



MEGHALAYA SCHOOL IMPROVEMENT PROGRAMME (MSIP) NEWSLETTER

DATE OF ISSUE : 10TH JANUARY, 2020

ISSUE NO : 2

MONTH/QTR : OCTOBER-DECEMBER, 2019

CONTENTS

Message from Director, School
Education & Literacy

Message from Selection Grade
Lecturer, DERT

Changemaker

Dashboard

Excerpts of an SIP

Professional Learning Community (PLC)

Best Practices

Teacherspeak

Activities of the quarter

Schoolconnect

MESSAGE, DIRECTOR OF SCHOOL EDUCATION & LITERACY



The Meghalaya School Improvement Programme (MSIP) has seen much progress and achievements over these few months and the impact of the Project has been well documented and captured in this 2nd edition of the MSIP Newsletter.

I am happy to state that during the course of implementation, the Meghalaya School Improvement Programme (MSIP) has acted like a road map for the schools and teachers of the State to work towards improving the level of student achievement, through learner-centered, standard-based, evidence-based, participatory, and a holistic thinking approach. It is heartening to see that District School Offices and Schools have undertaken this continuous improvement process and work towards making the Meghalaya School Improvement Programme (MSIP) a successful Programme.

The various activities in the past months such as Cluster Monitoring Workshops (East Khasi and West Garo Hills District), Review Meetings of District Managers and Monitoring Officers, DSEO Review Meeting, 2nd DRG Workshop (Khasi Hills) and the school visits by the District Managers, are some of the important activities which were undertaken and have been highlighted in this edition of the MSIP Newsletter.

I sincerely hope that we will be able to continue and sustain the good progress, and to strive towards working together and ensuring that this progress translate to a greater, effective teaching & learning process.

A. Ch. Marak
Director of School Education & Literacy

MESSAGE, SELECTION GRADE LECTURER, DERT



The Meghalaya School Improvement Programme, aims to place a new focus on the school's structural conditions towards professional learning to increase Teacher Agency.

Teacher Agency can be described as the ability by teachers to make informed classroom and professional development decisions based on classroom needs, reflections, considerations and their willingness and ability to act and make changes.

The Meghalaya School Improvement Programme also attempts to tap into teachers' intrinsic motivations, giving teachers the opportunity to construct solutions to the real challenges they face in the school and classroom. It also envisages creating a support structure to enhance

teacher engagement with learning networks and building teacher leadership in schools. These call for a major shift in the practice and culture of many schools. While change is hard, the opportunities that the MSIP provides to increase teacher agency and to transform professional learning opportunities, is worth the effort. The current evidence from the field has been encouraging and speaks volumes of the good work put in by our District teams, through the convergence of the Directorate of Educational Research & Training (DERT), District Institute of Education & Training (DIETs), Directorate of School Education & Literacy (DSEL) and schools.

It has really been a privilege and a joy for me to be part of the MSIP team and I hope we continue and build on the good work done so far.

Dr. David M. Nongrum
Selection Grade Lecturer, Directorate of Educational Research & Training

Leader as a change agent and a focus on salient priorities

The American Institutes for Research conducted nearly two decades of research on school improvement policy and implementation and concluded that despite different methodology followed, the findings are consistent: Schools that turn around a history of low performance have strong leaders; have engaged and collaborative teachers; use data to drive instruction; endorse high standards for all students; and have coherent, rigorous, and focused instructional programs. Successful turnaround leaders concentrate on quick wins that build momentum for change and a belief that things can be better.

Case Story:

Greenfield Middle School typifies many schools that tried to focus on innovative, bold, and dramatic actions as part of a school improvement plan. But when it came time to implement the plan, the new principal was overwhelmed with the list of activities that were to be launched, coordinated, and monitored all at once. They ran the gamut from revising the reading and mathematics curricula to establishing a Parent Community Centre among other things. Amidst so many challenging demands, improvement initiatives stalled—as did student achievement. In the second year, the principal and the leadership team trimmed down the proposed activities to focus on a few core areas for improvement, including training teachers on formative assessment, establishing data teams and strengthening student interventions. The plan was successful and the result was largely positive particularly with respect to students' performance.

