

Fellows of the Future Impact Report

2020 | MAY-AUGUST



Partnership needs learning and unlearning. If you think of me as 'just a child', my voice may never matter to you.

- Sharda, Fellow of the Future, 2020

Table of Content

PAGE 3

Introduction

PAGE 4 - 10

What did we aim to build?

Our big goals, our strategic choices, and the content and programmatic overview of our track.

PAGE 11 - 17

Our Impact

Where did we land on our goals through Phase I and Phase 2, the Fellow Engagement Survey, and testimonials and reflections from Students and Educators.

PAGE 19 - 20

What are we learning?

Summarised learnings from the perspective of Students as well as Educators.

PAGE 21

Bringing it all together

PAGE 21

Meet the Team!



How often are students asked how they feel about what is being taught in class? How many times in a year does a teacher actively seek out feedback on their pedagogy from his/her class? Why do students not have a say when it comes to their own learning? Why do students have to “wait to grow up” in order to bring change? These are just some of the grand challenges that plague our broken education system.

For the longest time, Education has been a prescribed experience for students, where others make the big decisions and students are mere “recipients” of those choices. The Kids Education Revolution (KER) was founded in 2016 with a deep belief in student agency, potential and voice.

The Fellows of the Future, a project under our KER Strategy for 2020-21 is ground in two unshakeable beliefs:

(a) Children are not the future, but the present! They don't need to wait for the future to make the world a better place. They can be creative, proactive, empathetic and responsible citizens today, who operate with an ‘I CAN mindset’!

(b) Students know how they learn best and partnership is the key to unlocking that change. Educators and students need to listen to one another and share the responsibility of power and choice.

Deeply rooted in a belief in the transformative power of Education, this program gets us to wonder "What would a radical collaboration between students and educators in classrooms look like?" and “How might student-led local movements of change drive a reimagined education?”

Across India, we have seen student leaders who are driven towards creating a better education for themselves and those around them. The track brings together 25 such young adults, between Grade 9 and 12, to equip them with the knowledge, skills and mindsets they would need to run sustainable projects of change in their schools and communities.

What do we aim to build?



Knowledge and pedagogy skills of beginning-level teachers



Explore their own leadership through the 8Cs and an 'I CAN' mindset



Plan towards driving local movements of change with the aim of reimagining education



Build an orientation towards partnership and student voice in the Cohort of 2020

One of our biggest strategic choices was to define leadership using growth on the 8Cs as our corner-stone.



Mr. Curiosity



Mr. Compassion



Mr. Creativity



Ms. Collaboration



Ms. Critical Thinking



Ms. Courage



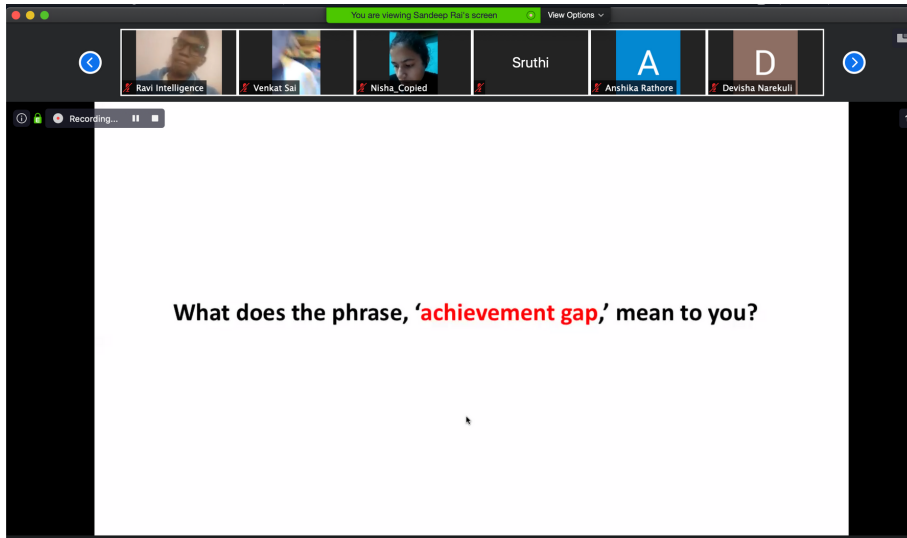
Ms. Communication



Mr. Consciousness

Programatic Overview: What did we set out to do?

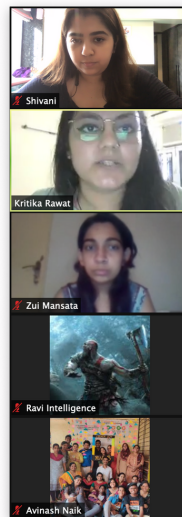
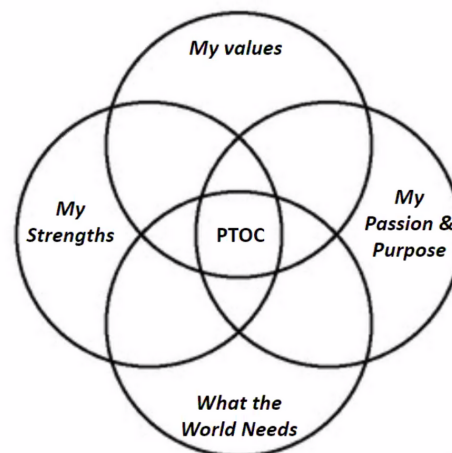
Our program was grounded in 3 big questions:



How might we inspire students towards transforming education by exploring their own leadership?

