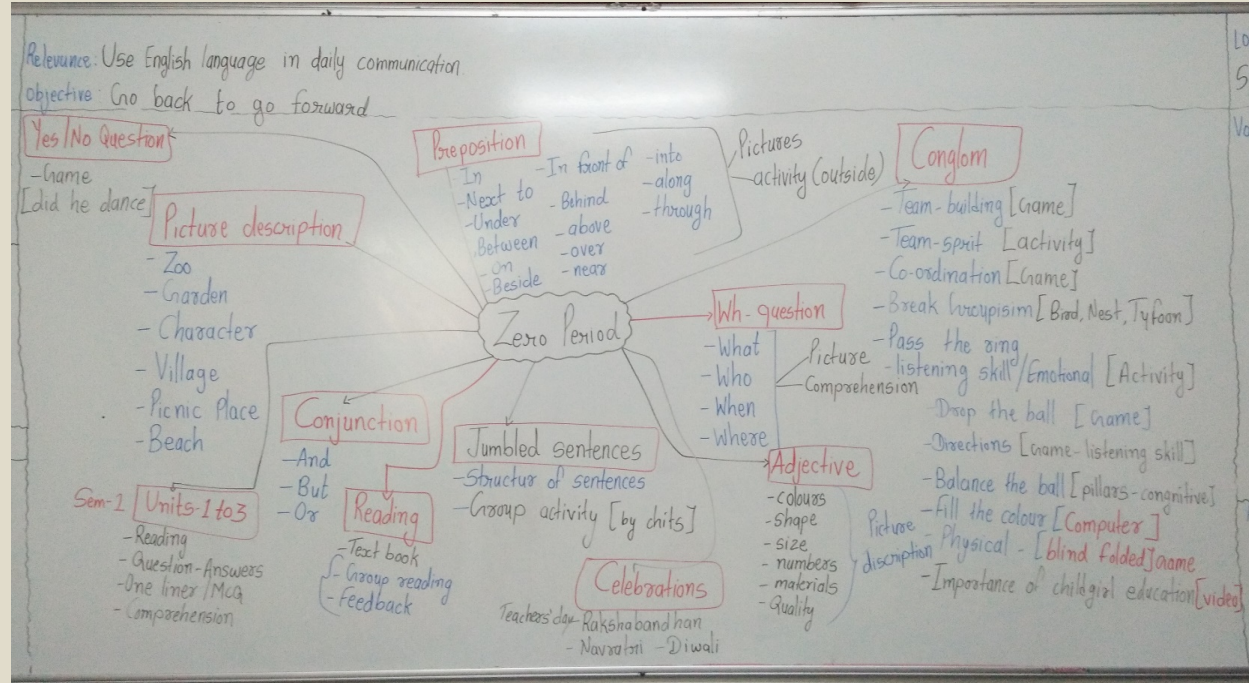
Once the team was clear on the road map and their role, they planned for –

- Time tabling for the process
- Space required
- Timings for MLV



REVISIT

The teacher revisited the term to recall all the concepts done and the ways that learning happened. This helped in making learning visible to the students and thus build a sense of pride and need to share it with others.