CHANGEMAKER

SHRI AIBANTIPLANG RYNJAH

Initiatives and Achievements:

1) Winners of State Level Science Exhibition and Participation in The Eastern India Science and Engineering Fair, Kolkata :

In 2019, Mawkhar Christian Higher Secondary School, Shillong got a letter from the District School Education Office inviting them to participate in the District Level Science Exhibition, 2019. As the Teacher-In- Charge for the Science Exhibition, Shri Aibantiplang Rynjah, presented an open invitation to all students who wanted to take part in this competition. To his surprise, the ones who showed enthusiasm to participate were students who were thought of as "below average" in Science subject. The theme for the District Level Science Exhibition was "Scientific Solutions for Challenges in Life", with few other sub-themes under it. He gathered the students who wanted to participate in the Science Exhibition and their first task was to discuss the challenges or concerns prevailing in our society that they felt strongly about and which they can help to bring about a scientific solution. One of the concerns that resonated was "Wah Umkrah". The river is polluted and needed to be cleansed to bring about good health and aesthetic beauty to the surrounding areas. After they had a clear picture of "What" they wanted to do, their next step was to find out ways of "How" to do it. Throughout the whole process, Shri Aiban was only a guide and a facilitator asking questions.

Once the model was completed, he chose one student to demonstrate how the model worked. To his delight, the student who was often thought of as shy in the first place gave a fluent and clear explanation of the Wastewater Treatment Plant Model. More importantly, these students who were always silent in Science and Mathematics class now have questions about the science behind the model: the Whys, Hows, Whats, it was amazing to see the spirit of curiosity being kindled inside these students. To the point that it propelled this school to reach the Eastern India Science and Engineering Fair, 2020 held at Kolkata. Shri Aiban expressed through his experience that the most remarkable thing was that the students who got them there were the ones who were thought of as weak in studies and shy in class. He noted that it was not through persuasion but by acting as a guide and facilitator, it aroused their curiosity, motivated and inspired them to win the District and State Level Science Exhibition and to be able to represent the state in the Eastern India Science & Engineering Fair 2020.

2) DIKSHA :

DIKSHA is a digital educational portal for teachers and students alike. Shri Aibantiplang Rynjah has made two videos for DIKSHA which he recorded and edited them himself. He is the only teacher from Meghalaya who has uploaded instructional/educational videos that were self-authored. In his own words, "It is not an easy process to make these videos but it is all worth it if it can provide the necessary assistance to students, especially to those who need extra help in their studies". His video entitled "Suspension, True Solution and Colloidal Solution" has already been uploaded on DIKSHA was highlighted during the official launch of the Diksha portal on the 23rd January 2020 which was graced by the Education Minister, Shri Lakhmen Rymbui as the Chief Guest.

3) Role of the Meghalaya School Improvement Programme (MSIP) :

"The Meghalaya School Improvement Programme has been very helpful in strengthening the school's capacity. With the introduction of MSIP, we came to learn about Action Plans which have helped us to be more organized and systematic in setting up our goals and in accomplishing them. Identifying the necessary steps in attaining a goal has now become easier with Action Plans. Many things have been accomplished in our school by using Action Plans introduced by the Meghalaya School Improvement Programme. I personally used Action Plans to achieve goals like making videos for Diksha and its application can be extended to more than just school work."



