

ACPI Kalaburagi Division
Knowledge Partners Conference



Inspiring Teachers, Transforming Education



Introduction and Background

The Centre for Intrinsic Motivation (**CIM**) is a flagship venture of Schools and Teachers Innovating for Results (STiR) was Established in 2014 and it is a Bangalore based not for profit organisation. It has been working in the domain of education for 6 years. Our mission is to improve children's education by developing teachers and officials to transform the education system.

At the Centre for Intrinsic Motivation, we have identified the intrinsic motivation of teachers and officials as a key factor to sustain improvements in classroom practices and student learning. We strengthen their autonomy, mastery, and purpose by designing interventions around the core principles of intrinsic motivation. We promote behaviour change by creating and sustaining communities of practice, reflection, and feedback, leading to sustained impacts in student learning.

Our approach has led to improved student outcomes and effective in-service teacher training in India. We are currently working across three states (Delhi, Karnataka and Tamil Nadu) to reach more than 2.9 lakh teachers and 47 lakh children.

Program design approach:

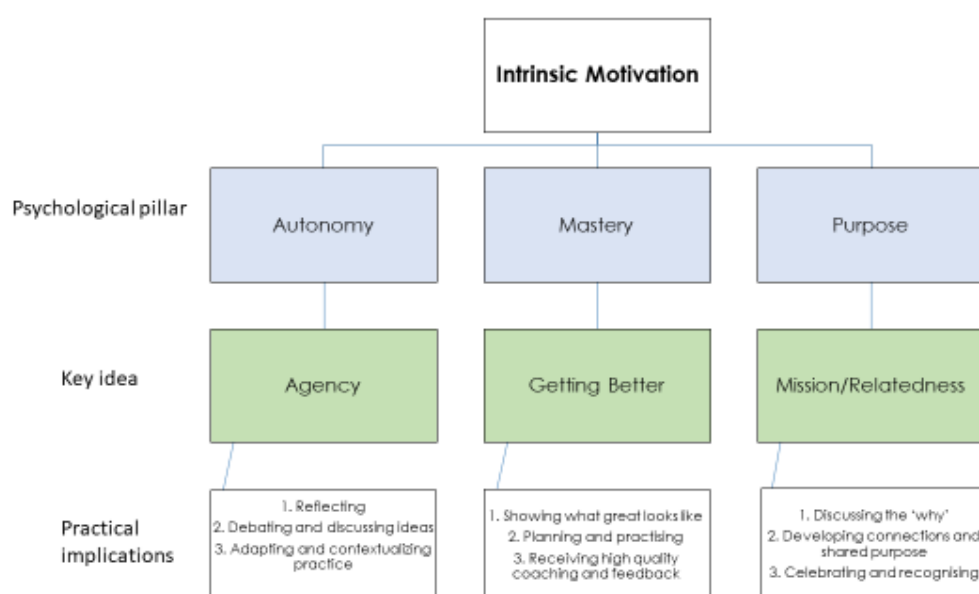
Our vision is a world where teachers love teaching and children love learning. We know that this will require radical change across whole education systems, in terms of mindsets, values and behaviours. At STiR, we firmly believe that this sort of system change is fundamentally about human change. While complex, history shows us that this human-change-at-scale can and does happen when human agency is developed around and unleashed towards a shared purpose.

The purpose of programme design is to bring to life our mission of re-igniting intrinsic motivation in teachers and education systems while staying true to this belief. This means translating intrinsic motivation from an aspirational concept into practical actions and steps that enable the different actors in the system to become intrinsically motivated, which concurrently unleashes these actors towards the common purpose of inspiring a love of learning in children.



What do we understand by ‘intrinsic motivation’, and how do we promote it?

