



IMPACT DIARY

Unpacking Change in
Large Systems



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Unpacking Change in Large Systems

What works when working with large government systems?

This impact diary documents the Teacher Development Coordinator (TDC) program's transformative journey. Launched in 2017 the TDC program has been handed over to the government in 2024, with the districts taking full ownership of designing and implementing it. CIM's role over the next two years is to act as a technical partner and support the teams at the state level. This handbook highlights the processes that have helped us scale within a large education system and build the system's capacity and leadership to own the program. Through powerful stories of change and real-world examples, the handbook:



Outlines the factors that enabled the system to take full ownership in managing and sustaining the TDC program.



Documents the key milestones and processes that were set up.



Highlights the mindset and behaviour change needed by the CIM team and the government stakeholders in scaling and sustaining programs within large education system



About Centre for Intrinsic Motivation (CIM)

At CIM we want to create a world where children have positive attitudes to learning and display effective learning behaviours, such as regularly attending school, feeling safe, engaging in classroom activities, and showing curiosity in class. We want children to thrive by developing the necessary foundational and social emotional skills to thrive beyond their school years.

How do we achieve this?

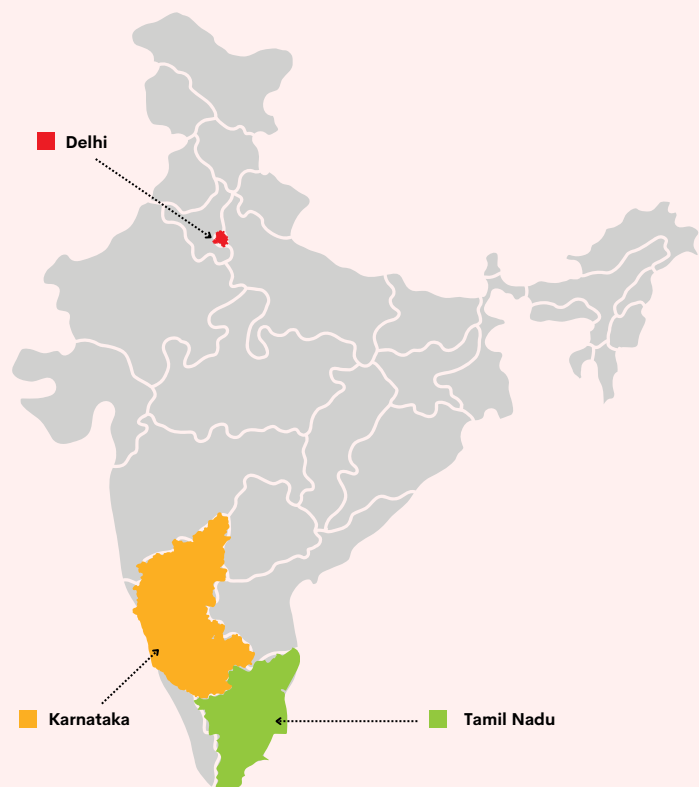
We empower teachers to achieve these things through fostering their intrinsic motivation. Intrinsically motivated teachers want to improve their practice; have the professional space to reflect upon and change their practice; have a deep sense of professional pride; make thoughtful decisions about their teaching; want to be in the classroom and maximise learning time.

We create processes and structures that support teachers and strengthen their skills to create safe and engaged classrooms for better student learning outcomes. We work with the education system to promote behaviour change for teachers and officials, leading to sustained impacts in student learning.

Our approach has led to improved student learning environments and effective in-service teacher training in India. We are currently working across three states (Delhi, Karnataka and Tamil Nadu) to reach more than 4.8 lakh teachers and 92 lakh children.

Our Impact

We have seen that our programme has had a wide variety of positive effects on children's academic and social-emotional learning, identified through a variety of forms of evaluation. For example





Foundational learning:

- Our 2018 RCT in Delhi found a significant effect on student numeracy levels of 0.1 SD over two years.
- A quasi-experimental study with ASER of our approach in Uttar Pradesh between 2015 and 2017 found an increase in reading scores for students in grade 4 and 5 by 0.124 SD.
- A recent survey of nearly 8,000 teachers India showed that 88% of teachers believe that their participation in teacher networks resulted in an improvement in student reading levels (86% for numeracy).



