

Adarsha Comprehensive College of Education & Research, Pune- 4.

B.Ed. 2016-2017

Best Practice 1

Title of the Practice: Co-teaching

Objectives of the Practice:

Co-teaching is a methodology that involves two co-teachers who use their distinct skills to instruct both academically and behaviourally several courses or classes. It is an inclusive strategy where two teachers work together with groups of students; sharing the planning, organization, delivery and assessment of instructions as well as the physical space.

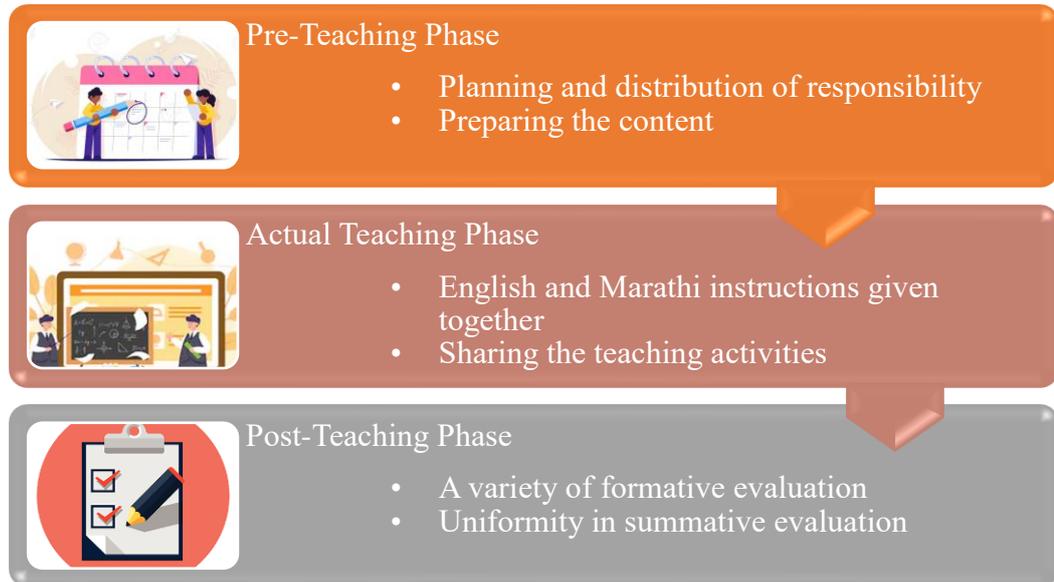
The objectives of Co-teaching are:

- To cater to the diverse needs of learners. As there are two teachers, the responsibility of satisfying the needs of the learners coming from different backgrounds and abilities is shared between the teachers.
- To provide high quality instructions. In Co teaching there are two teachers so the students get inputs about the same content from different perspectives of different teachers.
- To bring about continuity of instruction as the teachers benefit from the professional support and exchange of teaching practices as they work collaboratively.
- To bring different resources into the classroom required by diverse learners.

The Context:

The new two year's B.Ed. programme has opened up new avenues and opportunities for both teacher educators and pre service teachers. In the B.Ed. syllabus, pre service teachers can choose an elective course. One of the courses is the BED 204 'Guidance and Counselling'. The pre service teachers opting for the course were from both Marathi and English Medium. Hence in order to cater to this mixed group of students simultaneously, co-teaching was implemented.

The Practice: The students from both Marathi and English medium were seated in the same classroom. The English medium and the Marathi medium Teacher educators conducted all the sessions together. The implementation of the co-teaching strategy can be divided



into three phases as shown in the figure given below:

1. Pre-teaching Phase: Planning and distribution of responsibility was done between the two teacher educators (Ms. Gauri Varade and Dr. Sunanda Roy). The content according to the syllabus was collected and Dr. Roy prepared the Microsoft PowerPoint Presentations in English. Ms. Varade then inserted Marathi translations in the PowerPoint Presentations. Thus, the learning resources were prepared by both the co-teachers. Formative assessment and activities were also planned in advance.
2. Actual Teaching Phase: The teacher educators conducted the sessions simultaneously in English and Marathi; however, care was taken to give different examples and questions. This kept the pre-service teachers who understood both English and Marathi language interested and active during the sessions. The teacher educators also took turns while explaining and interacting with the students as the other operated the laptop and LCD projector to show the PowerPoint Presentations. This made the transaction of instruction smooth as both were familiar with the contents.
3. Post Teaching Phase: The teacher educators prepared the internal examination papers easily as both were present during each session and knew what was discussed with the students. So, there was uniformity in instructions given to both the English and Marathi medium pre service teachers.