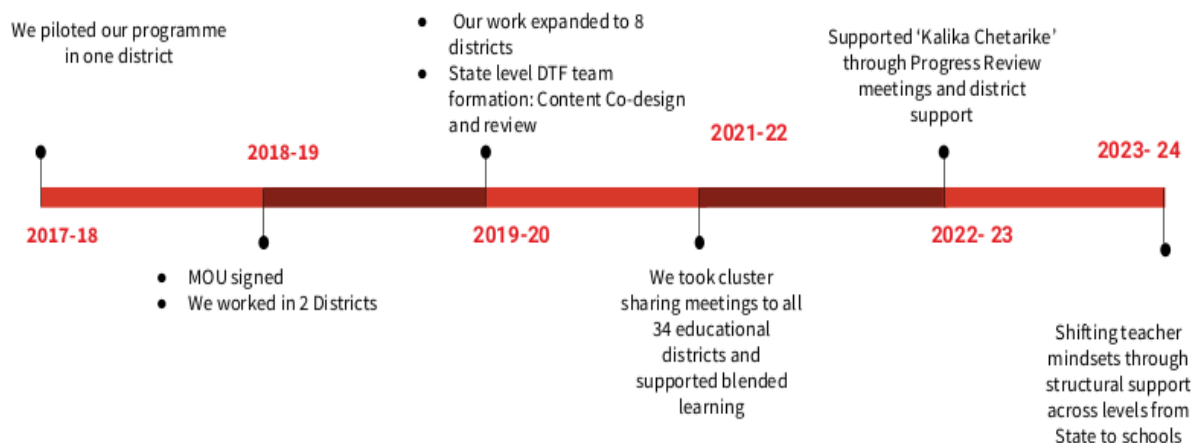
We believe that intrinsic motivation is the desire to perform an activity as a result of the enjoyment of the activity itself. For this desire to develop, we understand that three human psychological needs must be met: the need for autonomy; the need for mastery; and the need for purpose. The primary objective of our training for both teachers and officials is to break these down into practical applications. This is summarised in the following chart:



The bottom level of boxes on practical implications outline what we actually do with each group of our key system stakeholders. The specifics of these vary by stakeholder and are outlined in further detail in the documents on how we work with teachers and education officials, but the approach is consistent in ensuring that these stated practical implications drive all of our programmatic work.

Our Journey in karnataka:

Education is more than textbooks and teachers—it's about igniting curiosity, fostering intrinsic motivation, and nurturing holistic development. In Karnataka we aim to positively impact student learning outcomes. We do this by building a cadre of motivated and skilled district officials, who mentor teachers to deliver state priorities effectively. We build their skills and capacity through behaviour change processes. We tried various models over the years and evolved our program and this map shows the Karnataka journey and how we evolved over the period.



Reaching All Districts:

Year 2017-18

In Karnataka, this programme began its journey in primary government schools in the district of Ramanagara, Kolar, Bangalore Rural and Chikkaballapur.

We partnered with the Department of State Educational Research and Training (DSERT) and started a pilot in 3 districts in 2017. It was a successful pilot program in 3 Blocks (Magadi, Kanakapura, and Ramanagara) in Ramanagara district. The major interaction was with the block-level officials (BRC, BEO, 1 BRP, and 15 CRPs).



Year 2018-19



We expanded our program to 9 districts. In 6 districts (Bangalore Rural, Chitradurga, Davanagere, Hassan, Mandya, and Chamarajanagra). The idea was to build strong working relationships and program understanding in the districts before we start implementing the program. Also, we had included District principals to visit demo districts to experience the program and the programme focuses on building intrinsic

motivation in officials and teachers based around the principles of peer networks, action and feedback, and reflection. These key principles provide opportunities to build a sense of autonomy, mastery and purpose, the key ingredients to intrinsic motivation.

Year 2019-20

In 2019-20 we were directly working with 16 Districts to enable District officials to support nearly 36,500 teachers and positively impact the learning experiences of over 6 lakh children. Some of the themes focused were, creating positive learning mind-sets, classroom routines, and the science of learning. The program is focused on creating an education system that is intrinsically motivated. This means creating the right conditions for both officials and teachers to build on their intrinsic motivation thereby enabling better environments in classrooms to create lifelong learners.



Year 2020-21



2020-21, we expanded our program to 8 districts. (Dharwad, Chitradurga, Hassan, Mandya, and Chamarajanagra). During this time Covid hit and hence we couldn't do much on the ground. We tried virtual engagement during this period. We directly engaged with district officials

(DIET Principal and DIET lecturer) and supported managing 10 to 15 BRPs. The major interaction was with the District level officials (DIET principal and DIET lecturer).