How might we empower students to build local movements of change?

Personal Theory of Change



© Tim's Pericles



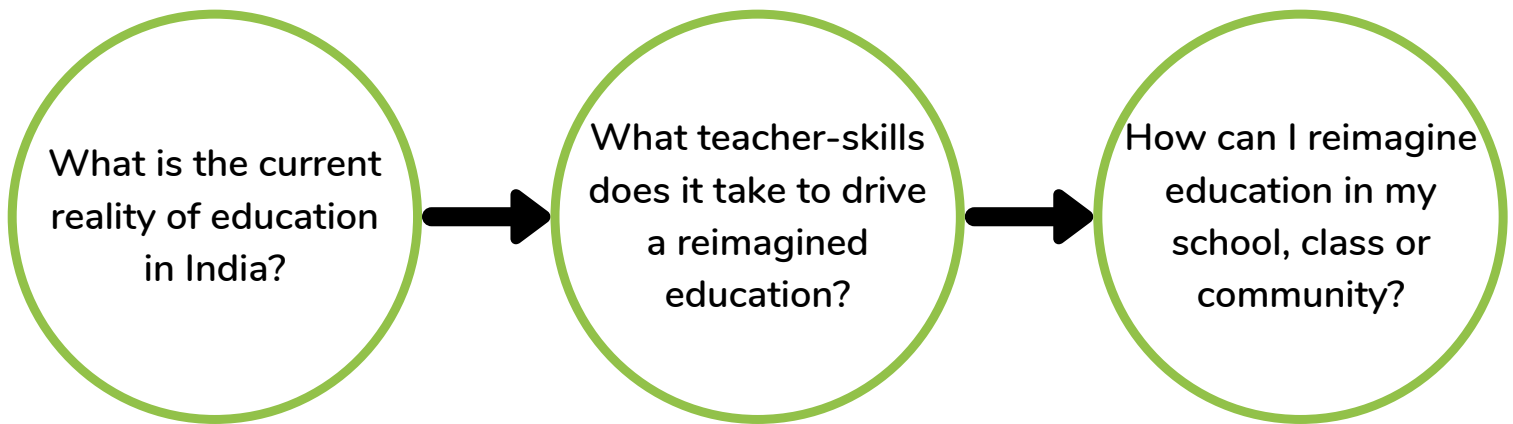
How might we infuse a radical collaboration in teaching and learning that enables student voice and partnership?

Content Overview: What did we explore and experience?

Phase I

An ambitious 6-week immersive program with rigorous training driven towards building knowledge, pedagogical skills and mindsets needed towards building local movements of change.

Built on the foundation of empowering students to be change-makers, this 6 week internship program explored three big questions:



Week 1

Why does education need leadership?

Understanding India's Achievement Gap and exploring the role of teacher and student leadership in solving for it.

Week 2

How do I empower all children to learn?

Delving into the purpose of education beyond traditional learning standards and the role of differentiation and assessments in reaching all children

Week 3

What pedagogical skills will I require?

Mastering pedagogical skills like purposeful planning, effective execution, checks for understanding, giving feedback, all ground in the theory of Teaching as Leadership.

Week 4

What can learning beyond the classroom look like?

Exploring the role of theatre, creativity, alternate schooling systems and citizenship in driving meaningful learning that transcends the walls of a classroom

Week 5

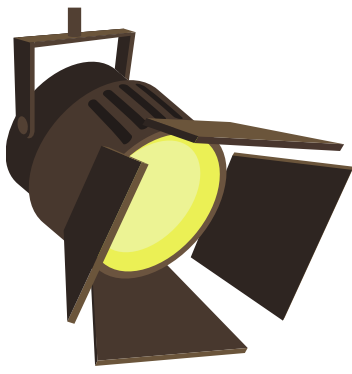
How can I be an agent of change?

Using Design Thinking to build project plans to tackle learning challenges in the community, by making connections to our Personal Theory of Change.

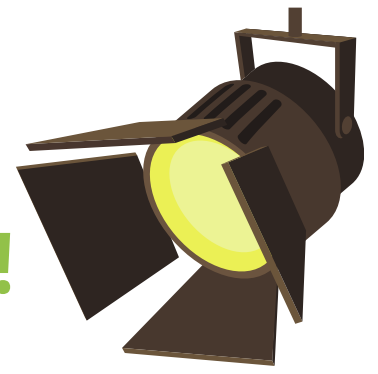
Week 6

How have I grown in the past 6 weeks?

Reflecting on our learnings and celebrating our journey through Leadership Development Conversations, Learning Circles and Project Plan Presentations.

