

TEACHER READINESS FOR HOLISTIC EDUCATION

PEDAGOGY

ABSTRACT

As schools across the country have started focusing more and more on holistic development of the children in their schools, the role of teachers across these schools has expanded drastically. Teachers have become Internal Champions and work with other teachers or organizations supporting the schools with their expertise on different scholastic and co-scholastic areas of education. For teachers to achieve their objectives, it is very critical that the mechanisms that support them through the year to implement the programme are comprehensive yet easy to use. Via a all year enablement model in schools, EduSports has been successful in enabling teachers across schools with the tools and processes needed to ensure an inclusive and structured PE programme is executed. The fact that schools have seen a significant improvement in skill & fitness levels as well as enthusiasm levels of children towards sports & physical activity is a testimony of the fact that the programme and more specifically the tools used to run the programme have been effective. A deep dive into the tools used by EduSports to prepare and support teachers across its partner schools would help schools with insights on how to design some of their own tools to help teachers succeed in imparting holistic education in schools.



BACKGROUND

All educators are aware that all the children are naturally motivated to learn and are capable of learning. Children can learn in a variety of ways- Through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech or writing both individually and with others. In addition to the scholastic learning that happens inside the classroom, co-scholastic areas like sports, art, music, dance etc. provide opportunities to educate children more holistically. With schools and parents focusing on overall development of children, the role of teachers in schools has expanded quite drastically. Teachers have donned the role of facilitators/ internal champions and work with other teachers or organizations to facilitate holistic learning in schools. In this context, a status check on how ready are teachers to act as facilitators or internal champions, and understanding the best practices for teacher enablement would go a long way in getting teachers in schools ready to impart holistic education to children.

CHANGING ROLE OF TEACHERS IN SCHOOLS



Traditionally, the role of teachers in schools has been one that has been defined as „Teachers facilitate student learning. The objective is typically accomplished through either an informal or formal approach to learning, including a course of study and lesson plan that teaches skills, knowledge and/or thinking skills. When deciding what teaching method to use teachers consider students' background knowledge, environment, and their learning goals as well as standardized curricula as determined by the relevant authority. Teaching also involves assessing the educational levels of the students on particular skills.

The changes that have taken place in schools (mainly around use of technology in classrooms, co-scholastic learning) have changed the roles of teachers, too. With the advent of technology, access to different ways/tools to teach, more participative learning in classrooms and schools beginning to partner with different service provider who lend their expertise to enrich the learning experience, teachers are more facilitators in the learning process (vs. complete owners or leaders). Specifically with regard to changes in the teaching process and tools used in classroom learning,

teachers in modern classrooms are no longer lecturers, they are facilitators and their main task is to set goals and organize the learning process accordingly. To even follow the syllabus prescribed by the education board the school is affiliated to, teachers have the independence to choose the teaching medium and materials used (e.g. Smart classroom content, XSEED type learning improvement tools etc.). With the adoption of continuous evaluation (vs. one terminal examination), teachers have also been entrusted with the task of designing and implementing their own assessment methodologies that effectively capturing the learning in the classroom. Effectively using new tools to cover all the children in the class, curriculum and assessment design and execution are tasks teachers have to be prepared for in addition to have mastery over the areas they handle.

The changes are far more pronounced when we consider areas of co-scholastic learning where most of the learning that happens outside of a classroom setting. With education boards and parents stressing the need to educate children holistically and integrate the co-scholastic areas into the curriculum and make them inclusive, schools have started

partnering with service providers (e.g. EduSports for sports/PE, School Cinema for life skills etc.) to tap into their expertise in the different co-scholastic areas. In addition to facilitating learning inside the classroom, teachers have been drafted into new roles that require managing these programmes and ensuring their successful implementation. Schools now expect teachers to work as strong individuals,

who make decisions and cope with the stress of doing multiple-tasks. At the same time teachers are expected to be able to be experts in these areas, work in teams, guide colleagues and parents, liaison with different service providers to ensure the programme objectives are met and the school gets maximum value from the investments in these partnerships.

Areas of Learning	Changing Role of Teachers	
Scholastic Areas	<p style="text-align: center;">Then</p> <p style="text-align: center;">Lecturers following a prescribed curriculum/tool and assessment process</p>	<p style="text-align: center;">Now</p> <p style="text-align: center;">Facilitators with a variety of tools/ mediums at hand to teach/assess children</p>
Co-Scholastic Areas		<ol style="list-style-type: none"> 1. Project/process managers 2. Subject experts 3. Trainers/ Internal champions 4. Guides to parents 5. Liaison with service providers 6. Monitors

CHALLENGES FACED BY TEACHERS WITH THEIR CHANGING ROLES

The changing roles inside and outside of classrooms bring with them newer challenges for the teachers. The key challenges faced by teachers across different learning areas (scholastic & co-scholastic areas) can be broadly summarized as:

- a. Staying ahead of the curve (use of new media, curriculum and assessment tools)
- b. Making learning truly inclusive (catering to every child's needs)
- c. Enabling participative learning
- d. Managing relationships (parents, other teachers, service providers)
- e. Project management & multi-tasking
- f. Programme monitoring & tracking



CURRENT GAPS IN ENABLING TEACHERS TO IMPART HOLISTIC EDUCATION

There are a variety of tools and platforms that are available for enabling teachers to deliver, support and monitor programmes in different scholastic and co-scholastic areas. From the elementary manuals which are provided with the curriculum/text-books to help teachers understand the programme requirements to intensive off-campus training workshops, the tools help teachers with the know-how to run the different programmes. An evaluation of the most commonly used tools throws interesting insights into the gaps that exist around enabling teachers to manage programmes that help in educating children holistically.