AIBANTIPLANG RYNJAH
Science & Mathematics Teacher
Mawkhar Christian Hr. Sec. School



Won 1st Prize at the State Level Science Exhibition



Diksha Launch



At The Eastern Science and Engineering Fair 2020



Won 1st Prize at the District Level Science Exhibition



Screenshot from Diksha Video



Students Working On The Model

DASHBOARD

ACTIVITIES DASHBOARD ON MISP AS ON DECEMBER 2019

District Name	No. of schools assigned	School visited with DRG members	Percentage	School visited individually	Percentage	No. of DRG meetings conducted	No. of cluster workshops targetted	No. of cluster workshop completed	Percentage
EKHD	213	49	23.00%	12	5.63%	4	12	12	100.00%
WJHD	77	23	29.87%	28	36.36%	3	3	3	100.00%
WKHD	66	4	6.06%	25	37.88%	4	5	5	100.00%
SWKHD	58	0	0.00%	14	24.14%	3	5	5	100.00%
RBD	46	10	21.74%	31	67.39%	2	4	4	100.00%
EJHD	33	8	24.24%	17	51.52%	3	2	2	100.00%
WGHD	164	11	6.71%	52	31.71%	3	6	6	100.00%
SGHD	53	7	13.21%	16	30.19%	2	1	1	100.00%
SWGHD	47	13	27.66%	26	55.32%	2	1	1	100.00%
EGHD	27	20	74.07%	15	55.56%	1	1	1	100.00%
NGHD	57	25	43.86%	19	33.33%	1	1	1	100.00%
Total	841	170	20.21%	255	30.32%	28	41	41	100.00%

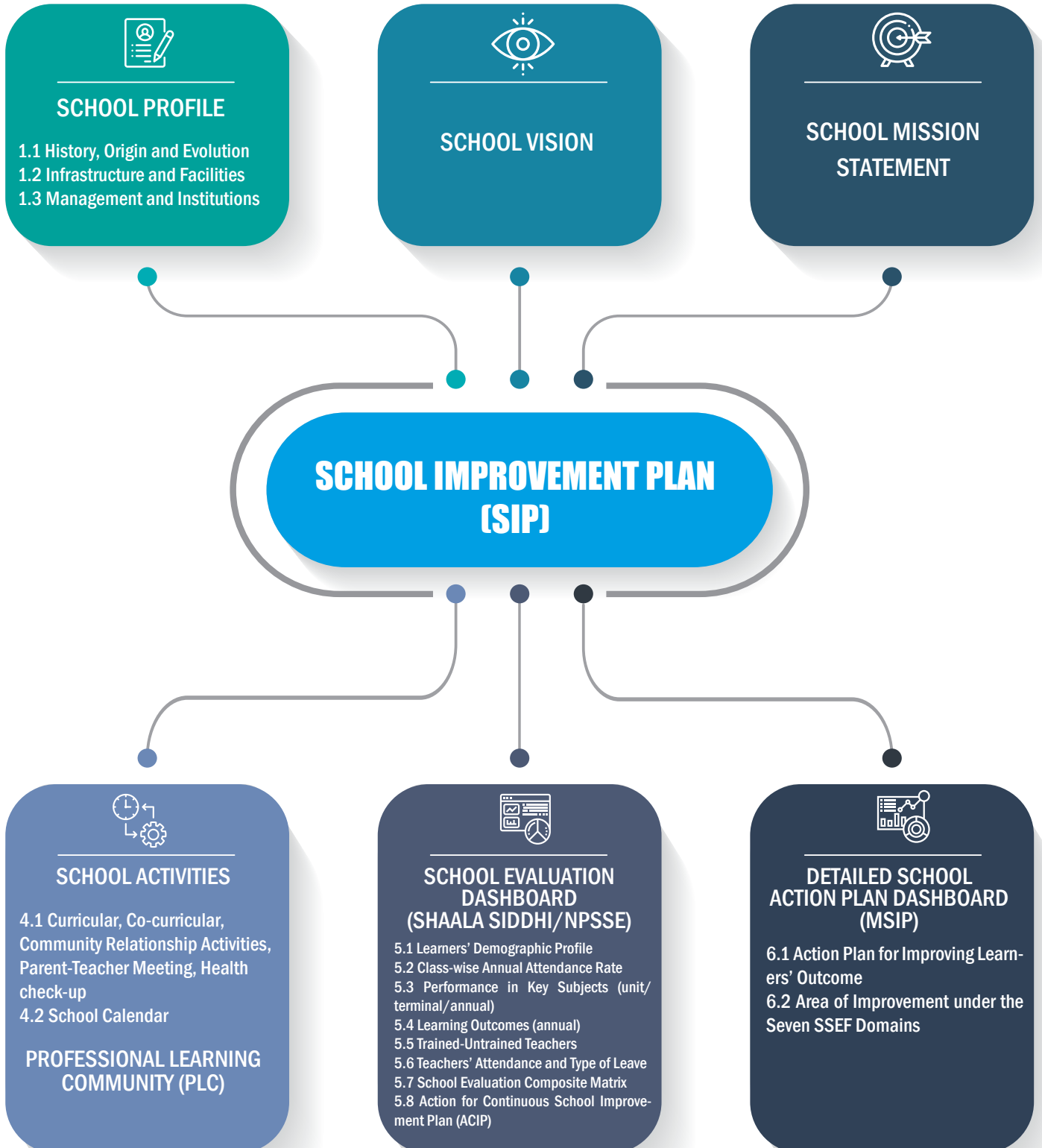
TARGET DASHBOARD ON MISP AS ON DECEMBER 2019