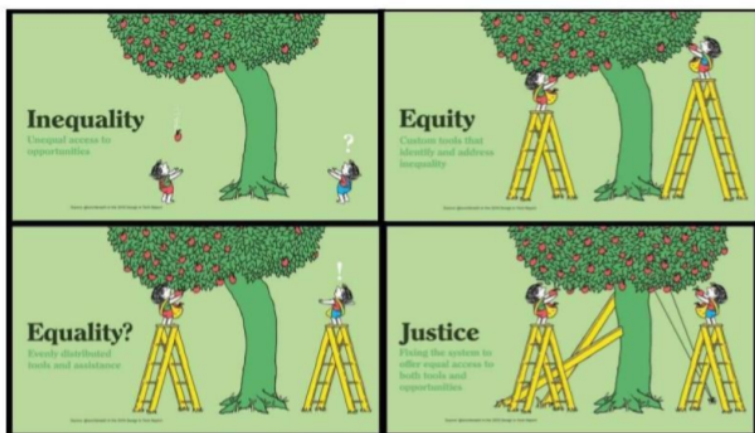


In the spotlight!



“So many children in India do not have access to education or any form of schooling, but their stories are just as powerful! What would it mean for us as students to include them in the system too?”

- Gulsahiba

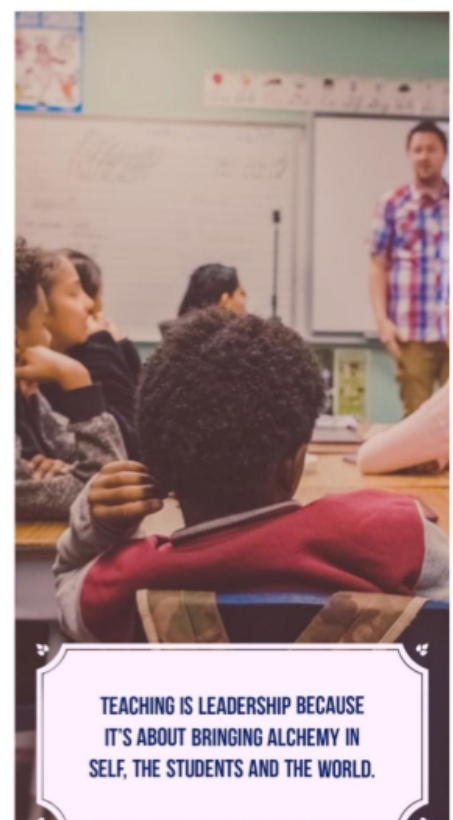
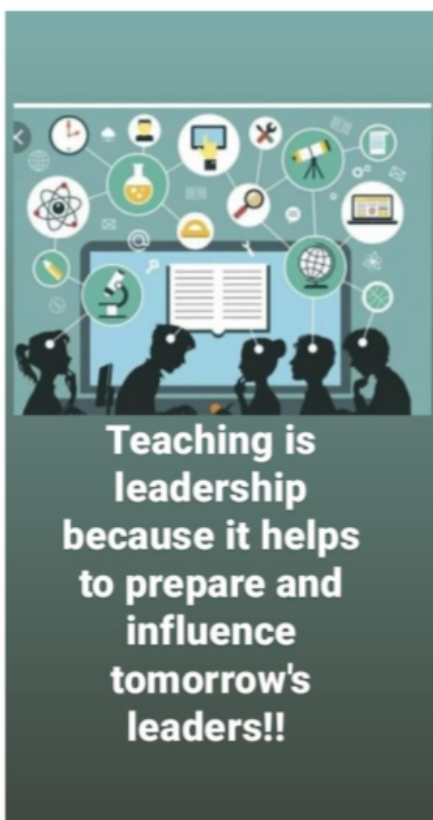


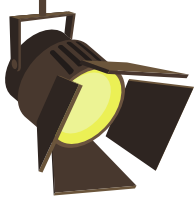
In Week 3, we explored the ideas of equality and equity.

“The difference between the boy in red and the boy in blue is that of privilege! The tree can be compared to the education system and the apples, to privilege. While one part of society struggles with getting access to the apples, another group gets them very easily!”