Tool & Description	Pros	Cons
<p>Teacher Manuals</p> <p>Notes provided to the teachers with the curriculum/assessment tool providing guidelines on how to deploy the curriculum in the school</p>	<p>Cost effective Standardized Quick-start</p>	<p>One time and does not provide teachers an opportunity to interact with the trainer</p>
<p>Off-Campus Trainings/Workshops</p> <p>One-time trainings and workshops organized by a service provider at a remote location (usually for a cluster of schools) to train the teachers on the programme plan for the entire year</p>	<p>Cost effective, Face to Face and hence provides teachers to interact with the experts/peers</p>	<p>One time with no/limited ongoing support to ensure programme effectiveness</p>
<p>Remote Support/Trainers</p> <p>Team based out of a remote location and assisting the teachers with the knowhow/support to run the programme</p>	<p>Cost-effective Standardized Quick-start</p>	<p>Puts full responsibility on the teacher to reach-out and seek help with the service provider not accountable for the success of the programme execution</p>
<p>Full Time On-ground Support</p> <p>Full time resources (provided by the service provider) in the school to guide the teachers/ manage the programme</p>	<p>Full accountability from the service provider to make the programme succeed</p>	<p>Expensive While this model might look like the most fool-proof way to ensure programmes run effectively, quite often the trainer on the ground is not able to integrate completely with the school and is left with limited/no support from the school system to make the programme work</p>

Summarizing, the major gaps in the most commonly used tools for enabling teachers to run programmes in co-scholastic areas provided by service providers are:

1. Difficulty in integrating with existing school systems
2. Sustaining the programme quality/execution all year around

These gaps primarily stem from the type of interactions (one time vs. all year) with the service providers, the usability of the tools provided, the feedback mechanisms in place and most importantly the sell-in at the teacher level to make the programme succeed in the school. Learning from these gaps, the key questions that need to be addressed before any programme that takes the help of teachers in the school is implemented in the school are:

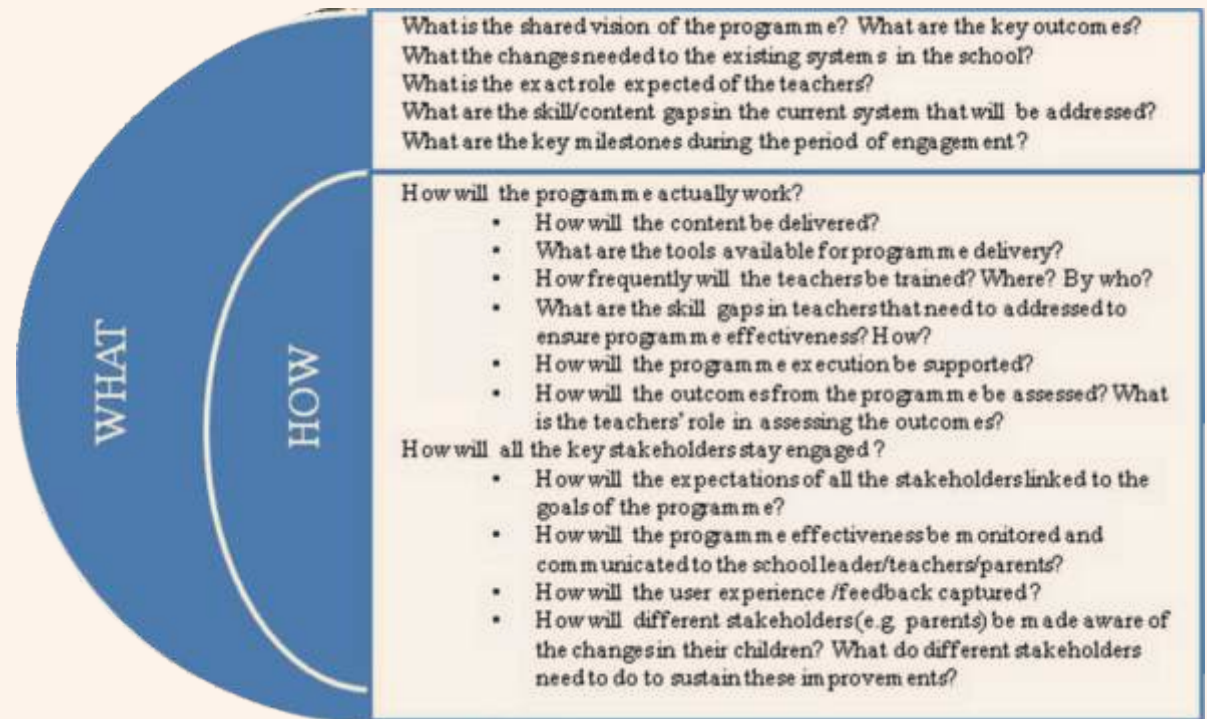
1. What will motivate the teachers to implement the programme in the schools?
2. How usable are the tools provided to the teachers?
3. What exactly is expected of the teachers over the course of the engagement?
4. How will the system of execution/feedback sustain itself over the long run?
5. How will the interventions be effective, yet at the same time, cause minimal disruption to the existing systems in the school?