District Name	No of Schools assigned	No. of schools attended the Cluster Workshop	Percentage	Schools with working PLCs	Percentage	No. of project Schools assigned	No. of Project School Draft SIPs submitted	Percentage	No. of Non Project School Draft SIPs submitted	Percentage	No. Of SIPs reviewed	Percentage	Final draft of SIP submitted	Percentage
EKHD	213	211	99.06%	77	36.15%	33	33	100.00%	92	43.19%	0	0.00%	0	0.00%
WJHD	77	70	90.91%	42	54.55%	11	11	100.00%	43	55.84%	0	0.00%	0	0.00%
WKHD	66	66	100.00%	21	31.82%	7	7	100.00%	13	19.70%	0	0.00%	0	0.00%
SWKHD	58	58	100.00%	12	20.69%	4	4	100.00%	5	8.62%	0	0.00%	0	0.00%
RBD	46	45	97.83%	41	89.13%	8	8	100.00%	25	54.35%	0	0.00%	0	0.00%
EJHD	33	31	93.94%	14	42.42%	5	4	80.00%	3	9.09%	0	0.00%	0	0.00%
WGHD	159	156	98.11%	122	76.73%	21	21	100.00%	101	63.52%	0	0.00%	0	0.00%
SGHD	53	50	94.34%	17	32.08%	5	5	100.00%	0	0.00%	0	0.00%	0	0.00%
SWGHD	52	52	100.00%	37	71.15%	12	11	91.67%	0	0.00%	0	0.00%	0	0.00%
EGHD	27	27	100.00%	17	62.96%	5	5	100.00%	8	29.63%	0	0.00%	0	0.00%
NGHD	57	52	91.23%	27	47.37%	6	6	100.00%	7	12.28%	0	0.00%	0	0.00%
Total	841	818	97.27%	427	50.77%	117	115	98.29%	297	35.32%	0	0.00%	0	0.00%

EXCERPTS OF AN SIP

INTRODUCTION

The process of documenting and implementing a structured School Improvement Plan (SIP) has to take into account all school stakeholders, including the School Managing Committee, Principal, teachers and staff, in the planning process by means of a self-evaluation exercise. Self-evaluation allows schools to develop time specific goals and action plans on an annual basis. As per the requirement of the NPSSE/ Shaala Siddha, NEUPA introduced an evaluation framework for school improvement entitled “School Standards and Evaluation Framework (SSEF)” (NIEPA, 2015) which will serve as a comprehensive instrument for school evaluation. Accordingly, schools in Meghalaya have been instructed to follow SSEF’s broad set of guidelines for self-evaluation, but a general lack in consistency in reporting format is noted. To address this issue, a set of guidelines and a standardised format based on SSEF is made available to ensure systematic and sequential reporting in terms of the contents and quality of information. The standardised template would therefore serve to (i) facilitate reporting of SIP (ii) reflect professional manner in which self-evaluation reporting process is done (iii) guide schools to improve the underlying methodological quality of self-evaluation and, (iv) allow schools and external evaluators for easy review and comparison with subsequent SIP reports in future. A standardized SIP has 6 broad components as depicted in the chart below.



