



[gcert.gujarat.gov.in](http://gcert.gujarat.gov.in)

Gujarat Council of Educational Research and Training (GCERT) is a pivotal institution at the state level for the enhancement of qualitative education at primary and secondary schools. The GCERT works as a prominent institution for implementing the policies, programmes and researches in the state. It provides resource support and guidance to all the teacher education institutions and works in collaboration with the NGOs, subject experts, educationalists and pioneers in bringing about reforms in the remote and underserved areas of the state. The Council is committed to bringing about qualitative improvement in school education particularly elementary education, development of curriculum syllabi, instructional material and evaluation strategies to explore suitable solutions to educational challenges with the changing time. The GCERT has scaled a unique journey with experimentation from chalk to satellite, scaling an arduous terrain in the field of educational reforms.



for every child

[unicef.org](http://unicef.org)

UNICEF works in 190 countries and territories to protect the rights of every child. UNICEF has spent 70 years working to improve the lives of children and their families. Defending children's rights throughout their lives requires a global presence, aiming to produce results and understand their effects. In Gujarat, UNICEF started its operation in 1992, and since then has been collaborating with the Government of Gujarat to support the accelerated and sustained well-being of children in the state. Inclusion and participation of disadvantaged children continues to be a high priority. UNICEF works closely with various departments at state, district and sub-district levels, as well as with civil society institutions such as networks of women, youth and children's organisations, NGOs, professional bodies, academia and research organisations, among others.



UK/IN

YEAR OF  
CULTURE  
2017

[britishcouncil.in](http://britishcouncil.in)

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with – changing lives by creating opportunities, building connections and engendering trust.



UK/IN

YEAR OF  
CULTURE  
2017



unicef  
for every child



# GUJARAT ENGLISH LANGUAGE DEVELOPMENT PROGRAMME

FOR ENGLISH TEACHERS IN PRIMARY SCHOOLS



# OVERVIEW

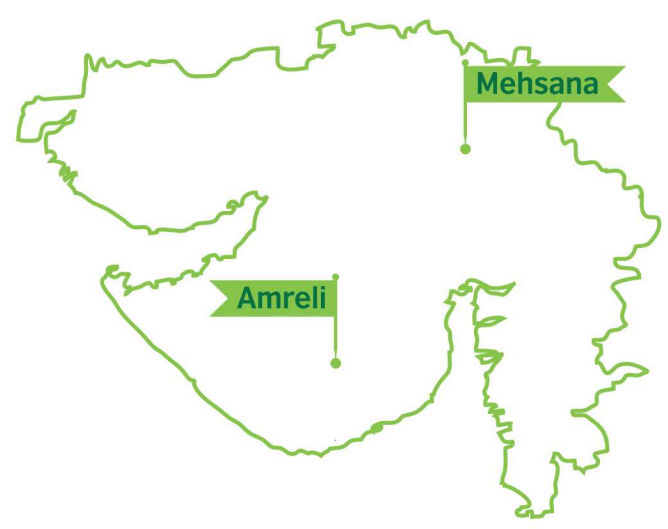


The Government of Gujarat and UNICEF are working in partnership with the British Council on a two-year programme in order to develop the effectiveness of the teaching and learning of English in Gujarat primary schools across Amreli and Mehsana districts.

Working in the districts of Amreli and Mehsana, the aim is to develop the skills of 2,000 language teachers from classes 6 to 8 so that they implement a range of learning-centred approaches, techniques and activities in their classrooms. These will enable learners to get more exposure to English and provide them with greater opportunities to develop their speaking skills.

The programme design is based on a range of sources, including Government of India and Government of Gujarat policies, partners' priorities, international best practices and a comprehensive needs analysis of primary education in Gujarat, which the British Council conducted in 2014.

As a result of this programme, Teacher Educators will develop their pedagogical skills and knowledge, and teacher training and mentoring skills. By the end of the programme, this experienced cadre will constitute a sustainable resource, thus enhancing the capacity of the Government of Gujarat to deliver effective in-service teacher development initiatives.



# PROGRAMME OBJECTIVES



By March 2019, the districts of Amreli and Mehsana will have:

	a skilled and experienced cadre of 60 Teacher Educators, who have the English language skills, classroom pedagogy, training skills and mentoring competencies to support ongoing in-service professional development of English teachers in primary schools
	2,000 primary teachers (classes 6 to 8) with increased English language skills, confidence and knowledge to conduct more child-centred and child-friendly lessons in line with the recommendations of the Indian National Curriculum Framework (2005)
	Teacher Activity Groups (TAGs) set up and running regularly at cluster-level, providing teachers with localised CPD opportunities
	Head Teachers and Education Officials who will ensure that teachers and Teacher Educators are supported in implementing programme objectives
	proof of concept for a model to support improved in-service teacher training of English language teachers that can be scaled up to the remaining districts in the future.