- Afsaar

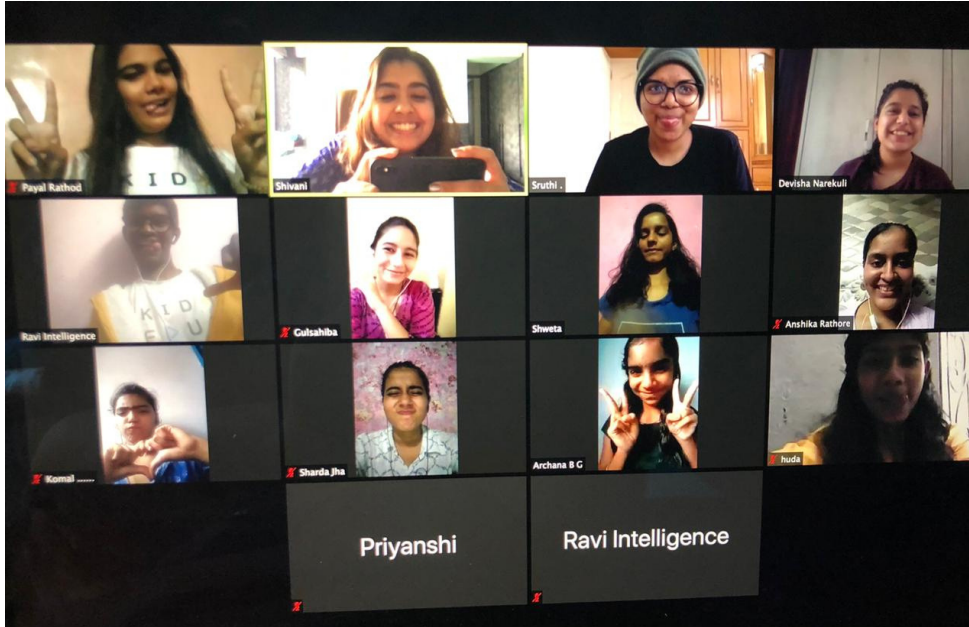
Archana, Shweta & Avinash share their version of 'Teaching is Leadership because...'





A moment of success!

The "joy" of analysing data struck such a deep chord with the students that they asked for more dummy data to practice with!



Weekly KER Chronicles, a student-led, voluntarily and safe space to share learnings, experiences, skills and thoughts!

**“Any form of learning is important. What if art is used as a way of learning for those children who struggle with reading, writing and languages”
-Sharda**

Click [here](#) to take a look at Komal's dream school, where there are no exams till Grade 5 and no punishments at all!

Welcome to Archana's Dream School!

- * The children will gain knowledge and not just memoris that big text books.
- *They will learn how to care for environment.
- *They will learn how to control and express them infront of anyone.
- * Will build relationship and partnership in a very effective way.
- *They will learn all kind of skills and be ready for there future at the end of there school.
- *They will be changemakers and spred love by changing this world.
- *They will learn what they love and there will be safe space.
- *And most importantly no one will be judged on there marks..



There will be 30 minutes where they can plant seeds and actually discuss about environment and learn and experience things ..



Students have there own choice to learn there own arts... And find carer in it.

Phase II

An 8-week collaboration with Teach for India's Institute, where student interns worked in partnership with staff members across cities on Fellow Training.

Fuelled with the knowledge and skills that drive a reimagined education, student interns worked in different capacities at Institute towards exploring 2 big questions:

How can student voice play a role in enhancing pedagogical skills of educators?

What is the role of partnership in a driving a reimagined education for learners?

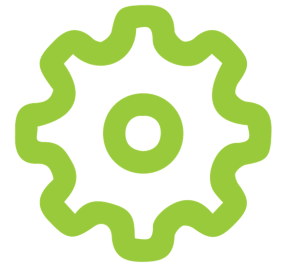
At the end of Phase 1 of Fellows of the Future, 25 student interns worked across 7 city sites in collaboration with Teach for India staff members in the training and coaching of the Cohort of 2020. Through the 8 weeks of Institute, student interns worked with School Leaders, Program Managers, Instructional Trainers, Fellow Advisors and most importantly, Fellows, in different capacities, all directed towards bringing their authentic voice and perspective into space.



Conducting morning huddles and closing reflection circles with Fellows



Observing Fellow classrooms and sharing feedback through Observation Debrief Conversations



Observing site-wide classroom trends with School Leaders



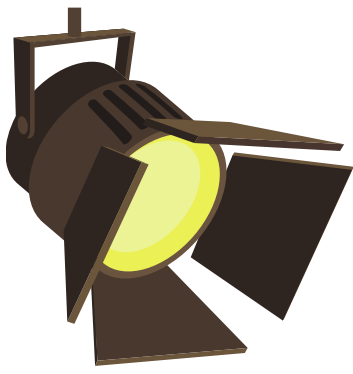
Spreading celebration & joy through newsletters and posters



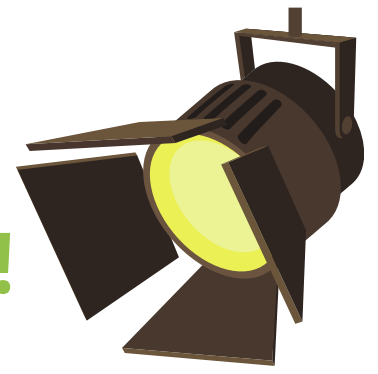
Conducting masterclasses for Fellows to observe



Sharing learnings in IT Rooms and Leadership Forums



In the spotlight!