ENSURING TEACHER READINESS FOR HOLISTIC EDUCATION- A FRAMEWORK

Having understood where the major gaps lie, the following sections look at ways to plug these gaps and enable teachers to run a high quality programme with minimal intervention.

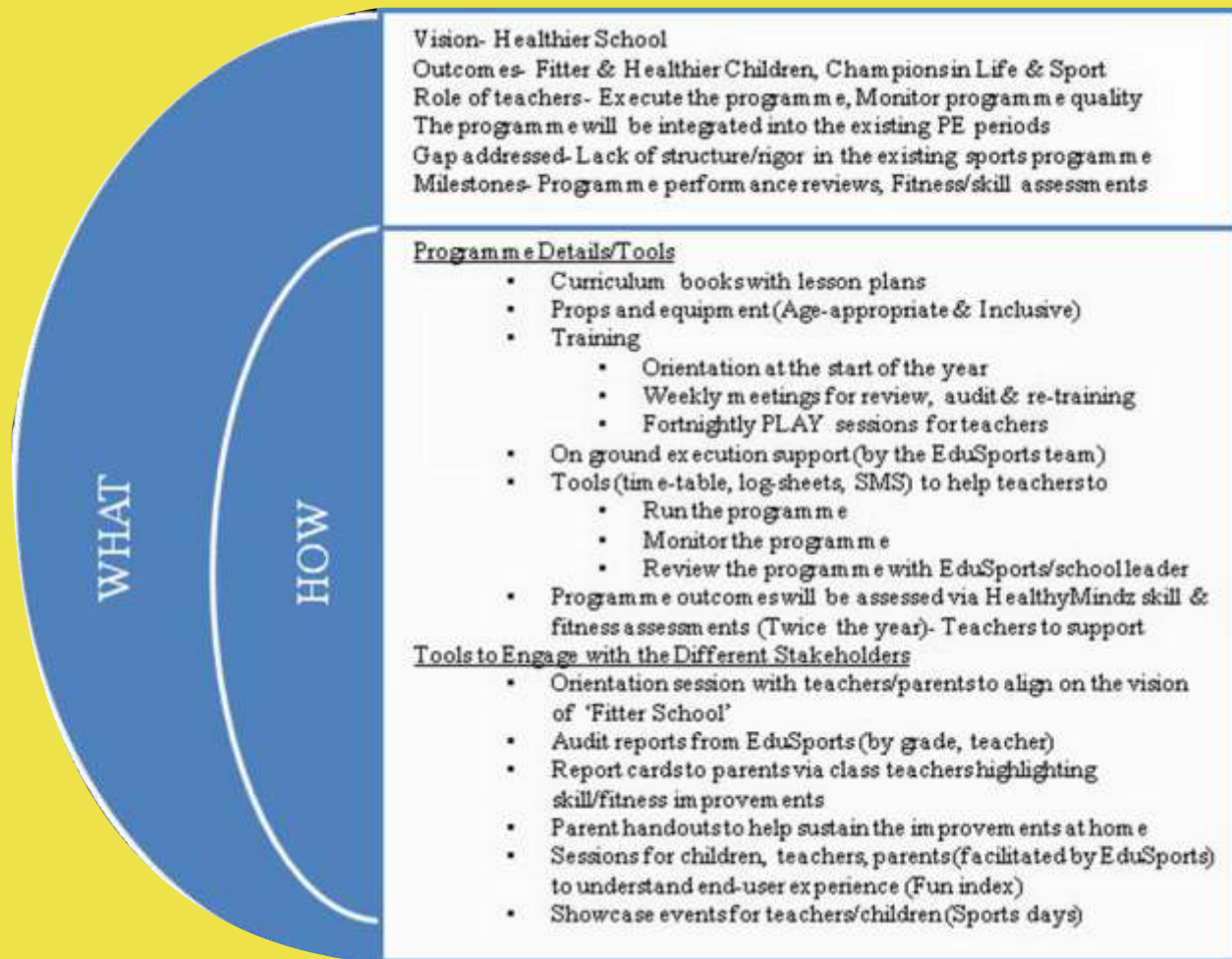
Setting the right expectations with the teachers on the overall goals/outcomes of the programme, the changes needed in the school to execute the programme, clarifying on the roles expected of them, calling out the existing skill/content gaps that will be addressed via the programme and the key milestones during the period of engagement is the starting point to ensure the school and the teachers buy into the programme. This needs to be followed by a detailed interaction (with active participation from the school leader and the teachers) where the teachers are exposed to the different tools used to deliver the programme and keep the different stakeholders engaged to ensure the effectiveness of the programme.



ENSURING TEACHER READINESS FOR SPORTS/PE- THE EDUSPORTS WAY

The framework presented above is based on EduSports learnings of enabling teachers across schools to run/support and monitor an inclusive and structured PE programme. The programme with the vision of Developing a Healthier School has been fairly successful in improving the health of all the stakeholders and creating champions out of children.

The learnings from the tools /processes used to enable the teachers in these schools are replicable across other scholastic/ co-scholastic areas of learning and perfect fit into school contexts that require teachers to play the role of a facilitator/ internal champion for a programme provided by an external service provider.



ENSURING TEACHER READINESS FOR SPORTS/PE- THE EDUSPORTS WAY

In this section, we take a sneak peek at the different tools/ processes used by EduSports to ensure effective implementation of the sports/ PE programme.