PROFESSIONAL LEARNING COMMUNITY (PLC)

A Professional Learning Community (PLC) is traditionally a voluntary group of teachers who meet regularly, share expertise and work collaboratively to improve teaching skills and the academic performance of students. The concept of PLC has grown in popularity and practice over the years and research have shown that functional PLCs are very effective in bringing about the transformation in teaching-learning process. In MSIP programme, the constitution of PLC has been made mandatory to drive school improvement efforts with a particular focus on learning outcomes. Interestingly, the National Education Policy (2019) has also mandated the creation and sustenance of PLC as part of its various directives to revamp Continuous Professional Development (Section P5.3 of NEP, 2019).

PURPOSE OF PLC

To function as as mean or change agent in bringing about the successful imolementation of MSIP and releasing its FIVE defined goals

ROLE OF PLC

- To serve as an effective strategy for building school capacity around core issues of **teaching and learning**
- To serve as a mechanism to **transform school culture**
- To function as a process for making the structural and cultural changes necessary to **help students achieve at higher levels**

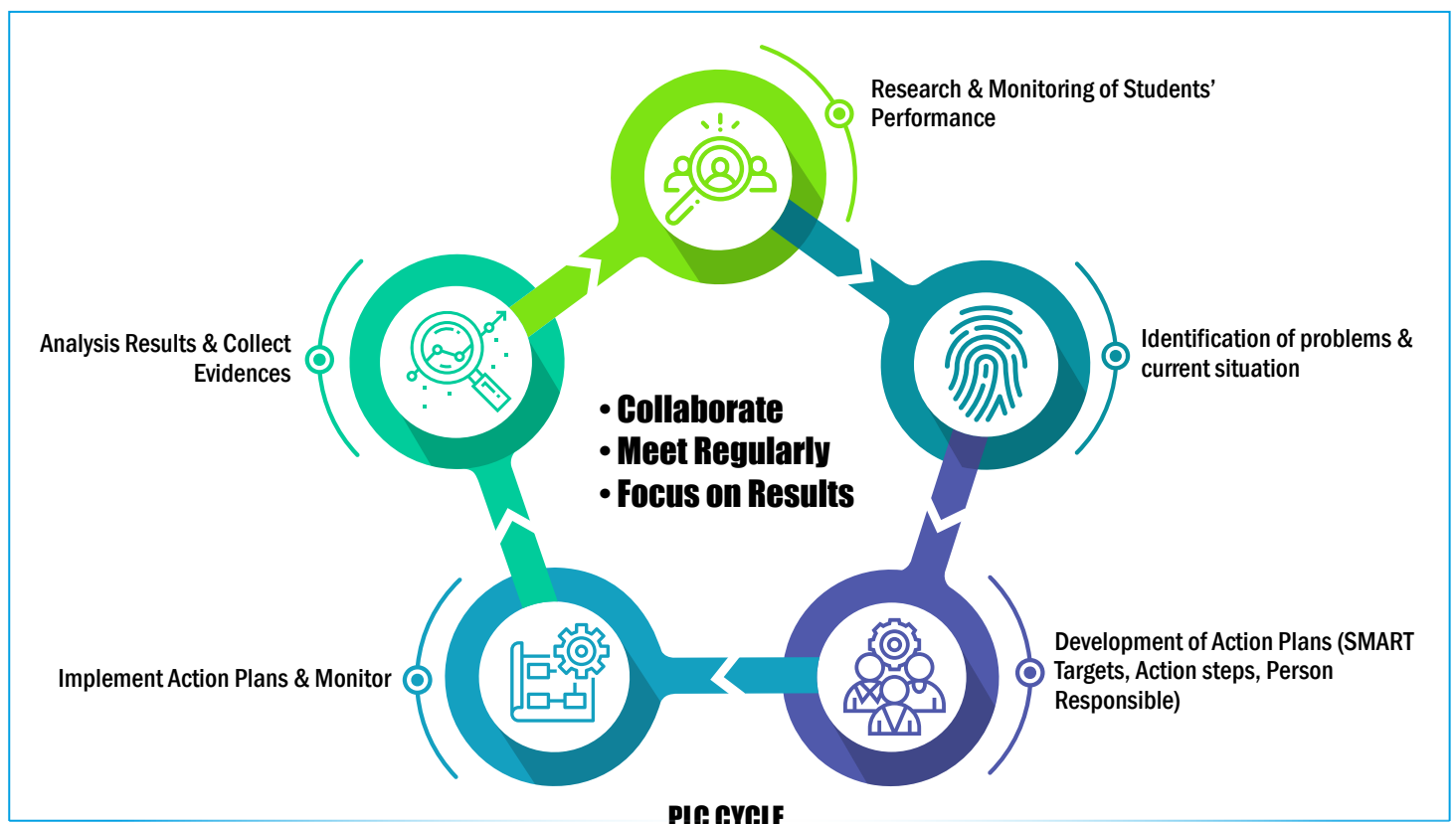
PLC PROTOCOLS

- Establish a well-defined organizational structure
- Establish PLC rules and norms
- Set Agenda and regular meetings (PLC Calendar)
- Formulate Action Plans based on school's teaching-learning needs
- Maintain PLC Register (Agenda, Minutes of Meetings, PLC acivity log, Etc.)

DESIGNATION ROLE

Chairperson	Head of the Institution
Convenor	One who assembles and set meeting dates, finalize and set meeting agenda, maintain order at the meeting, ensure the norm of the meeting and PLC are being followed, review previous meeting agenda and follow up activities
PLC Scrib/Recording Secretary	The Scribe records the minutes of PLC meetings, keeps records and maintains PLC register