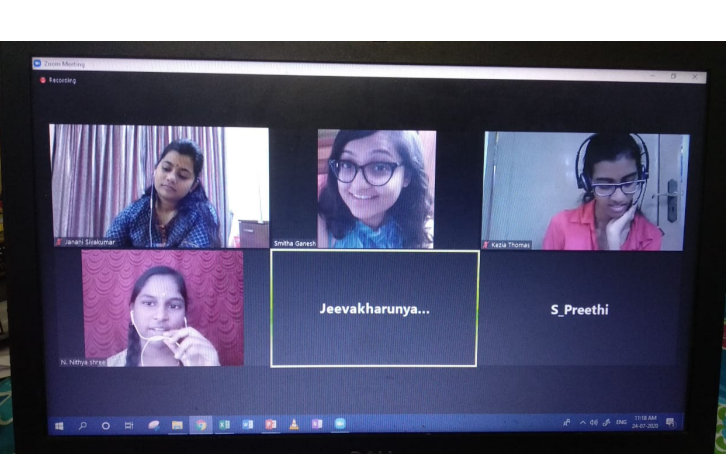
Huda, a student intern from Hyderabad conducting an Observation Debrief Conversation with a 2020 Mumbai Fellow. She used reflective questions to guide the Fellow towards unpacking what was working and not working in her class.

Every week, Hyderabad celebrated "Student Leadership Wednesdays", where student interns led huddles and held office hours.

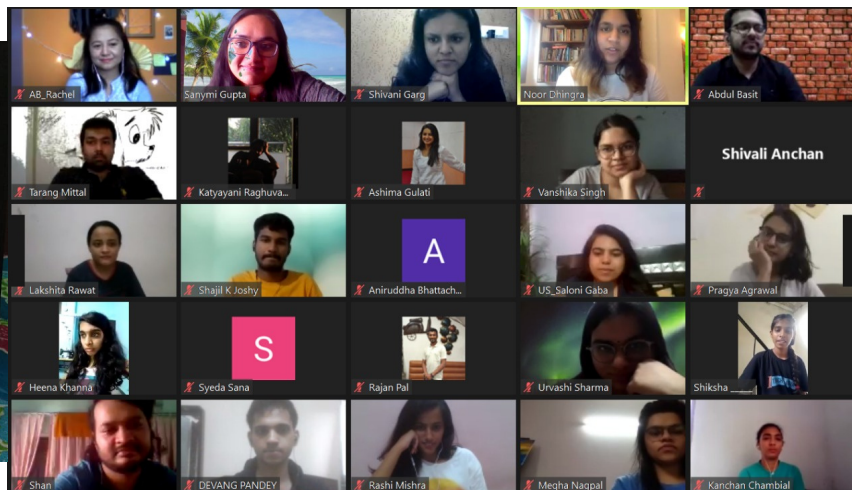
Ahmedabad's student interns held one-on-one office hours with Fellows to give feedback on Culture plans and Lesson Plans.

Sharda from Pune conducted a masterclass for Fellows on "Why a woman's household chores should be considered as a job". Check out her lesson plan [here!](#)

Cities like Delhi and Chennai brought in and trained students from their own cities too, to work as student interns.



Nithyashree from Chennai shares with Fellows how activities are an effective tool in helping children learn.



Shiksha from Delhi engages in a Q&A session with Fellows

Impact Assessment: Where did we land on our goals?

Through the 14 weeks of the program, we employed various qualitative and quantitative tools to assess our impact.

Phase I

Leadership Development Journey Conversations

A reflective tool to set ambitious goals followed by frequent reflection on progress and learnings

End of Track Assessments

A form to assess mastery on knowledge, understanding and application skill on content taught

Project Plans

Submission and presentation of Project Plans developed through Week 5 of Internship track

Phase II

Student Reflections

Testimonials from weekly reflection circles and End of Track FGD held with student interns

Testimonials from Fellows and Staff members

Testimonials from Impact Assessment Conversations with School Leaders, Program Managers and Fellows

Data from Fellow Engagement Survey

A survey tracking growth of Fellows on critical progress statements

LEADERSHIP DEVELOPMENT JOURNEY CONVERSATIONS

This is a reflective tool we used to create and foster a culture of continuous learning and development. The LDJCs were conducted in two parts - once at the beginning of the internship and once at the end. Through these conversations, we set goals for the 6 week internship and assessed the knowledge and skills that the interns took away from this experience as well as their authentic style of leadership. We used the Head, Heart, Hand Framework for this - Head comprised of the knowledge we possess, heart held our strongest beliefs, values and self awareness, and hands included our skills as well as the practical and technical competencies we develop. Through this framework, we delved into each of these aspects to set and evaluate goals for their learning.

Knowledge

- Interns built a deeper understanding of the Indian education ecosystem. (For ex. they pointed out skills based education, Mental health education, holistic assessments, etc as some areas they'd like to work in post the Internship)
- Interns built and were able to articulate a deeper understanding of the Education Gap (For ex. social and economic inequity, learnings from Sandeep's session)
- Interns built an understanding of the implicit impact an excellent education can have (For ex. students felt a rise in their self-confidence due to spaces like gratitude circles and KER Chronicles, interns saw the role of holistic learning in overall development.)

Skills

- Interns built a clearer understanding of the Cs in action and how to embody them in different situations. (For ex. Students recognised the interconnectedness of the Cs and the Cs came up regularly in their authentic style of leadership)
- Certain Pedagogical skills stood out strongly to the students as the ones they took away, like Trigger Mapping, Lesson Planning, Differentiation in class, etc.
- Certain Leadership skills stood out strongly to the students as the ones they took away, like time management, giving and receiving effective feedback, and the ability to collaborate towards collective action.