Social and emotional learning:

- Our longitudinal study data from 2019 suggests that students taught by our intervention teachers had high levels of grit and determination, were engaged and participated meaningfully in classroom activities.
- Our internal classroom observation data shows increases in student engagement, participation, curiosity and critical thinking. For example in Delhi, we saw a 14-percentage point increase in the proportion of children asking for help from their teacher.
- The above teacher survey also showed that 94% of teachers believe that our program has made their classrooms safer, and 93% believe it has helped students to feel happier in class.

Mission

To develop intrinsic motivation in teachers and officials to transform the education system.

Vision

Every child will become a motivated lifelong learner.



Intrinsic Motivation and Behaviour Change

India boasts the world's largest school education system, with 25 crore children enrolled in 15 lakh schools, achieving near-universal enrolment at the primary level. However, despite this vast infrastructure, educational outcomes remain dismal, with nearly 80% of grade 3 students in rural India unable to read a grade 2 text or solve basic subtraction problems. This learning crisis incurs an annual cost of \$53 billion to the Indian economy, showcasing the urgent need for reform.

Evidence underscores the pivotal role of teachers in addressing this crisis. While structured pedagogy is crucial, it's insufficient. The focus must shift towards empowering and inspiring teachers. Currently, teachers are burdened with societal expectations beyond teaching, from social work to counselling, without adequate support or respect. This approach exacerbates the global teaching crisis, evidenced by a shortage of 44 million teachers worldwide.

At the core of effective teaching lies teachers' motivation, influenced by their working environment. Three key factors—



Autonomy



Competence



Relatedness

These factors emerge as critical in fostering teacher motivation. While competence-focused teacher development is essential, it's incomplete without addressing autonomy and relatedness.

Empowering teachers to exert control over their profession and amplifying their voices are imperative. Additionally, fostering deep connections among teachers and between teachers and students is crucial. By nurturing autonomy, competence, and relatedness, both teaching and learning can be transformed.

In essence, investing in teachers who are passionate about teaching is paramount. Their enthusiasm leaves a lasting impact on students. Recognising and addressing the multifaceted needs of teachers can lead to a significant improvement in educational outcomes, ultimately benefiting society as a whole.

Teacher Development Coordinator (TDC) Programme

CIM launched the Teacher Development Coordinator (TDC) program in 2017 in partnership with the State Council of Educational Research and Training (SCERT). This initiative fosters a collaborative network of teachers across all secondary schools in Delhi. The TDC program empowers all teachers by fostering intrinsic motivation, opportunities to collaborate and co-learn and providing professional development opportunities.

The program strategically places one passionate teacher in each Directorate of Education school as the Teacher Development Coordinator. These teacher coordinators play a vital role in offering targeted academic support to their colleagues and encouraging a culture of peer learning and collaboration. The academic support is provided by the district officials and a dedicated cadre of mentor teachers through the District Institutes of Education and Training (DIET). The TDC program covers all 10 districts of Delhi, reaching 1,047 schools. It has impacted 59,752 teachers and through them 16 lakhs students till date.

Achievements



Engaged Students who love learning, feel safe, and think critically



Empowered Teachers who love teaching and continuously improve their craft



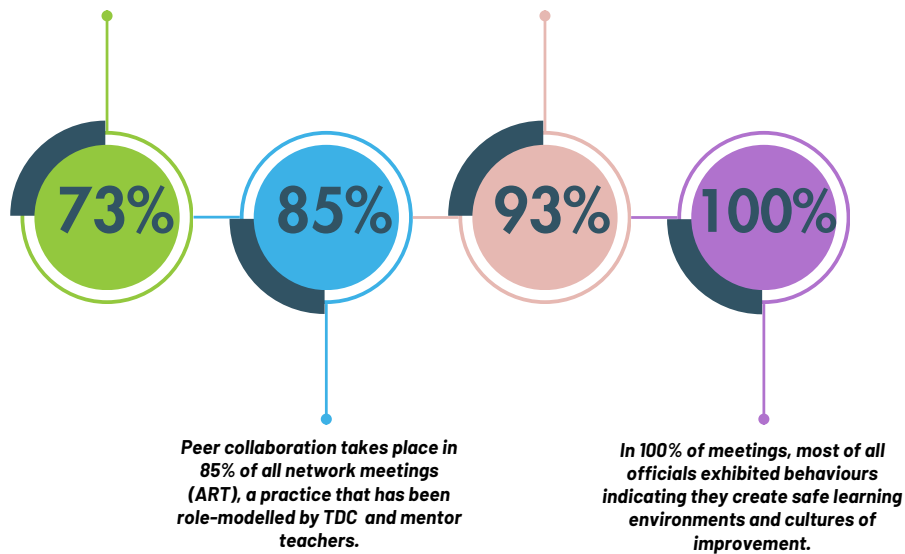
Supportive Officials who prioritise teacher motivation through data-driven insights and peer learning