Highlights of the Best Practice:

- Increase in rapport: The pre-service teachers accepted both the teacher educators and interacted freely irrespective of the medium of the teacher educator. This increased the rapport between the pre-service teachers and both the teacher educators.
- Smooth transaction: The group activities were very easily and smoothly conducted as there were two teacher educators to supervise the activities.
- Sharing of enriched information: The teacher educators could give enriched information as both drew from their experiences while discussing various topics with the pre-service teachers.
- Encouraged Individual differences: As the class consisted of a mixed group of pre-service teachers coming from different backgrounds, it elicited a variety of responses and queries. This enhanced the content being discussed during the sessions.
- Increased empathy: The teacher educators also learnt how to put forth contradictory views in such a way so that it did not hurt the other's feeling. This was a learning experience for the pre-service teachers also.
- Exposure to diverse experiences: It helped in bringing together pre-service teachers from two mediums, and that helped them to learn from each other's diverse experiences.
- Acceptance of the Methodology: The pre-service teachers experienced co-teaching as learners and wanted to conduct their lessons using co-teaching as future teachers.
- Language development: Pre-service teachers from both the medium learnt both English and Marathi language as they were exposed to hearing both the languages during the session. This was appreciated by the pre-service teachers.
- Feedback: Feedback forms designed by the two teacher educators was administered to the pre-service teachers regarding their views about the methodology.

Evidence of success:

- The feedback obtained from the pre-service teachers indicated that the pre-service teachers enjoyed the sessions which were conducted using the co-teaching strategy.
- All the pre service teachers were ready to use co-teaching as future teachers.
- The pre-service teachers also felt that the methodology helps in catering to inclusion and enriching both the teacher's and student's knowledge bringing about excellence in the teaching learning process.

Problems encountered:

- In the beginning the teacher educators found it difficult to obtain learning resources in Marathi. However, learning resources in English were translated in Marathi to overcome this problem.
- Initially the pre-service teachers felt that co-teaching was consuming a lot of time, however when they realised the teacher educators were not merely repeating the same point in two languages and were giving additional content, they changed their mind.

Resources Required:

- Books and journals for developing the content of the Microsoft Power Point presentation based on BED 204 'Guidance and Counselling' course.
- Laptop, LCD Projector
- Qualified and cooperating teaching personnel
- Administrative support

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Best Practice 2

Title of the Practice: Teacher Training Workshops for the sister concerns.

Objectives of the Practice:

Good teachers form the foundation of good schools, and improving teachers' skills and knowledge is one of the most important investments of time and money that schools can do. What matters most is what teachers learn.

Two Teacher Training Workshops were conducted on 'Constructivist Theory of Learning'. The first workshop dealt with Multiple Intelligences and the second was related to Mind Maps. Their respective objectives were:

The objectives of Teacher Training Workshop on Multiple Intelligences were:

- To equip teachers with the skills of using new teaching strategies in their classroom.
- To comprehend the meaning of Multiple Intelligences.
- To help them develop lesson plans using various activities based on multiple intelligences.

The objectives of the Teacher Training Workshop on Mind Maps were:

- To help the teachers understand the meaning of Mind Maps
- To develop Mind Maps
- To realize how to use Mind Maps in various situations like making decisions, organizing your thoughts, taking notes, presenting information, classroom teaching etc.
- To understand the relevance of using Mind Maps for Alternative Assessment.

The Context:

As one of the initiatives in quality enhancement, the management of the college had initiated a programme for the teachers of Abhinava Vidyalaya English Medium Primary School (A sister concern of Adarsha Comprehensive College of Education and Research, Pune). The planning of the sessions was done in collaboration with the Co-ordinator and Head of the school along with the Principal of the college.