Mindset

- Interns built an evolving clarity in their authentic style of leadership
- Interns showed growth mindset through the 6 weeks (Ability to cope with challenges, Leadership as Laddership, embracing mistakes and failure as learning)
- Interns recognised the need for safe spaces, partnership, and change-making at all levels of the system



"Education is the only way toward holistic growth - it will take time but exercising more student voice and leadership movements is how we will get there" - Afsaar Maniyar

"Leadership Skills are not always the big ones, but the small ones you build - pushing students to share and making them comfortable, appreciating small efforts, celebrating small successes, accepting feedback, and understanding people and their problems deeply." - Shweta Chaudhary

More trends from conversations can be found [here](#).

END-OF-TRACK ASSESSMENTS

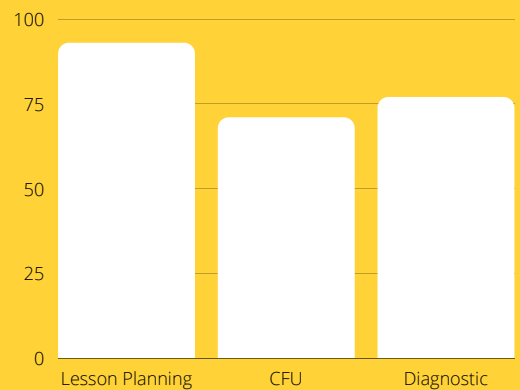


The Fellows of the Future spent 6 weeks engaging in various sessions and exploring their abilities as a beginning level teacher. They began with understanding the reality of India's education system and then went on to learn the pedagogy skills they would need to bridge that achievement gap. The End-of-track Assessment is a tool that helped the students and mentors synthesise all that the students have learned and their preparedness for the journey that lies ahead. The assessment form had 3 types of questions - Knowledge, Understanding & Application.

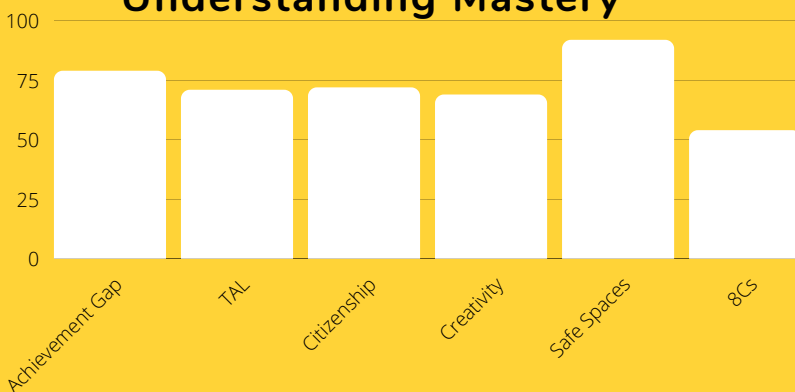
Overall mastery across content areas on knowledge, understanding and application - 43%

Children remember ways in which they have been taught, it's been ingrained in their way of thinking, working and learning. It's become their natural approach to new content they take in. Content areas in the assessment that tested the knowledge and understanding stemming from experiences they may have had in their classrooms, saw a higher average percentage than any other content area ~ 90%. This included their understanding of safe spaces, giving a student perspective feedback on lessons and socio-emotional learning.

Knowledge Mastery



Understanding Mastery

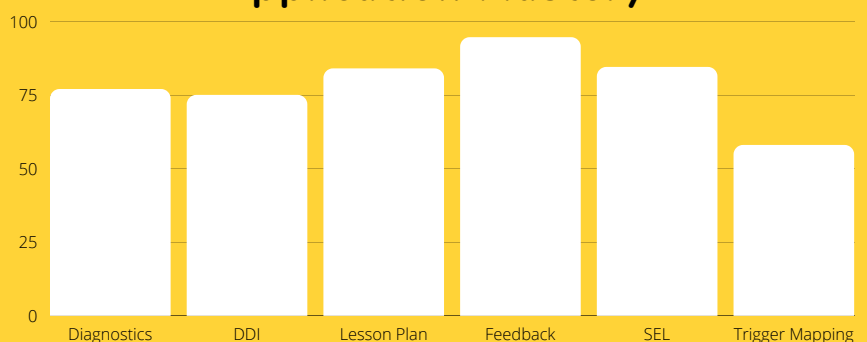


Content areas that assessed understanding of slightly broader/big picture concepts were ~75%, which we can attribute to the lack of broad context in kids.