Behaviours we have tracked

Continuous monitoring of behavioural indicators including safety, self-esteem, engagement, intentional teaching, curiosity, and critical thinking is conducted through observations at every level. Insights from the 2022 observations are as follows.

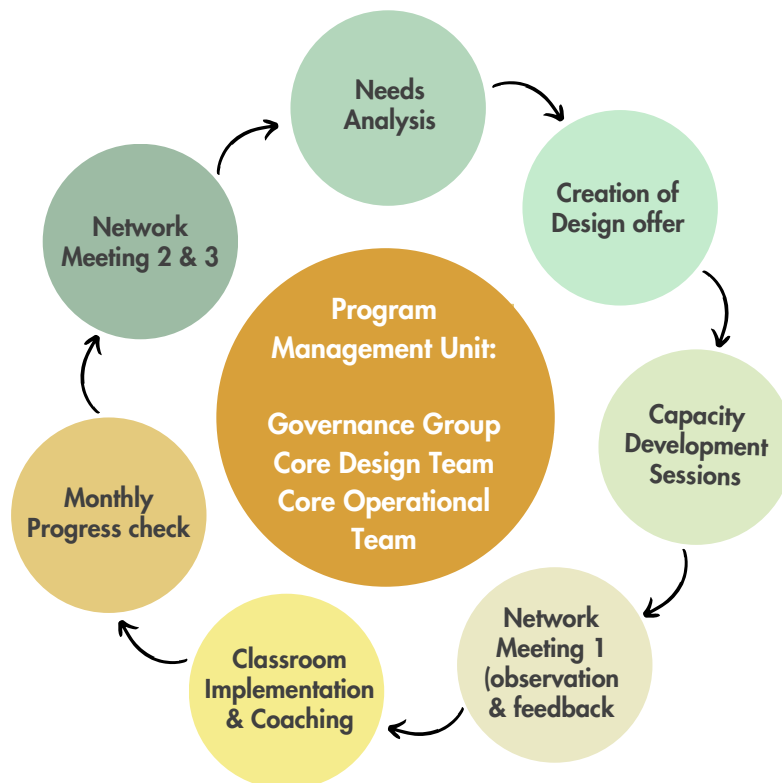
73% of teachers indicated they frequently adapted their teaching style and classroom environment to students' needs and challenges.

In 93% of meetings, most TDCs successfully demonstrate behaviours indicating they create safe learning environments and cultures of improvement for teachers.



Source: Findings from a 2022 survey of participants of the program since 2019

How our programme works?