PLC Members	A PLC Member is constituent shareholder whose role & responsibilities can be assigned by the PLC, either alone or with other members to complete some SMART Targets and action plans being developed collaborately by the PLC

Purpose, Role and Protocols of PLC in MSIP



BEST PRACTICES

KITCHEN GARDEN PROJECT

BY THE STUDENTS OF PARIONG HR. SEC. SCHOOL

Our school while seeking assistance from the Village Community and the Block Development Officer in turning a vacant area behind the school into a Kitchen Garden. At almost the same time we found a guideline from MHRD and useful ideas from SCSTE being one of the Eco Club Schools. In collaborating with these departments and the village durbar, under MNREG Scheme, constructed a Kitchen Garden in the school compound that we call our own. We are entrusted as Incharge to guide the students in maintaining the Kitchen Garden. While teaching the children about gardening and the benefits of seasonal vegetables, we realised that they already have a good knowledge about gardening as their family are mainly cultivators. The Kitchen Garden has helped to develop among children the skill of growing vegetables and fruits in schools and homes, improve nutrition in schools, inculcating habits among children in an era or rapid environmental issues. It is a great way to teach children about where their food comes from and to get them excited about eating fresh vegetables. It is also an opportunity to learn outdoors, to insulate the sense of dignity of labour and responsibility in children as they turns to care for their garden in summer. Learning in The Kitchen Garden is a great way to build ties between children with teachers, parents and the community. The product from the kitchen garden was utilised for the midday meal served in school. In the previous year, we planted cabbage which lasted until December and this year we planted beans. It's interesting to see their faces when they start eating the vegetables planted by themselves. Some of them were not in the habit of eating vegetables at home but they relish along with friends in school for the simple reason that it's the product of their own hard work.