WHAT

PRE-ALIGN ON THE GOALS

*We Help you Create Champions -
Champions in Life & Champions on the Field.*

*We address the biggest concern your parents have today.
We help children become healthier and fitter.*

SET EXPECTATIONS WITH THE TEACHERS/SCHOOL COORDINATORS ON THEIR ROLES

Steps Clarifying the roles of the EduSports resources (For every resource & by class)	Forum/Tool used Face to Face Meeting with the	Participants 1. RAM 2. School Leader
Assign the school teachers to classes for which they are responsible for execution	Roles Captured in the MOU Teacher Assignment Template	1. School Leader 2. Coordinator 3. Delivery Lead 4. RM / RAM
Scheduling reflection meetings	Reflection Meeting Scheduling Sheet	1. RM/RAM 2. School Leader The plan is deployed to all the teachers involved in the programme by the school leader
Tracking the outcomes and progress of the reflection meetings weekly	Weekly Reflection Meeting Tracking Sheet	1. EduSports resource 2. Coordinator
On-ground programme monitoring	Log sheet – signed off by coordinator weekly	1. Teachers 2. EduSports resource 3. Coordinator Each teacher to fill the log-sheet for the classes executed
Reporting the execution	SMS	Teachers with EduSports resources to guide/train
Reviewing programme performance periodically	All Templates Used Above	1. School Leader 2. Coordinator 3. RM

INTEGRATE OF THE EDUSPORTS PROGRAMME INTO THE EXISTING SCHOOL SYSTEMS/TIME-TABLE

Working with the teachers to integrate the EduSports lesson plans into the existing time-table and helping teachers with exact inputs on what lesson to be executed for which grade and section helps ensure the coverage of the lesson plans as per the plan. A weekly/monthly/yearly plan is shared with the school at the start of the programme clearly calling out the programme scope and sequencing.

Week No	Wk 1				
Day No	Day 1	Day 2	Day 3	Day 4	Day 5
Title	Skill learning				
Skill	<i>Body Management & Gymnastic</i>	<i>Body Management & Gymnastic</i>	<i>Locomotor Skills</i>	<i>Body Management & Gymnastic</i>	<i>Body Management & Gymnastic</i>
CODE	BMG1	BMG1	LOCO1	BMG1	BMG1
Games	<i>Hand Nose Shoulders Toes</i>	<i>Hand Nose Shoulders Toes</i>	<i>Walking Peacock</i>	<i>Hand Nose Shoulders Toes</i>	<i>Hand Nose Shoulders Toes</i>
Props	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>

SHARE THE PROGRAMME MILESTONES/CALENDAR

Sample Proposed Calendar

School details

Name of the school: St. Mary's High School, Bangalore

Academic Year: 2011 - 2012

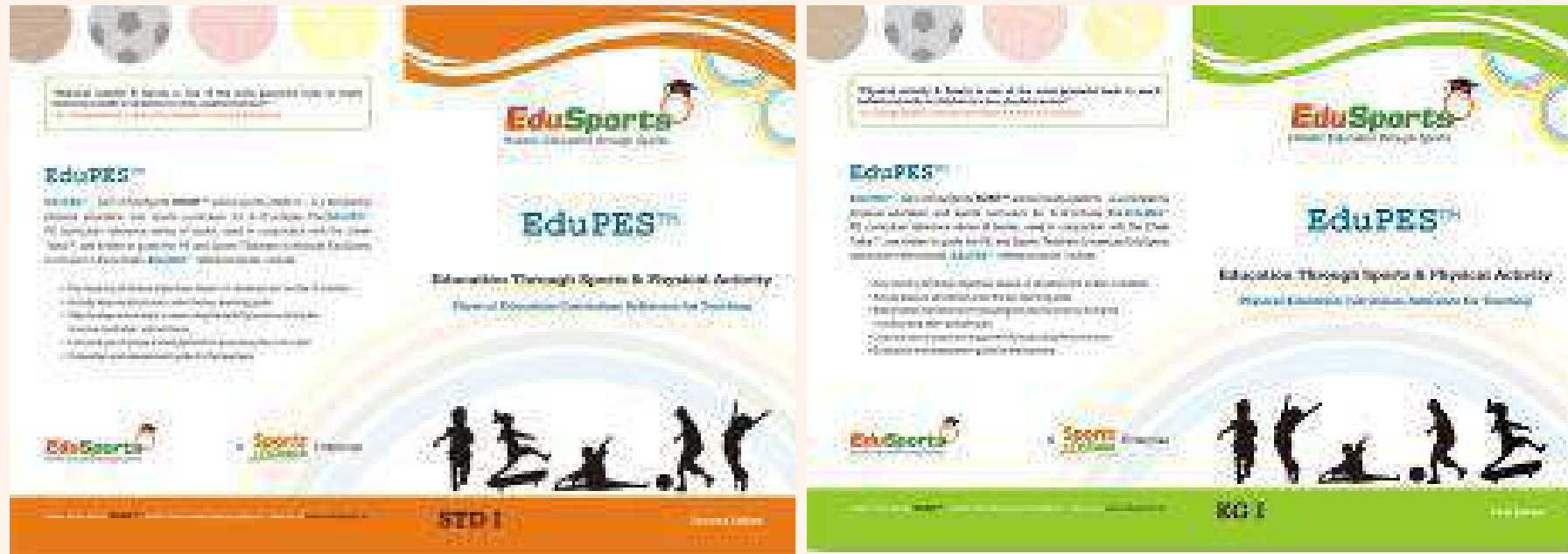
	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
EduSports sign off			✓									
Programme start date			✓									
Health assessment 1				✓								
Skill assessment 1				✓								
Parent Interaction					✓							
Event 1- After School Coaching					✓	✓	✓	✓				
Event 2- Weekend League								✓				
Event 3- Sports Day									✓	✓		
Health assessment 2											✓	
Skill assessment 2											✓	
Parent Interaction												✓
Summer Camp												✓