A baffling piece of data was on the question of the role of 8Cs driving a reimagined education- mastery was only 54% for the same and it makes us wonder how much of the kid's belief in the 8Cs is prescribed and how much is organically generated

With regard to pedagogy, students attained a mastery of ~70% on lesson planning, diagnostics and data driven instruction, checks for understanding. Of all the topics, lesson planning saw the highest mastery ~ 85%

Application Mastery



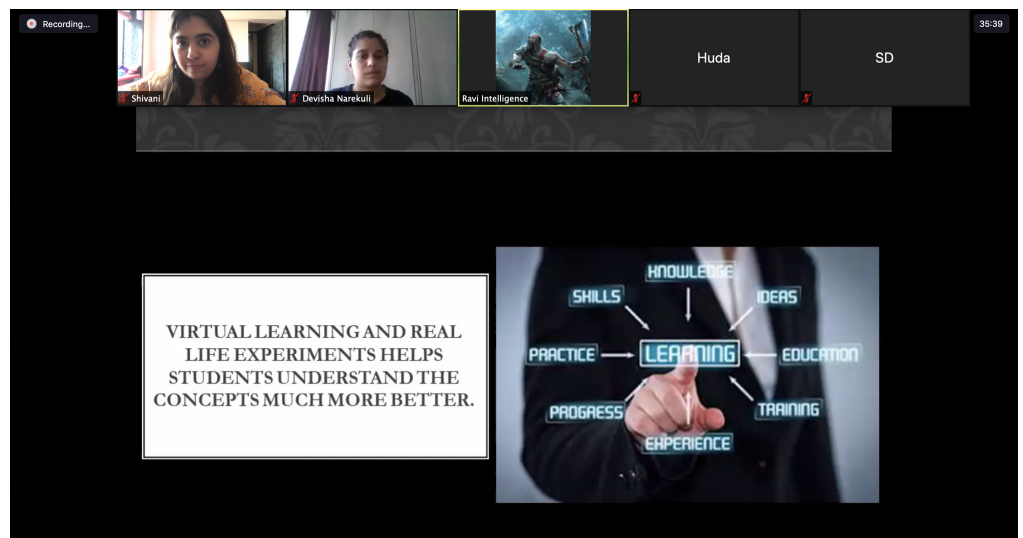
PROJECT PLANS

In week 5 of the Internship, the Fellows of the Future got an opportunity to delve within themselves and frame their own Personal Theories of Change. Here they explored their personal values, unique strengths, passion and purposes. And most importantly they were able to identify that one particular challenge that they individually cared about in Education. This led them to frame their PTOCs. They, then connected their values, strengths and what the world needs in order to discover their theories of change. They then started figuring out a course of action for changemaking, which pushed them to come up with a project plan.

The Students built project plans targetting various problems in Education, like Mental Health of Students, spreading awareness regarding educational opportunities to low-income parents, digital literacy, community building, holistic learning spaces, etc

“We aim to create a program that enables holistic learning experiences for every child.” - Avinash Naik, Project IQ

Snippets from Ravi's presentation on leveraging social media to drive curiosity learning in students



Students creating a safe space to voice out their stories and inspire more people towards change..” - Archana, Project on Student Voice



Snippets from Santosh and Suraj's presentation who run an after-school Digital Literacy Centre in Pune

“Students should have the courage to open up and talk about their mental health.” - Gulsahiba, Project on Mental Health

All Project Plans can be found [here](#)

TESTIMONIALS AND REFLECTIONS

My biggest learning was the importance of being mindful when I speak. I learnt the importance of celebrating small successes through my words while giving feedback to Didis and Bhaiyyas. If I wanted to point out one area of development, I would make sure I begin by first highlighting two things that went well.

- Gulsahiba, Student Intern, Chennai site

**Partnership means learning. I give you feedback, you give me feedback and we both learn from it.
The Fellows never saw us as just children but actually gave importance to everything we shared.
It made me feel like my voice really mattered!**

- Sharda, Student Intern, Pune site

We often feel that children cannot have mature conversations. Working with Ravi and seeing his problem solving and critical thinking abilities has definitely shifted my perspective. I want to commit to ask the right questions to students, which might push their thinking and help me learn too!

- Vijay, 2020 Fellow, Ahmedabad

Archana would share notes on a weekly basis not only containing pictures from classrooms she observed by also the trends she noticed over time. She would send feedback as well as different trends and insights she had observed across LCs. The insight she provided as a student was phenomenal.

- Raisha, School Leader, Delhi Site

Santosh and Nisha played a game with the Fellows that took them back to their own school days, when they might have tried to act silly in class. They wanted to reinforce the fact that children do not always act the way we want them to and that's absolutely normal. It left the Fellows thinking about how they can hold care and create a safe space for students while also holding high expectations.

- Pritish, School Leader, Bengaluru site

I observed Huda conducting an observation debrief with a Fellow. Instead of sharing her feedback directly, she guided the Fellow through a series of questions that led her to realise what was not working in her class. I left the space with a reaffirmed belief in how much we can learn from our students.

- Shruti, Program Manager, Mumbai

We'd have 'Student Leadership Wednesdays' on our school site every week. It taught me a lot of skills like planning and facilitating productive virtual huddles, learning how to use Canva and sharing feedback with adults.
- Afsaar, Student Intern, Hyderabad

FELLOW ENGAGEMENT SURVEY




94% Fellows in Week 4 agreed/strongly agreed that student interns in virtual spaces pushed their sense of possibility of what student leadership can look like.