## WHAT IS A TEACHER ACTIVITY GROUP?

To provide more localised and ongoing support, the Teacher Educators will facilitate regular cluster-level teacher meetings, known as Teacher Activity Groups (TAGs). During these monthly meetings, teachers will be able to share classroom successes and challenges and explore a range of digital and print resources to support their CPD. These groups will also interact regularly on dedicated WhatsApp groups, facilitated by the Teacher Educators.

## WHAT IS THE ROLE OF EDUCATION OFFICIALS AND HEAD TEACHERS?

The programme involves the orientation of Education Officials and Head Teachers, so that project objectives are supported by these key stakeholders. In addition, Education Officials receive training in basic project management to enable them to plan and implement teacher development initiatives in the state.

# KEY FACTS



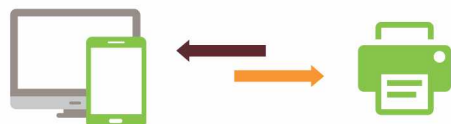
## 60 TEACHER EDUCATORS

experience 26 days of face-to-face training



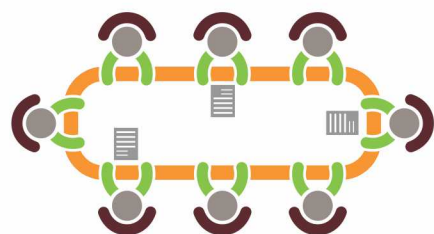
## 2,000 LANGUAGE TEACHERS

working in classes 6 to 8 experience 15 days of face-to-face training



## ONGOING DEVELOPMENT

opportunities via print and digital resources



## Establishment of TEACHER ACTIVITY GROUPS

# KEY ACTIVITIES



## TEACHER EDUCATOR SELECTION

This will involve rigorous and objective selection of a cadre of 60 motivated and suitable Teacher Educators through an online and print application process, followed by face-to-face interviews conducted by the British Council.



## TRAINING OF TEACHER EDUCATORS

Teacher Educators will attend 26 days of face-to-face training, delivered by the British Council to develop their teacher development skills. They will also improve their own English language proficiency and classroom use of interactive learning-centred approaches.



## TEACHER TRAINING

Modules will typically comprise some or all of the following elements:

**Input:** teachers' prior knowledge is elicited and built upon according to a constructivist approach in which the Teacher Educator plays the role of a facilitator.

**Demonstration:** the Teacher Educator demonstrates the target approach/technique to teachers, who then reflect upon its benefits.

**Micro-teaching:** teachers work in groups to plan a lesson, applying the principles of the training input to a section of the Gujarat state board textbook, while the other teachers play the role of learners. The Teacher Educator monitors and gives constructive feedback. Micro-teaching develops teachers' practical skills and their confidence to use the target approach/technique, thus helping bridge the gap between theory and classroom implementation.

**Reflection:** teachers think about what they have learnt and discuss what they will implement in their classrooms.

All training modules will be adapted to match Gujarat English teachers' needs and levels, with frequent references to the Gujarat state board textbooks and curricula.



### TRAINING OF EDUCATION OFFICIALS

A three-day workshop to develop their knowledge and understanding of approaches to teacher education. They will also be briefed on the aims of the programme and how to support its implementation.



### TEACHER ACTIVITY GROUPS (TAGS)

TAG meetings provide teachers with local Continuing Professional Development opportunities, in addition to the days allocated for more formal teacher training. Teacher Educators will set up and facilitate TAGs at cluster level for language teachers. TAG members will meet regularly to share classroom successes and challenges, engage with digital and print CPD resources, discuss academic questions and provide support and encouragement for each other. They will also interact on digital communities of practice using WhatsApp.



### HEAD TEACHER ORIENTATION

Video orientations on the aims of the programme, its benefits for their schools and how to support its implementation in classrooms.



### ONLINE E-MODERATED AND SELF-ACCESS CPD

Teacher Educators and teachers will be encouraged to access a range of digital and print resources to help improve their professional practice and language proficiency during and beyond this programme. This will include British Council e-moderated courses and Massive Open Online Courses (MOOCs). They will be oriented to the British Council Continuing Professional Development Framework for Teachers and Continuing Professional Development Framework for Teacher Educators to help guide their CPD.



# MONITORING, EVALUATION AND LEARNING



Monitoring and evaluation enables us to:

produce and present quantitative and qualitative data that demonstrates the extent to which the programme is meeting its overarching objectives and having impact



adapt the project model and training materials proactively, to take into account any emerging priorities so that teachers' and Teacher Educators' needs and expectations continue to be met



give Teacher Educators and other stakeholders developmental support and constructive feedback on their performance



demonstrate to all stakeholders that quality is valued, and that they are accountable for their roles in the project



learn a range of lessons about the project model and delivery that are shared with partners both during and at the end of the project, to assist them in planning and implementing future in-service teacher development initiatives.

Our process of monitoring and evaluation includes gathering information and evidence from a wide range of sources and stakeholders. It includes monitoring attendance and use of content and resources, classroom observations, focus group discussions, questionnaires, British Council Aptis language assessments and stakeholders feedback.