Event details

Planned/ completed status

HOW PROVIDE THE PROGRAMME EXECUTION TOOLS CURRICULUM BOOKS

The curriculum books contain the lesson plans that need to be executed according to the time-table. Every teacher involved in the programme execution/review is provided with a copy of the curriculum books.



PROPS & EQUIPMENT

A demo-session is organized for the teachers with a sample lesson plan prescribed in the curriculum and the props and equipment used in the programme execution. This helps them identify the different props and understand the utility of each of the props. The demo by the EduSports resource is followed by teachers leading the executing of a lesson plan with the help of an EduSports resource.



SUPPORT WITH PERIODIC TRAINING

The teachers are continuously trained all through the year via:

1. One-time orientation at the start of the year (by the EduSports team) to align on the programme goals, integrate the programme into the school time-table and gain a basic understanding of the programme tools & milestones



2. Series of weekly reflection meetings to review programme performance/ audit the programme on a weekly basis and re-train the teachers. The EduSports resource elicits feedback from the teachers on the lessons conducted by them in the previous week, trains the teachers on the lesson plans for the next week and incorporates feedback if any from the teachers.

Reflection meeting feedback sheet Sample

A. General

1. School name Little Dawn Public School, New, Udaipur, Rajasthan, India

2. Name of class teacher Shikha

3. Name of teacher conducting meeting Vivek G. Nair

Teacher enabled **EduSports resource details**

B. Previous week lesson plan

Week (Date - activity)	Name of Lesson Plan	Implementation Feedback (Please give us your personal opinion on how the program was implemented)
4/4/2021	-	
11/4/2021	K-2-1	Kids were very sensitive and they had lots of fun.
18/4/2021	K-2-2	The activity was good and the kids enjoyed.
25/4/2021	K-2-3	The kids were very energetic and liked the activity.

C. Next Week lesson plan feedback **Teacher feedback on lessons**

Week (Date - activity)	Name of lesson Plan	Was the lesson sufficiently explained and demonstrated by children?	Do you feel confident in executing the lesson on the ground?	If not what could be done better?
4/5/2021	K-2-1	Yes	Yes	-
11/5/2021	K-2-2	Yes	Yes	More can be included in the class.
18/5/2021	K-2-3	Yes	Yes	-
25/5/2021	K-2-4	Yes	Yes	Something exercise can be included.

Plan for the next week Thank you for completing the reflection meeting feedback sheet

Name of the teacher Shikha

Signature: Shikha **Teacher sign-off**

Confidential **EduSports**
Health, Education through Sports



3. Fortnightly PLAY sessions for the teachers to re-energize and re-train on the basics



PROVIDE ON-GROUND EXECUTION SUPPORT- EduSports resource (full-time or part-time) help teachers to execute the programme on the ground. They also assist the teachers on the different programme monitoring/quality assurance tools and make real-time changes to the lesson plans to engage the children better. They also help teachers with inputs on how to make the lesson plans more fun, ideas on how to creatively use the props, ways to overcome the constraints in the school and help integrate more skills (e.g. healthy living, life skills) into the lesson plans.



HELP MONITOR THE PROGRAMME PERFORMANCE- EduSports also provides teachers with tools to record the events on the ground, the lesson plan coverage and a SMS based platform to record and analyze the data. This makes it possible for the school leader to review the programme with the teachers/EduSports at any time.

1. EVENT COMPLETION FORMS



EVENT COMPLETION SHEET
SKILL ASSESSMENT

School Name: ZEE SCHOOL, Date: 09/04/2011

Teacher Name: NDEE, SHARADA

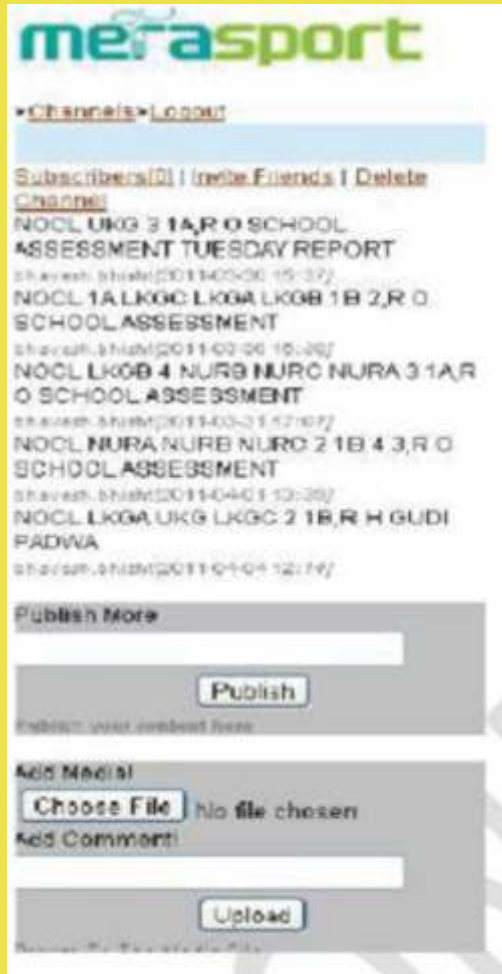
Feedback: Keep up the good work Nibel!