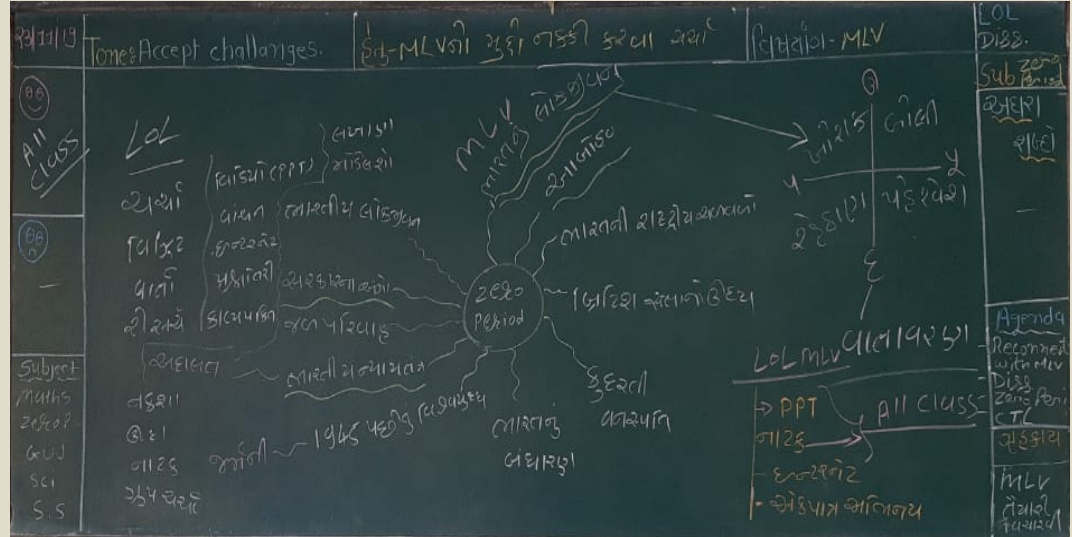


ROLES AND RESPONSIBILITIES

CHOICE AND VOICE

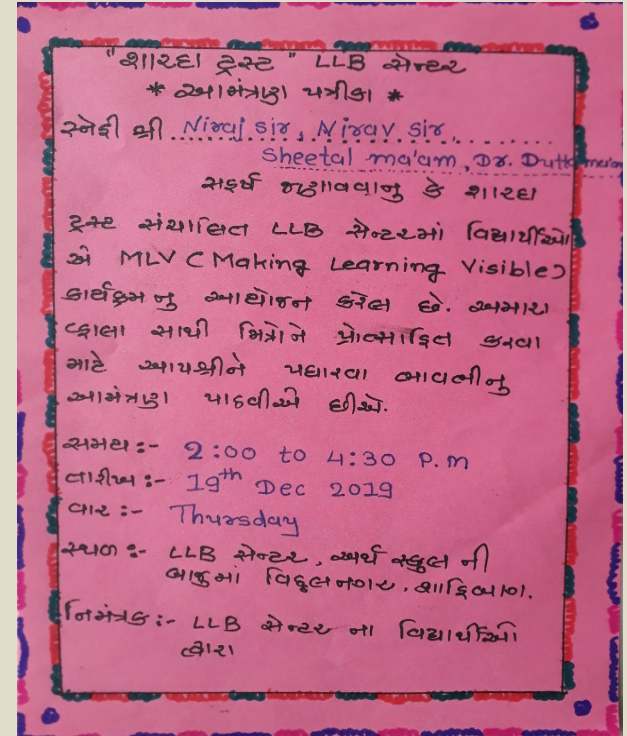
Students had the choice and voice to take responsibilities for the MLV.

It not only led to transfer of ownership but also provided scope to include all the students.



PRACTICE OWNERSHIP

Students took complete ownership to practice for their roles. The teacher was more of a facilitator.



DRY RUN

PEER SCRUTINY

Highlights -

- 2 Centers were able to successfully do peer scrutiny across grades - Rachna and Gangaba centres
- The students felt confident to present during Peer Public Scrutiny



DRY RUN

TEACHER SCRUTINY

Highlights -

- Students were well aware of the process for MLV and were keen on learning through feedback
- For precision in the peer public scrutiny process, 2 to 3 persons were selected for feedback. The same people were also to assess on the MLV day.
- The team of assessors included teachers, head of departments, administration team and consultants/ advisers who are attached with SHARDA.



