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| Power of Protocol |
| QQC -2 |
| **Sakina Bharmal** |

This book was like a tempting cook book - like when you keep turning the pages of the cook book,

and you are excited to try out each recipe. The experience was akin to finding the perfect recipe for every occasion, bringing a smile to everybody’s face. Each protocol was described as a recipe in the cook book. I had the delightful opportunity to savor many of these protocols at HTH and on returning home am eager to try out a few of these in my classes.

The Basic Ideas:

*‘We professional educators should take charge of our own learning. That is because only we can*

*direct it towards managing the real problems of our work, and towards meeting our students’ real*

*needs…*

It is so important for each educator to take charge of our own learning and I see this applied at TGES. Each one of us is required to enroll for a professional development course (100 hrs of training each year). Be it online courses or attending conferences (the way we have enrolled for HTH) or in-house trainings, or acquiring a qualification required for their subject or just acquiring new knowledge. This has undoubtedly been helpful in tackling situations at the individual level so far, but now I am beginning to explore and experience the power in collective learning.

*‘No educators work alone, although we seem to…all our efforts for better or worse , are mediated by efforts of our colleagues…our colleagues’ values, standards and methods are our business as ours are their business..*

This is so true. Every individual in his or her own way comes with a package of novel learning experiences. As I began sharing and discussion ideas, plans and strategies with the LSP team, I was able to reap the benefit of collective smarts. I realized that sharing my work with my colleagues had opened up a host of new ideas and varied perspectives.

In our own way, we are moving towards an educational culture of openness and honesty. We are

responding to and becoming increasingly supportive of habits of inquiry, dialogue and reflection. Our school has always invested us with the opportunity to take the necessary actions to improve our workand we work in an atmosphere that encourages participation. As a result of our renewed vision, we have benefitted in terms of harnessing the potential of many brains versus one and in setting common goals and visions of growth in terms of educational and holistic growth for our students.

*We read students’ work closely, collectively for two reasons. One is to learn more about the student’s learning – to gain clues about their strengths and weaknesses, their misconceptions, their progress*

*with respect to some defined standard……We also read students’ work closely as texts that captures the efficacy of our own work.*

Quite recently as I was marking the Annual Examination Papers of the Grade 9 students, I realized

that I was not just looking for student excellence and areas of improvement but also making a

concrete assessment of the effectiveness of my teaching practices and the areas that I needed to

work on. This assessment is going to be a springboard for me to refine and where needed rework my pedagogy.

I am really excited about using some of the protocols as soon as students return from the Diwali

break on the 26th of Nov. The new academic year will begin. All Grade 9 students will graduate to

Grade 10. I feel this will be the best time to practice these protocols.

During the Class Teacher’s period (we get 15min thrice a week), I wish to introduce two protocols..

1. **Protocol for Setting Norms**
2. **All-Purpose Go-Round**

In the first week I will be introducing the simple and sweet protocol the **All-Purpose Go-Round**.

Every class I will get an opportunity to discuss matters of student interest. This will help me

understand their areas of interest/talents, their inclinations and their aversions which will allow me to build a positive relationship with the students. In the weeks to follow, I may also ask students to facilitate, thus helping them become facilitators as well.

The second protocols I wish to introduce is the **Protocol for Setting Norms.**

 I want the students to set norms for 'acceptable and unacceptable behavior in class’ with peers and teachers’.

Unlike our usual first day rule-making ritual, I find it helpful to wait until the second or third week of school to set norms. Students will have had a chance to experience how the group already interacts and works together. If they have no problem respecting each others’ ideas, the class might not need a norm that addresses this aspect of getting along. If, for example, they notice that some students always answer questions and others never get a chance, they might feel the need to set a norm about not speaking a second time until everyone has had the opportunity to speak a first time.

When setting norms with a class I will be able hear all voices. I find this method provides a greater opportunity for participation, even from the shyest students. Setting norms with the class will give me the chance to create an inclusive classroom environment through which all student voices are heard and honored. And that’s good for students and teachers alike.

Taking up this protocol is going to be an interesting exercise in channelizing students’ energies and modifying their behavior. Since I will be revisiting and fine-tuning it, over regular intervals, it will

equip me with the know-how to set norms in every sphere of my teaching-learning experience.

**Questions….**

1 *Following protocols will enhance educators’ and students’ qualities of judgment.* How does one

 enhance qualities of judgment?

2 How do educators develop, and teach, patterns of behavior and thinking that become habits?

3. By adhering to time frames, which is the backbone of Protocols, do we lose the essence of

intense discussion and its benefits ?