Teacher Signature: LATHA CHIVUMAR, Date: 09 APRIL 2011

2. LOG-SHEETS TO TRACK EVERY SESSION

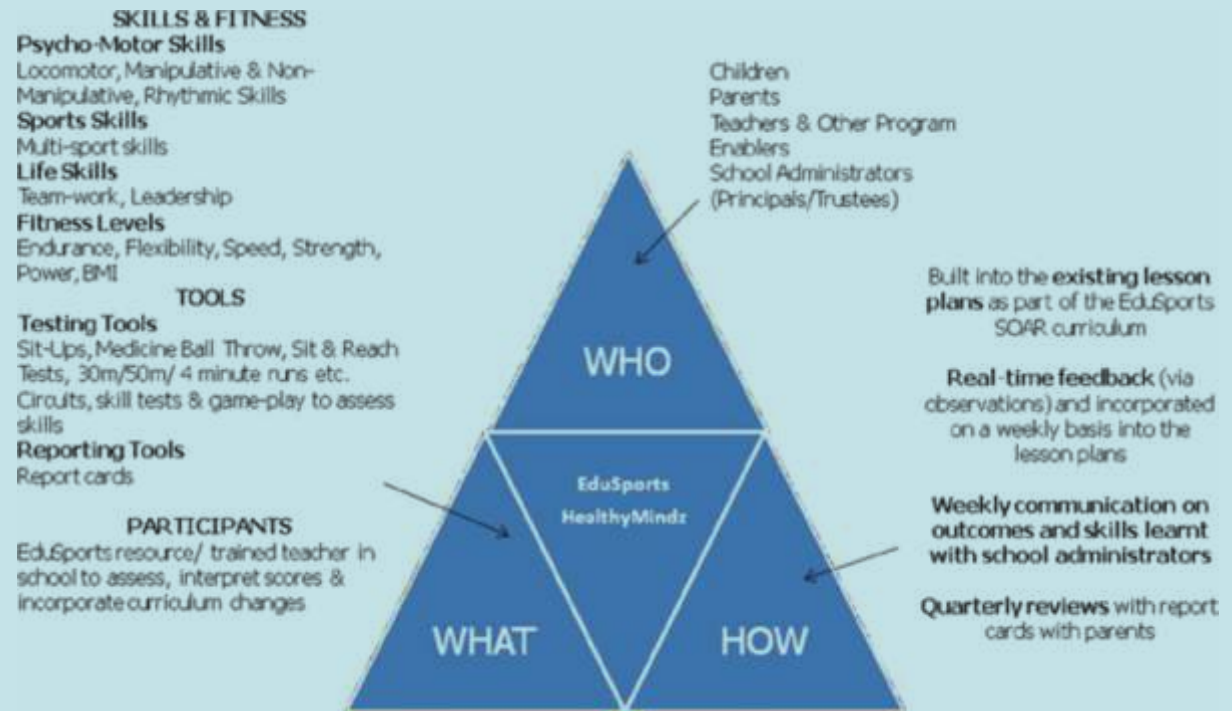
	Week 1 Day 1	Week 1 Day 2	Week 1 Day 3	Week 2 Day 1	Week 2 Day 2
Class	KG I				
Section	A				
Lesson Plan	K1.1	K1.2	K1.3	K1.1	K1.2
Date	April 4	April 6	April 8	April 11	April 13
Planned Time	9:00 AM	10:00 AM	11:00 AM	9:00 AM	10:00 AM
Actual Time	9:05 AM	10:05 AM	11:05 AM	9:05 AM	10:05 AM
Start Time	9:50 AM	10:50 AM	11:50 AM	9:50 AM	10:50 AM
Attendance (B & G)	17, 16	18, 17	14, 17	16, 16	14, 19
Remarks (if not used)	-	-	-	-	-
Teacher(s) Name	Ms. Leena	Ms. Leena	Ms. Leena	Ms. Leena	Ms. Leena
Feedback	Fun & Easy	Need Practice	Difficult	No practice needed	Understood

3. SMS BASED PLATFORM TO RECORD/PROCESS/ANALYZE DATA COLLECTED



PROVIDE TEACHERS WITH TOOLS TO ASSESS THE OUTCOMES FROM THE PROGRAMME







The EduSports HealthyMindz framework for assessments helps teachers with the know-how and the rubric to evaluate the impact the programme has had on the children. It provides teachers with the quantitative evidence of the improvements/changes seen in the children because of the programme. The teachers are trained to run the different assessments and after the assessments each child is provided with a report card. These assessments are built into the lesson plan/time-table and the teachers can execute these assessments just like any other lesson plan in the curriculum. EduSports helps teachers with the data input sheets to capture the data during the assessments and provides platform support to process the assessment data to come up with report cards for the children.