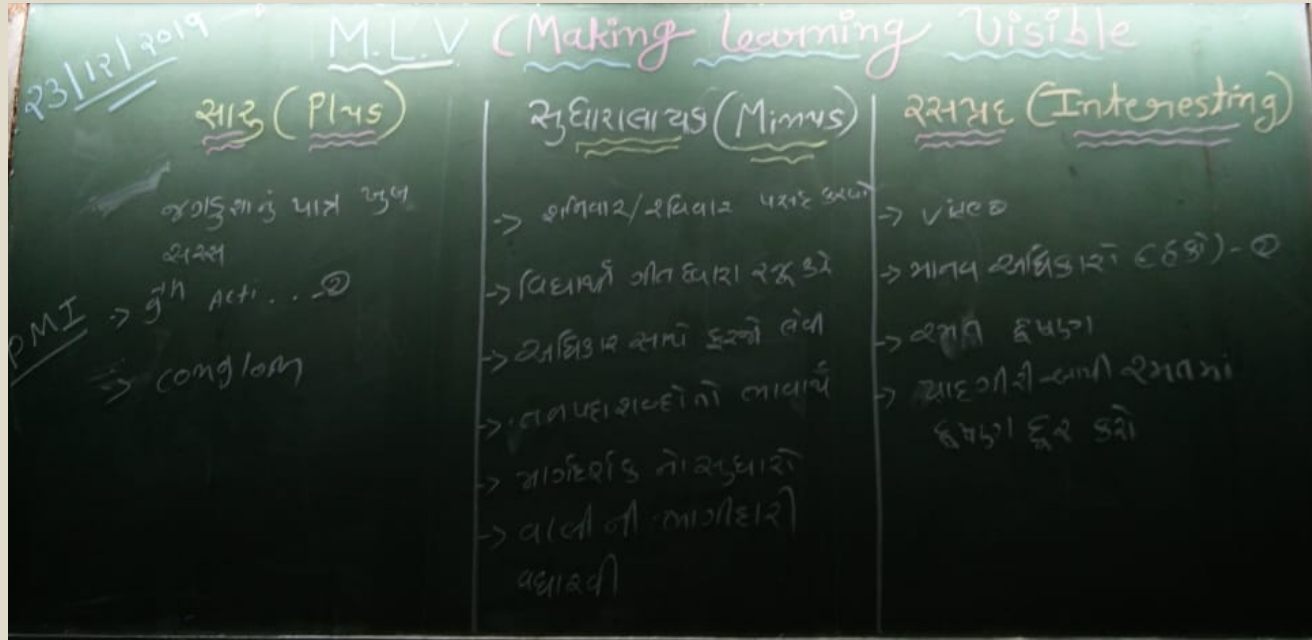
PRESENTATION

MAKING LEARNING VISIBLE

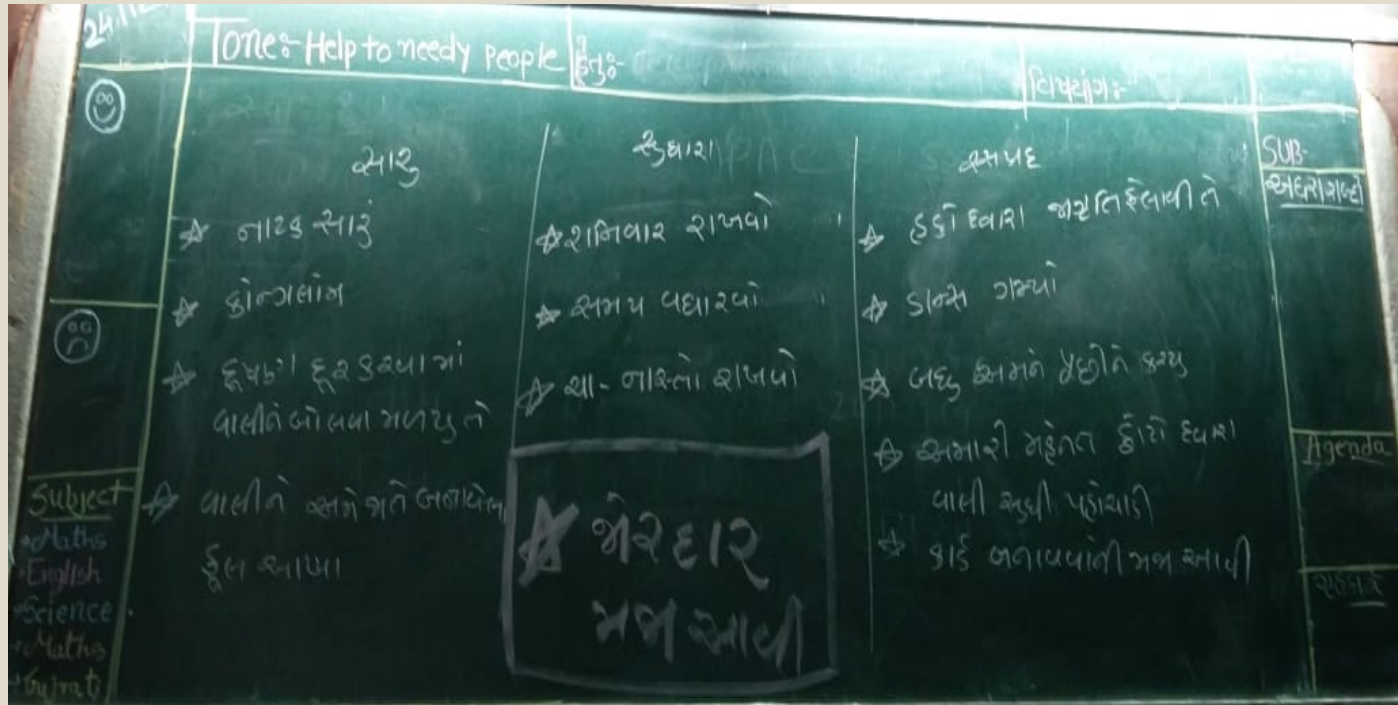


FEEDBACK

PARENT FEEDBACK



STUDENT REFLECTION



INSIGHTS

- Students became keen on **self learning**
- Students want to learn through different LOL's
- All students were **involved** in manoeuvring/ preparation of invitations/ Planning activities/ helping groups). This makes it **an inclusive process**.
- Student groups enthusiastically took the **feedback provided** during peer public scrutiny and made an effort to implement the changes before their MLV
- The **confidence** level of students has immensely increased

INSIGHTS

STUDENT PARTICIPATION

- Students attendance and willingness to participate in the MLV was very good
- The process provided scope to include all the students
- It gave a choice and voice to the students to take on responsibilities that they aligned to the most.

PARTICIPATION IN MLV 19							
CENTRE	GRADES	NOS	INVITATION	ACTIVITIES	CONGLOM	CENTRE MANAGEMENT	TOTAL
MSN 5	5TH/6TH/ 7TH	146	4	51	8	6	69
MSN 11	5TH/6TH/ 7TH	54	0	29	5	0	34
LLB	6TH/7TH	170	53	64	8	6	131
RACHNA	8TH/9TH	142	85	49	0	4	138
GANGABA	8TH/9TH	82	42	21	6	3	72

INSIGHTS

PARENT PARTICIPATION

We do not have exact data of previous attendance but not all parents attended most meetings. This year, an average of **70% of the parents attended the MLV.**

This year, we recorded the attendance and it was -

- MSN 5 – 30%
- MSN 11 – 75%
- LLB – 90%
- RACHNA – 90%
- GANGABA – 50%