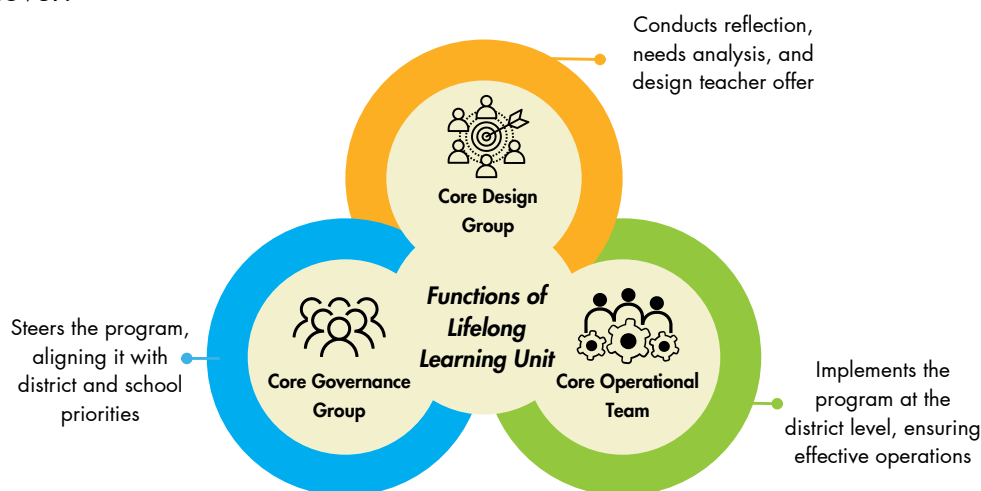


Levers of Sustainability

The program's success is reflected in the way district officials have confidently taken the lead in many programmatic activities, which previously were co-led with the CIM team. The TDC programme achieved its current success through a slow and deliberate approach to building long-term sustainability. This was done through the following steps.

1. Establish common purpose and design

Stakeholders at state, district, and school levels were engaged early for sustainable outcomes. Intrinsic motivation was agreed upon as vital for system-wide change. Collaborative design with stakeholders ensured a shared goal and common language. A core team crafted interventions based on needs analysis, avoiding parallel focus areas. Partnership with stakeholders established long-term ownership, leading to the creation of a Lifelong Learning Unit (LLU) managed by government stakeholders. This deepened engagement reduced the need for external support and facilitated district handover.



2. Set robust structures, rhythms and processes

To sustain any program within a government education system, embed the processes and structures within existing systems rather than creating parallel ones. The following processes and rhythms were set up to ensure sustainability.

Capacity Development

Capacity development sessions are conducted at three levels—officials, mentors, and teachers—to promote ownership and participation and ensure that all levels have a thorough understanding of the design offer's theme and strategies.

Teacher Networks

At the school level, monthly teacher network meetings implement the co-developed design offer. Teachers explore key focus areas, plan classroom implementation, and engage in collaborative problem-solving, fostering a supportive community and program sustainability.

Monthly Progress Checks

Monthly progress checks involve mentor teachers and officials analyzing program data, identifying challenges, and creating action plans. These data-driven discussions strengthen collaboration and ensure the program's long-term relevance and effectiveness by addressing district-specific needs.

These capacity development sessions, network meetings, and monthly progress checks, initially launched with CIM support, have developed into stakeholder-led processes. Mentor teachers, officials, and school teachers now confidently navigate these spaces independently, tackling school-level challenges, collaborating on finding solutions for student success, and fostering a culture of best practice sharing.

3. Build a culture of communication and appreciation

Throughout all of the programmatic activities, the following processes were incorporated to foster an environment of open communication, teamwork, and appreciation. These processes became the key elements to achieving meaningful behaviour change and engagement in a government system.

Key elements embedded in all the program activities



GROWTH MINDSET

Approach discussions with a growth mindset, embrace failures, demonstrate openness to constructive criticism, and celebrate success.



PEER COLLABORATION

The sessions/meetings are designed to pave the way for peer discussion through meaningful collaboration.



REFLECTION

There is ample space provided for asking reflective and probing questions for deeper understanding.



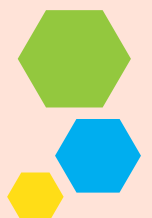
APPRECIATION & RECOGNITION

A culture of appreciation and observation have been closely intertwined in all our programmatic activities.



FEEDBACK WITH ACTION PLAN

Feedback discussions are a two-way communication wherein participants ask questions, listen actively, respect confidentiality, action plan and follow-up.



4. Align with national and state-level policies

To ensure relevance within the system, our program mirrored the language used in key policy documents like the National Mentoring Mission (NMM), the National Professional Standards for Teachers (NPST), and the state Mentor Teacher Program. This synergy of our design approach with existing policy frameworks, including the state's Teacher Competency Framework which CIM contributed to, fostered strong participation and support from educators and policymakers.