RESLY ROY ARIONG



ALBANETY HOOJON

**ASSISTANT TEACHERS
PARIONG PRESBYTERY HIGHER SECONDARY SCHOOL
PARIONG,
WEST KHASI HILLS DISTRICT**



JOURNEY TO A WIDER HORIZON

ST. XAVIERS' HR. SEC. SCHOOL, WEST GARO HILLS DISTRICT

We, the management, staffs and students are creditable of "St. Xavier's Higher Secondary School, with its moto "love in service" - Love - it is such a " power " which brings us all together to work as a team in the loop of holistically developing the future of our region. We utilize our strengths effectively as a team while honouring and respecting the talents they each bring to the table." The key to driving engagement is understanding and valuing. As we begin to understand that others see the world a little differently, we can accept the fact that they approach situations in a way that meets their own behavioural needs. We try to follow :

- A map that everyone in the team can follow, with clear milestones along the way.
- A realistic timescale
- Details of what resources are required (Books, Activities and the development of the students and an understanding of the parents.)
- Justification for the students' progress
- Identification of where tasks might slip
- Early warning of potential problems

To develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions – asking the students to use decorations of dry twig, waste chart papers and waste. We experimented on learning outcome of our students and our effectiveness as teachers by doing the Analysis of the Annual Examination Result 2019. It gave us directives and opportunities to attend to each child.

Throughout the year the Teachers have dedicated themselves wholeheartedly with all the above mentioned activities. It is essential to develop the pupils both physically and mentally so that they become responsible citizens in future.



Science & Technology, Shillong

Sports Day



Cleaning Drive



Sanitation Awareness

Olympiad Examination



DR. CAREEN E.G. MARBANIANG

**ASSTANT TEACHER
MAWKHAR CHRISTIAN
HIGHER SECONDARY SCHOOL
SHILLONG**

Educating the masses for the progress and development of a nation was realized by many leaders in our country since time immemorial, helping to pave the way for the continuation and development of learning. The Kothari Education Commission (1964-66) has rightly pointed out that, 'The destiny of a nation is shaped in its classroom' which throws light on the importance of technology in modern India. The advancement in science and technology has and will keep influencing our learners and by being exposed to these changes they require necessary guidance at the same time. As educators and teachers of the 21st century we need to develop the practices and skills required to meet the diverse needs of our learners. The needs and abilities of the learners should suit to the requirements of the society as well as that of the global job market. A study by the Organization for Economic Co-operation and Development (OECD) has categorized 21st century skills internationally into four broad categories (Schleicher, 2012) and these skills are to be developed in the learners by the teachers. These are:

1. **Ways of Thinking** - Creativity, critical thinking, problem-solving, decision making and learning
2. **Ways of working** - Communication and Collaboration
3. **Tools for working** - Information and Communication technology (ICT) and information literacy
4. **Skills for living in the world** - Citizenship, life and career, personal and social responsibility.

The initiative taken up by Directorate of School Education and Literacy (DSEL) to improve school performance in the State as a whole through the implementation of the Meghalaya School Improvement Programme (MSIP), is to be applauded. We cannot deny the fact that this exercise has brought many schools and its staff working together as a team. Whether urban or rural, after having had a clear view of the need and importance of the MSIP, school administrators are striving for improvement. Many teachers have shared their opinions on the new concept 'Professional Learning Community (PLC)' and its advantage, proving to help learners to a great extent. Certain schools having no predetermined vision and mission statements are now able to improve their strength by formulating a vision and mission statement as part of the SIP. Many trained teachers under the IPE Global have

put it into practice, the strategies accumulated from the training to improve their teaching and learning experience.

As a District Resource Group (DRG) member I feel privileged to be a part of the MSIP in improving the schools within our State. But there is still much work to be done and with consistent dedication, commitment and teamwork we will surely achieve our goal.

'A student spends 25000 hours in campus. The school must have the best of teachers who have the ability to teach, love teaching and build moral qualities.'

A.P.J. Abdul Kalam Azad

References: Schleicher, A. (2012). *Preparing Teachers and Developing School Leaders for the 21st Century*.