This, on reflection, we understood that when students were engaged, they communicated their excitement to the parents. This led to the parents being curious and attend MLV.

OBSERVATION & TAKE AWAYS

TEACHER TEAM REFLECTION

- **DOCUMENTATION** - Previous year's documentation was quite useful and hence the planning and implementation was easier.
- **EVERY CHILD CELEBRATED** – It was observed that the parents came for the MLV and celebrated every child. They were proud of their child, irrespective of whether their child was playing the main role in any activity or not.
- **PARENT INVOLVMENT** – Parents were initially reluctant to participate in activities. However, after a few volunteers encouraged and got involved, the parent group joined in. Hence, teacher's role and vigilance is important to make parents comfortable.

OBSERVATION & TAKE AWAYS

TEACHER TEAM REFLECTION

- **TEACHER TRAINING** - New teachers understood the process in detail – this reinforces the understanding that revisiting the process and co creation as a team helps all to come on the same page as a team.
- **TIME TABLING** – It took 20 hours for the entire process of MLV (including MLV day). This was possible to do due to timetabling for the process in the calendar.

THE WAY FORWARD

ACTION PLAN

- Timetabling for two MLV's in a year to ensure that more students get opportunity to demonstrate their understanding
- Revisit the process more frequently as a team and with students for them to understand the why and thus make it part of the culture
- Conduct MLV's on a weekend as that will increase parent attendance
- Document to make the process implementation and student growth visible