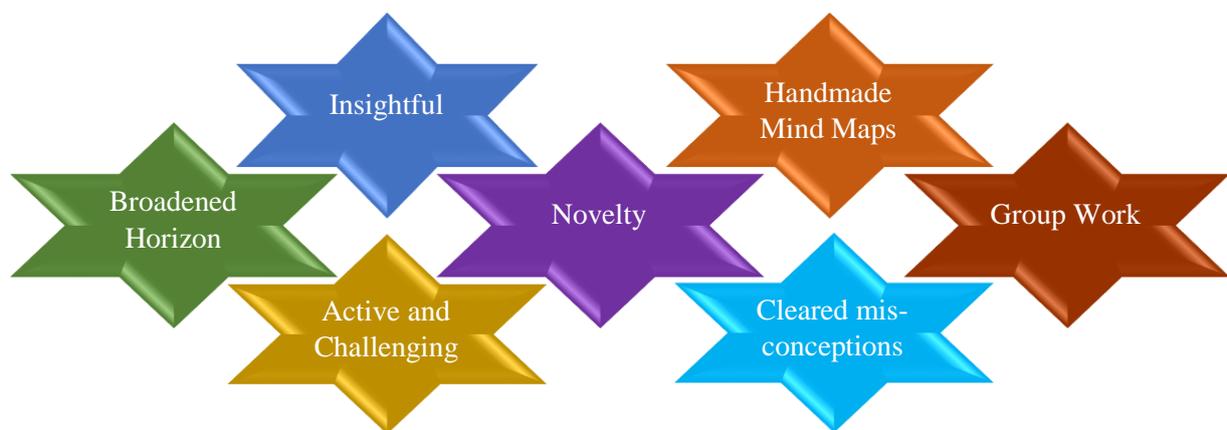
The Practice:

I Workshop on Multiple Intelligences:

- ✦ The workshop was conducted on Tuesday 18th April, 2017 for 62 school teachers. It began with the inaugural function where the resource persons Dr. Lalita R. Vartak (Principal, ACCER) and Dr. Priya Singh (Asst. Prof. MIT B.Ed. College) were introduced.
- ✦ The resource persons used co-teaching method. An ice breaker activity was followed by a discussion on the theory of Multiple Intelligence using a PowerPoint Presentation.
- ✦ Activities were conducted to help teachers identify different Multiple intelligences and how the multiple intelligences are catered to through the activities.
- ✦ Steps to prepare lesson plans based on such activities were explained in detail.
- ✦ After the discussion, feedback sheets were given to the participants in order to collect their opinion regarding the session.
- ✦ The feedback was collected and analysed.

II Workshop on Mind Maps:

- ✦ The workshop was conducted on Thursday 20th April, 2017 for 60 primary school teachers. The resource persons were Dr. Lalita R. Vartak and Dr. Gargee Mitra (Principal, MIT B.Ed. College) using the co-teaching method.
- ✦ The session began with a visualization activity and later group activities were conducted to introduce the topic of Mind Maps.
- ✦ The session covered discussions on the concept of Mind Maps to the rules of developing Mind Maps.
- ✦ Participants were divided into groups in which they prepared their own Mind Maps.
- ✦ The resource persons assisted the participants and corrected their errors while preparing the Mind Maps.
- ✦ As a closing activity the participants were asked to reflect on the workshop using exit cards.
- ✦ The responses given in the exit cards were collected and analysed to get the feedback regarding the workshop.
- ✦ The detailed report of both the workshops is given in the College Magazine 'Reflections 2016-2017' Page no. 31-35



Highlights of the Best Practice:

The highlights of both the workshops have been depicted in the above figure. The details are as follows:

- ✦ **Insightful:** Both the workshops were informative and gave insight to the teachers regarding the concepts.
- ✦ **Handmade Mind Maps:** Mind maps developed by the resource person (Dr. Gargee Mitra) were used to show how Mind Maps can be made by teachers using everyday stationary.
- ✦ **Broadened horizons for teachers:** It helped broaden the horizon of the participants regarding how to use different methods of teaching.
- ✦ **Novelty:** The sessions inspired the teachers to use different and novel ways to interact with students.
- ✦ **Group work:** The participants were divided into groups which made them realise the importance of collaboration with their colleagues.
- ✦ **Active and Challenging:** The activities conducted were both challenging and enjoyable for the participants. Hence the participants were constantly kept active during the sessions.
- ✦ **Cleared misconceptions:** Both the sessions cleared various misconceptions of the teachers related to Multiple Intelligences and especially regarding the concept of Mind Maps.

Evidence of success:

- ✦ The feedback obtained by the participants after both the sessions indicated that the workshop was very informative and useful. They felt that the new techniques could be

easily used in their day to day teaching. As the feedback was very positive and the school teachers suggested that such workshops and training are needed, it was decided to organize such training programmes in the future. The details of the feedback from the participants are published in the College Magazine 'Reflections 2016-2017' Page no. 36-39

Problems encountered:

No specific problems were faced while planning and conducting the workshop for the school teachers.

Resources required:

- ✦ Laptop, LCD Projector
- ✦ Worksheets for participants
- ✦ Drawing sheets and sketch pens