OECD Publishing. Retrieved from <http://dx.doi.org/10.178/9789264xxxxx-en>



SHRI. NIRUPAM PAUL

**ASSTANT TEACHER
DR. RADHAKRISHNA BOYS'
SECONDARY SCHOOL
SHILLONG**

THE CHANGE AGENT

A review of the voluminous literature reveals some distinctive characteristics of the concept of educational change. Change is a complex process that happens within an organizational ecology is difficult to achieve and operates on three levels namely, symbolic, linear and appropriation and is often an expression of political symbolism. Change is linear, in that it occurs down an authoritative succession of participants. Change in itself whether top-down or bottom-up does not guarantee meaningful change. Change appropriation refers to the change in meaning of one's experience. Teachers often believe that they have changed in response to a particular reform when in fact they might only have changed superficially, or not at all. Educational change also moves through distinctive stages of initiation, implementation, and institutionalization. People who encounter changes go through successive "stages of concern" and respond very differently to educational change initiatives, depending on what point they have reached in their own lives and careers. Thus, change can be sustained in the personal domain of the teacher and illustrates that teaching is ultimately a class act of human compassion.

Though it is a well known fact that all schools want their students to succeed but schools can only make a lasting difference when they focus on specific goals and strategies for change. School improvement planning is a process through which schools set goals for improvement, and make decisions about how and when these goals will be achieved. The ultimate objective of the process is to improve student achievement levels by enhancing the way curriculum is delivered, by creating a positive environment for learning. The school improvement plan is a road map that sets out the changes a school needs to make to improve the level of student achievement, and shows how and when these changes will be made. A school improvement plan is also a mechanism through which the public can hold schools accountable for students' success and through which it can measure improvement. Real change takes time and it is important that all partners understand this as they enter into the school improvement planning process. Incremental improvements are significant, and they should be celebrated, but

they do not constitute lasting change. Hence, with the implementation of the Meghalaya School Improvement Programme which is dedicated to sustain school improvement in Meghalaya I have a strong belief that it is not far that Meghalaya shall wake up to a new dawn in the field of Education.

ACTIVITIES OF THE QUARTER

- District Manager/Monitoring Officer Review
- Cluster Monitoring & Evaluation on Preparation of SIP, Shaala Siddhi, PLC
- District School Education Officer (DSEO) Review
- 2nd District Resource Group (DRG) workshop on Introduction of Rubrics for Evaluation/Assessment of SIP



DSEO Review meeting held on 13th November 2019 at DSEL Conference Room, Shillong



Cluster Monitoring & Evaluation on Preparation of SIP, Shaala Siddhi, PLC held on 17th October, 2019 at Pedaldoba Sec. School, West Garo Hills
No. of Schools Participated : 17



District Manager/Monitoring Officer Review held on the 3rd & 4th October, 2019 at DSEL Conference Room, Shillong



2nd DRG Workshop on the Evaluation of SIPs held on 26th November 2019 for Khasi Hills Region at Pastoral Centre, Shillong

SCHOOLCONNECT



School Visit by District Manager & DRG Members to Boldamgre Secondary School, South West Garo Hills.
Total No. of Schools visited by DRG (Oct-Dec 2019) : 39



School Visit by District Manager & DRG Members to Hawakhana Higher Secondary School, West Garo Hills.
Total No. of Schools visited by DRG (Oct-Dec 2019) : 63



School Visit by District Manager to Amwi Jarain Secondary School, West Jaintia Hills.
Total No. of Schools visited by DRG (Oct-Dec 2019) : 51



School Visit by District Manager & DRG Members to Mizo Modern Higher Secondary School, East Khasi Hills
Total No. of Schools visited by DRG (Oct-Dec 2019) : 61



School Visit by District Manager & DRG Members to Adokgre Secondary School, North Garo Hills
Total No. of Schools visited by DRG (Oct-Dec 2019) : 47



School Visit by District Manager & DRG Members to Marshellong Presbyterian Higher Secondary School, South West Khasi Hills
Total No. of Schools visited by DRG (Oct-Dec 2019) : 14

CONTACT INFO



Directorate of School Education
& Literacy, Kennelworth Road,
Laitumkhrah, Meghalaya 793003

0364 - 2502315/2226062

piu1shcdm@gmail.com