HELP TEACHERS WITH TOOLS TO ACTIVELY ENGAGE WITH ALL STAKEHOLDERS



1. Audit reports (by class/teacher along with the key milestones) to review the programme performance with the school leader


SUMMARY REPORT- DELHI PUBLIC SCHOOL, NOIDA EduSports Program Performance - OND' 10


No of EduSports Classes Per Week	Prep	2	
	Std 1	2	
	Std 2	2	
	Std 3	4	
	Std 4	4	
	Std 5	3	

EduSports Resident's role	Enabler/Driver
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Reflection meeting status	Regular
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Program Coverage (Classes)	Planned	985	
	Actual	785	
Teacher Participation	Actual	785	
	Attended	779	
Teacher Feedback	Excellent	0	# #
	Good	0	
	Needs Improvement	0	

Events Occurrence & Performance Status in the quarter	Teacher Orientation	NA	
	Parent Interaction	No	
	Assessment	Yes	

Overall EduSports Program Efficiency Status of the School in the quarter	
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2. Report cards for each child (to be shared with the parents) with tips on how to sustain the improvements at home



HealthyMindzTM
Physical Fitness Report

St. Mary's School
New Delhi

Health & Physical Education Report Card
Academic Session 2011 - 2012

Student Profile

Name : **Silvia Rajan Prasadharan**
Class & Section : **4A**
Gender : **M**
Month of Assessment : **August 2012**

Learning Schemes

Physical Fitness - Health RelatedTM

Grade	Balance Capacity	Agility Capacity	Flexibility	Endurance Strength	Speed Strength
A	12.29	16.21	1.81	44.5	14.5
B	1.00-1.20	5.20-7.00	20-30	3.0-5.5	1.00-1.50
C	1.00-1.50	1.0-1.5	10-14	1.00-1.50	1.00-1.5
D	1.70-4.00	1.0-2.0	10-20	2.0-3.00	0.75-0.80

Fitness Assessment - Health Related

Performance Assessment	Score	Grade	Comments
Balance Capacity (30" x 15")	12.29	C	Level of performance is average
Agility Capacity (50" x 10")	16.21	B	Level is average
Flexibility (1/4 Body Test)	1.81	C	Flexibility of the body is good
Endurance Strength (2000 Meter Test)	2.87	A	Level of endurance is average
Speed Strength (100 Meter Test)	14.5	C	Level of speed is average

Fitness Assessment - Skill Related

Skill Measured	Grade
Shooting at Distance	B
Shooting	C
Handball Shooting	C
Throwing	C
Swimming & Tumbling	C
Working with Hoops	B
Relaying	C

Overall Grade : **C**



Developing Healthier and Fitter Children

3. Showcase events for parents to exhibit the skills learnt (e.g. sports day)



ENSURING TEACHER READINESS FOR SPORTS/PE- LEARNINGS

In this journey of enabling over teachers across schools to run/support/manage a structured sports/PE programme in their schools, EduSports has had the opportunity of learning with the schools on ways to continuously improve the programme effectiveness and in this context, ways to enable teachers better. In this section, we share some of the key learnings.

1. MAPPING ON TO SYSTEMS/PROCESSES THAT THE TEACHERS ARE COMFORTABLE WITH IS CRITICAL TO ENSURE SEAMLESS ADOPTION OF THE PROGRAMME

The teachers in schools are fully comfortable with tools that help in classroom based learning- curriculum broken down into units/lessons, tools to cover each lesson, periodic assessments etc. The EduSports programme is designed in a manner that it „Extends the classroom into the playground by replicating some of the best tools/practices that the teachers are comfortable with. The full integration into the existing platforms/systems (e.g. Time-table, PTMs for report card distribution), the design of the tools and stakeholder connects make it possible for teachers to give the same rigor

to the sports/PE programme as any academic subject.

2. INCLUSION- THE KEY TO ENSURE THE PROGRAMME GETS THE RIGHT IMPORTANCE/SUPPORT

The EduSports programme is truly inclusive- It covers all the children in the class and is not focused only on children who are talented in sports, regularly connects with all the teachers (via reflection meetings- weekly/monthly), is supported by a part/full time resource from EduSports (to ensure high level of engagement) and has tools that help teachers to connect easily with key stakeholders (programme performance reports for school leaders, report cards for parents). The single-minded focus on inclusion of all stakeholders with the right tools during the right platforms has gone a long way to ensure the programme is given the right importance. A conscious attempt to connect with the teachers, children, school leader and parents before, during and after the programme execution ensures the programme is monitored closely, real-time feedback obtained and the programme gets the importance it deserves.

3. IT IS IMPORTANT TO GET THE CONFIGURATION RIGHT FOR EACH & EVERY SCHOOL

The EduSports team spends a significant amount of time configuring the programme to meet the exact needs of the schools. Identifying the right set of teachers who will run the programme (e.g. the kindergarten sports/PE programme in schools is run completely by the class teacher vs. the PE teacher in the school as the children are comfortable with the class teachers and the programme does not require experts trained in physical education), aligning on the roles (e.g. the school team will be trained and managed by the school PE teacher) and agreeing on the support provided by EduSports (e.g. EduSports will manage the programme monitoring and teacher enablement) are critical steps that ensure the programme has the full buy-in.