Year 2021-22

In 2021 -22 as this year was declared as learning recovery year, we extended our support to all 34 educational districts. But we directly supported only 8 districts and the remaining 26 districts we supported indirectly by providing content. We completely switched to virtual engagement mode during this period to support all the districts.



We worked with the state to host reflective virtual network sharing meetings for teachers. We prepared the nodal district officials to engage with the different teams remotely and focus on Socio Emotional Wellbeing of students. In this blended engagement, over 1.52 lakh teachers participated actively in 3 virtual network meetings. 86% teachers reported seeing a change in their students' social and emotional wellbeing after implementing the strategies shared by our team.

Year 2022-23



In 2022, we became part of flagship 'Kalika Chetharika' programme. Our focus is to build district official capacity to mentor their blocks and clusters, plan and conduct district progress meetings in a reflective manner and analyse and use data from the classrooms for action planning. This leads to effective

mentoring of teachers, establishing teacher communities of practice that focus on improving student learning outcomes at scale. Districts are able to support implementation of state priorities including learning recovery in the short term and the National Education Policy in the immediate future. Some of the other objectives are



Year 2023-24

Currently we are planning to work with 16 educational districts in karnataka. On October 5th, 2023, we signed a 3 year Memorandum of Understanding (MoU) with Samagra Shikshana-Karnataka (SSK). This agreement establishes a partnership with a shared vision of strengthening the education system in Karnataka. The primary goal is to ensure that every teacher is intrinsically motivated to enhance classroom efforts and practices, thereby supporting students in becoming lifelong learners. CIM will work closely with SSK and the Department of State Education, Research and Training (DSERT) to demonstrate that teachers are central for achieving better learning outcomes.



The partnership aims to create an enabling environment for teacher collaboration and development at various levels, including school, district, and state. CIM's focus is on building a motivated and skilled cadre of district officials who will mentor teachers effectively, aligning with state priorities. This will be achieved through behaviour change processes and capacity-building programs.

We had our 1st Design taskforce(DTF)meeting with our senior resource persons from different DIET's and Vishwanath sir and others. We have began with designing LIC content, handbooks and skill offers for district officials, also we have started visiting DIET and building rapport with the Diet officials



DIET visit photos

HOW OUR OVERALL APPROACH WORKS FOR OFFICIALS

Our overall aim is to foster a love of learning in children through ensuring they have intrinsically motivated teachers. We recognise that teacher intrinsic motivation and transformative behaviour change cannot happen in a vacuum. Teachers' professional mindsets and behaviours are influenced by a complex web of systemic factors. We therefore need to ensure that the most fertile conditions are in place to support these changes, and this inevitably involves changing the mindsets and behaviours of other actors in the system. This is why we take a system-wide approach to intrinsic motivation, recognising that effect that one group of stakeholders inevitably has on another. Our approach therefore works through role-modelling and relationships at all levels of education systems. Our work at each level of the system is built around three core mechanisms:

→ Peer networks. → Action and feedback. → Reflection.

These mechanisms are organised into what we call Learning Improvement Cycles (LICs). These LICs last approximately 3 months and are built around monthly teacher network meetings, classroom observation and reflection. Each LIC focuses on a different theme (e.g. the science of learning). First, district officials are introduced to the content for the next term in a three-day training meeting. Then they lead training sessions for school leaders to build their confidence and capability to lead teacher network meetings. How the Learning Improvement Cycle works specifically for officials is detailed below. At each level, we introduce monthly coaching and support to enable high-quality feedback. And regular alignment meetings at district and state levels provide an opportunity for all stakeholders to analyse data, share learning and develop plans together to strengthen delivery.

HOW OUR OVERALL APPROACH WORKS FOR TEACHERS

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Structure of Learning improvement cycle (LIC).



Conclusion

In essence, CIM activities are not just supplementary; they are integral to the holistic development of students as well as the education system. By fostering intrinsic motivation and encouraging a global outlook, CIM has redefined the educational landscape. These initiatives not only enhance academic performance but also mold students into well-rounded individuals equipped to navigate the challenges and opportunities of the future.

CIM's commitment to reimagining the education system through diverse activities stands as a testament to the power of experiential learning in shaping the leaders and innovators of tomorrow.