5. Collaborate for Advocacy & Impact

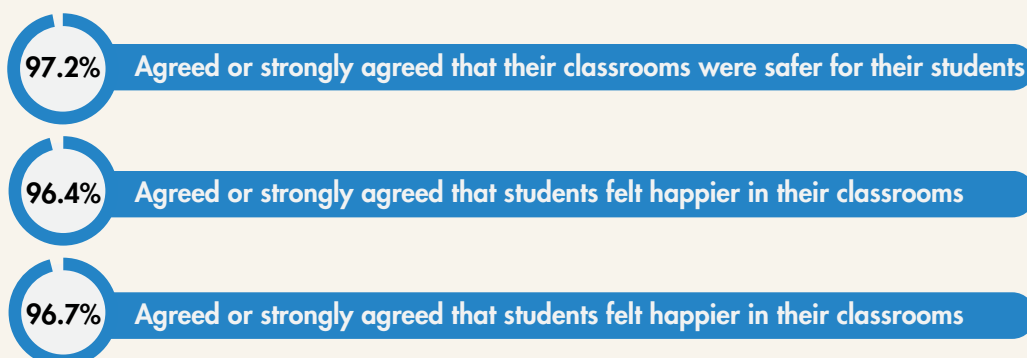
To maximise the impact and reach of the programme we consistently aligned our efforts with other NGOs and knowledge partners operating in the system. This collaboration prevents duplication of efforts, leverages collaborative expertise and increases buy-in from key state and district officials. Additionally strong advocacy efforts raised awareness of the program and demonstrated the value of working on behaviour change and intrinsic motivation. This increased the buy-in of key stakeholders and promoted increased collaboration and engagement.

Impact of the Program at different levels

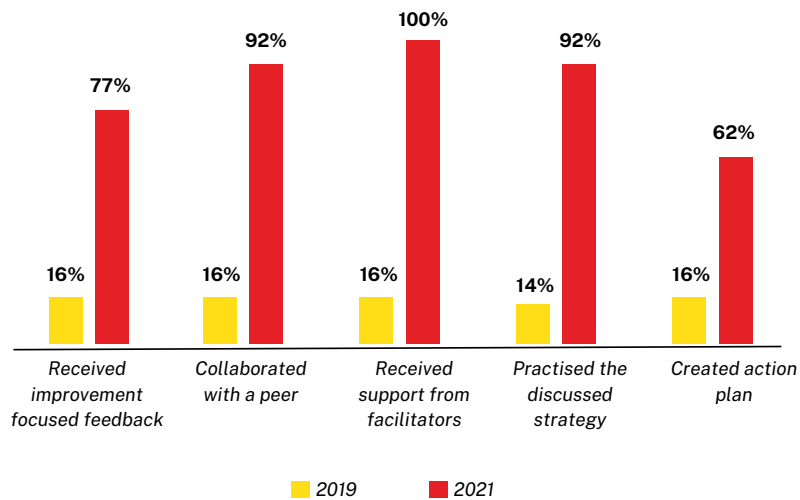
The UNESCO IPE Report on TDC programme also brought out the following observations:

- All officials and teachers play the role of facilitator and participant in the TDC Programme. Data shows an improvement in behaviours related to engagement
- Facilitators are increasingly able to connect material to a wider purpose that the system is working towards, and also create opportunities for practice and planning.

A survey was conducted in March 2022 among TDCs to understand their perceptions on how the programme has affected classroom-level change. Out of the 1372 respondents:



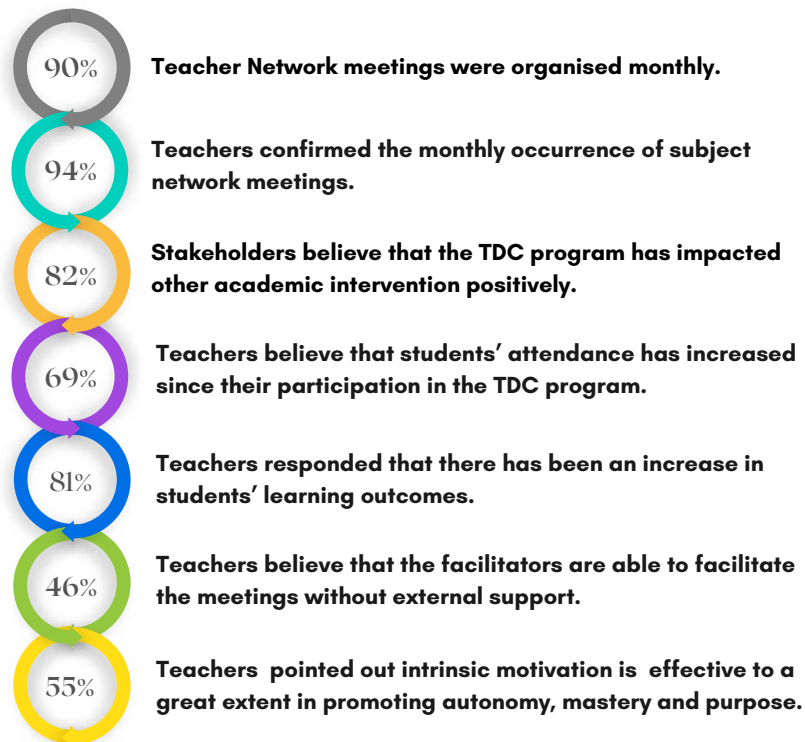
TDC Program significantly increased teacher engagement



Data source: Data collected by CIM program managers and Teacher Development Coordinators by observing Teacher Network meetings in 2019 and 2021.

Graph showing the percentage of meetings in which **75% or more of the participants experienced the behaviours.** (2019-2021)

Approximately 43,890 Teacher network meetings were conducted through the TDC program since 2017, fostering the professional growth of teachers in 1047 Delhi schools.



Source: 2023 Survey with 500 respondents



Stories of Change

Transforming Classroom Practice by Making Learning Fun & Useful



Ms. Geeta has been teaching since 2014. She's been part of the TDC programme since 2017 as an academic resource team member. The school caters to students from a locality where socio-economic conditions often hinder their academic pursuits. Ms. Geeta has over 80 students in her class, and getting them interested in learning is tough.

There's a lack of enthusiasm for learning as many students have to work as well as study. Students often disrupt class. Ms. Geeta has tried new ways to help her students learn. She focused on connecting with them, planning lessons well, making a safe classroom environment, managing time, and fostering a collaborative atmosphere.

She used special techniques like "Do Now" and "No Hands" to start lessons and activities like Jigsaw and peer learning to keep everyone involved. She has included fun activities like Circle Time and strategies called PAT (Preferred Activity Time) to get students excited about learning.

"The TDC programme has given me new ideas to make learning fun and useful. Meeting with other teachers in the programme has made my classes better," shared Ms. Geeta.

"By tapping into what interests them personally, I am able to keep students engaged and eager to learn. This is thanks to the mentoring and strategies I received as part of the TDC program," she adds.

Geeta

Teacher, GGSSS C-Block, Sangam Vihar

Building student's confidence as first step to Improving student learning



Ms. Himani has been teaching for three years. She joined the TDC program six months ago and found it incredibly helpful. Through ART and Co-ART meetings, she realised that learning is a mutual process and can help overcome common classroom problems.

One major challenge in teaching languages is getting people to speak confidently in public. Many people, both children and adults, are afraid of speaking in front of others. Even some teachers find it hard to control their classes because they struggle to understand their students. To tackle this problem, Ms. Himani identified the root cause: fear of speaking in public. She decided to create a cardboard and paper microphone with her students, giving them ownership of the tool. The next challenge was to encourage students to speak freely in class.

She started by letting students use the mic from their desks to answer questions or discuss topics. This made them feel more comfortable speaking up. Then, she encouraged students who didn't participate much to get involved by involving them in creating the mic.

Gradually, using the mic became a weekly practice. In the second phase, students took turns standing in front of the class to read from the board. To create a safer space, they were paired up, so one could read while the other supported them. As students became more confident, they were asked to speak independently. They chose their own topics at first, then tackled randomly selected topics or those related to the lesson theme. The TDC programme helped refine this process into a student-friendly activity.

The change was noticeable as students became more willing to speak on stage and express themselves. "Taking small steps in class boosted their self-esteem, thanks to the continuous support of the TDC programme and CIM for introducing such strategies," said Ms. Himani.. Shyness gradually turned into oral expression, fostered by encouragement and a secure environment.

Himani Varshney

Teacher, GGSSS, Harkesh Nagar



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