100% Fellows in Week 4 believed in listening to their students and collaborating with them to drive meaningful learning experiences in class.


What are we learning?

Culture and support are the building blocks of meaningful learning.




88% students strongly agreed (13% students agreed) that they had a safe space to share their thoughts without any fear of judgement.

When I would come off mute to share, no one stopped me. If I said something wrong, no one judged me. Instead, they motivated and corrected me.
- Anshika



77% students strongly agreed (23% students agreed) that their thoughts, opinions and questions mattered.

If I ever chose to be vulnerable, I was never stopped.
- Sunny



100% students strongly agreed that they felt connected to one another & the educators through the internship.

At times, I did not want to share my thoughts and preferred keeping them to myself. On such occasions, everyone understood and never forced me to share.
- Afsaar


Students "know" pedagogy better than us!

As educators, we learn pedagogy skills that help us drive meaningful learning in our classes. But students "experience" this learning and hence have a strong grasp on what works and what doesn't. Student voice can be the key to revolutionising teacher training if we place our bets on the consciousness of students and build safe spaces where they can openly share feedback with their teachers.

A very simple yet eye-opening example of this emerged at the Chennai site, when a student intern pointed out to a Fellow that when they say "Do you follow?" to their elementary students, it might confuse them since at a younger age, the word follow has only one implication - to walk behind.

It was these small but highly impactful moments during the Program as student designed high rigour lesson plans and conducting small-scale classes in their community, that are teaching us that children can be the future of teacher training!

The struggle with "zooming in and zooming out".




Questions that assessed big-picture concepts like the importance of SEL, Citizenship and Creativity in learning had a mastery of ~75%

Very few students have an opportunity to interact with and learn from those beyond their communities and cities. Even fewer than that have a chance to learn from children across the country.

Due to this, we often saw students struggling to grasp big-picture concepts or visualise challenges at larger scales. There was a limited expanse to their vision of excellence, which stemmed from not being exposed to different levels of change that can be possible. This raises the question - "How might we ensure all children have the access and exposure to understand the different structural dynamics that define the world around us?". This would then equip them to understand and unpack challenges in their community at a deeper level and guide their path as change-makers.

Are we prescribing our learnings to our children?

A provocative piece of data that stood out in the assessments was that only a little over 50% students could articulate and express the importance of the 8Cs in transforming education.



54% students could define the meaning and purpose of the 8Cs in driving a reimagined education.

This pushed us to think about how deeply do students understand the purpose behind each of the Cs or is that knowledge something that has been prescribed by us?

A few provocations that were brought about by this data included:

- How do students see the connection between the 8Cs and a reimagined education?
- What is a student's understanding of the meaning and relevance of each C?
- If students were to choose the Cs, what would they add and remove?

Bringing it all together

Over the past 3 years, the Fellows of the Future has been a strong affirmation in the need for student voice and partnership in education. This year, the Pandemic compelled us to push our possibilities to develop a program that would not only drive this partnership but also set students up to be champions of a purposeful education in their communities. In the year when learning took a hit like it never has before, this program urged us to navigate through the tricky world of virtual teaching while also upholding high expectations, care and personal development.

None of these ideas are new - we all know that there is an urgent need to reinvent what the promise of a meaningful education can look like for all children. Most educators understand the power dynamics in classrooms and even see it on a day-to-day basis. The only challenge that stands in our way is to step into the unknown. Partnership is not easy; it need you to build a muscle to listen to children, to accept critical feedback with grace, to hold patience as the North Star of your pedagogy and most importantly, to believe in the potential of every child. These ideas often get lost in the midst of trackers, test scores and syllabus but in the longer term, hold the power to set children on a transformative journey of self exploration.

It's going to take all of our effort to amplify the voices that have been suppressed for far too long and bring them to the forefront of our ways of working. After all, voice does not exist if no one is listening.

Meet the team!

Student Interns Cohort of 2020

Afsaar Maniyar
Ravi Kiran Budida
Gulsahiba
Venkat Sai
Shweta Chaudhary
Anshika Rathore
Santosh Tiwari
Priyanshi Singh
Avinash Naik
Rutik Chavan
Mahendra
Komal
Huda Sultana
Nisha Arya
Sharda jha
Vivek Vishwakarma
Sunny Dey
Anil B
Sayali Salve
Suraj Pandey
Archana BG

Facilitators

Shaheen Mistri
Sandeep Rai
Rajshree Doshi
Hafsa Bukhary
Akshay Arora
Niketa Bakshi
Alpana Mallick
Nimo Patel
Aaran Patel
Priyanka Patil
Zui Mansata
Kritika Rawat
Vibish Kashyap
Namya Sinha

Design & Mentoring Team

Sruthi Dharuman
Devisha Narekuli
Shivani Patekar

With unending love & support from

Shaheen Mistri
Alpana Mallick
Nishigandha Babardesai
Training and Impact Team
Institute Staff Team
Kritika Rawat
Zui Mansata
Shounak Pande
And all our children who
inspire us to do more,
everyday!