4. THE TOOLS USED HAVE TO BE INTUITIVE AND MUST DIRECTLY LINK TO PROGRAMME OBJECTIVES TO WORK

EduSports uses a SMS based reporting system that helps track the programme coverage. Sessions are held every week and the teachers executing the programme on the ground update some key metrics (lesson plan covered, attendance and feedback if any) for each of the sessions conducted via an SMS. Making sure only the Must-Have data is collected and the data collection is via a medium that the teachers are comfortable has ensured the flow of high quality data. Additionally, for teachers



not comfortable using the SMS based system, an option to use log-sheets to record the data from the classes, supported on a daily/weekly basis by an EduSports resource to upload the data has ensured a good level of compliance across schools. The data collected is one of the key inputs to evaluating the programme effectiveness and connecting with different stake-holders. Awareness about the criticality of the data to achieve important programme objectives among teachers helps usage of these tools.

5. WELL BEGUN IN NOT HALF DONE

Having a product with great features, a supportive school management and a great start with a good sell-in/ teachers training are must-haves for any good programme. But our experience clearly indicates that they are not enough for a programme to be successful in a school. The success of the EduSports programme in schools has been primarily dependent on how the teachers in the school are able to internalize the programme goals and are motivated on an ongoing basis to run the programme as per the structure prescribed. Integrating well into the existing systems and processes in the school, constantly reinforcing the shared vision of the programme and having meaningful interventions that keep the motivation levels of teachers high are blocks that are critical to the success of the programme.

6. ONE TIME INTERVENTIONS ARE NOT SUFFICIENT

A good orientation programme at the start of the programme with the teachers involved in the programme certified/trained on the tools needs to be followed through the year with refresher trainings. These trainings help teachers internalize the tools, serve as critical audit/support/feedback platforms and most importantly, provide opportunities for EduSports to connect with the teachers to re-enforce the programme goals and objectives. Additionally, these sessions help EduSports to stagger the training on the content through the year and helps overcome the risk of overloading the teachers with too much information at the start of the programme.

FEEDBACK AND RESULTS

EduSports has been successful in enabling teachers across schools with the tools and processes needed to ensure an inclusive and structured PE programme is executed. The fact that schools have seen a significant improvement in skill & fitness levels as well as enthusiasm levels of children towards sports & physical activity is a testimony of the fact that the programme and more specifically the tools used to run the programme have been effective.

A teacher at the Zee School, South Bangalore says “I have been a part of other schools and colleges wherein the games period is just like any other routine games period wherein the child takes a bat or a ball and goes in for a regular session. But here it is slightly different. It is very unlike the usual games period in any other school. The teacher associated with Edu Sports makes us own lesson plans and he teaches us how to execute them and even tries to integrate values such as applauding when a core participant wins, saying a thank you, apologizing, all these concepts which are very difficult to be brought into a small child as young as a child in first standard in the classroom is very easily taught to them in the form of an hour of EduSports”.

The principal of the Amarajyoti Public School, Bangalore says “The parents are very happy, the children love it and our teachers enjoy doing the classes with them and they also learn as to what is happening to our children and the changes that we see in our children in terms of fitness is absolutely fantastic”





ENSURING TEACHER READINESS FOR HOLISTIC EDUCATION-RECOMMENDED FRAMEWORK

Finding answers to some key questions before any programme takes the help of many teachers is implemented is the best way to ensure the programme objectives are met. The key questions are:

1. What will motivate the teachers to implement the programme in your school?
2. How usable are the tools provided to the teachers? What exactly is expected of the teachers over the course of the engagement?
3. How will the system of execution/feedback sustain itself over the long run?
4. How will the interventions be effective, yet at the same time, cause minimal disruption to the existing systems in the school? How frequent are the interventions?
5. How will different stakeholders be connected effectively?

The framework below could serve as guidance for school leaders to enable teachers with the right programme/tools/processes to go beyond their role as instructors and successfully run different programmes in the school in partnership with other teachers or external service providers.

WHAT

HOW

What is the shared vision of the programme? What are the key outcomes?
What the changes needed to the existing systems in the school?
What is the exact role expected of the teachers?
What are the skill/content gaps in the current system that will be addressed?
What are the key milestones during the period of engagement?

How will the programme actually work?

- How will the content be delivered?
- What are the tools available for programme delivery?
- How frequently will the teachers be trained? Where? By who?
- What are the skill gaps in teachers that need to be addressed to ensure programme effectiveness? How?
- How will the programme execution be supported?
- How will the outcomes from the programme be assessed? What is the teachers' role in assessing the outcomes?

How will all the key stakeholders stay engaged?

- How will the expectations of all the stakeholders linked to the goals of the programme?
- How will the programme effectiveness be monitored and communicated to the school leader/teachers/parents?
- How will the user experience /feedback be captured?
- How will different stakeholders (e.g. parents) be made aware of the changes in their children? What do different stakeholders need to do to sustain these improvements?

ABOUT EDUSPORTS

EduSports, India's No. 1 Sports Education Organization, believes in developing a healthier and fitter generation. Spread across 250+ locations in India, EduSports currently works with 650+ schools and engages over 5,00,000 children in an inclusive and sporting experience. The objective of EduSports program remains resolute, which is to offer an opportunity outside the class to improve fitness, build leadership and social skills and most importantly to have fun through sports.

Vision

To get 100 Million people to play and experience the magic of sports by 2020.

Mission

To get people to play, experience the magic of sports and help build a healthier and fitter world.

Values

- Play
- Trust
- Responsiveness
- Excellence



No. 201, 2nd Floor, Brigade Manae Court No 111,
Industrial Layout, Koramangala, Bangalore-560095
Contact No.: 18002700917

For more information, please write us @ info@edusports.in