



**Mahalaxmi Mumbai  
Public School  
2017-18**

**Year: 2017-18**

## **School Snapshot**

**Grades served: Jr. KG to Grade 4**

**Report written for: Q4**

**School Leader: Sima Jhaveri**

**Number of Teachers: 10**

Number of Students: 219

Student Retention: 99%

Student Attendance: 91%

Parents Attendance: 80%

Teachers Attendance: 83%

## **Community Background**

The Mahalaxmi Mumbai Public School (MMPS) is located at the edge of an upscale South Mumbai locality called Breach Candy. The children attending MMPS come from the area surrounding the school and a majority of them belong to the Ambedkar Nagar community, situated a kilometer away near the Nehru Planetarium, a bustling commercial area of Mumbai.

The home environment for most of these children is such that both parents are working as domestic help or drivers. Unemployment and alcoholism in the family are two major concerns in the community.

The school building also houses two non-English municipal schools and a centre for autistic children. There is a Balwadi (Nursery) on the ground floor run by the Municipal Corporation of Greater Mumbai (MCGM).



**School Leader**

Sima Jhaveri has been with Akanksha for over 15 years. She began as a teacher in one of Akanksha's centers and went onto work as an Administrator followed by being associated in the Education Department. She also underwent the Akanksha Teacher Fellowship program before taking on the role of School Leader at Mahalaxmi Mumbai Public School.



## Student Achievement

**Goal 1: Teachers will develop an aligned practice of “checking for understanding” in the classroom.**

**Goal 2: A strong connectivity between formative and summative assessments will be conducted and have a direct link to the CFU practice in the classroom.**

Cluster meetings have continued in this quarter. The cluster meetings are centered on the following topics:

- Discuss questions as well as Check For Understanding (CFU) practices.
- Share experiences regarding circle time whether good or bad with the rest of the group.
- Sharing ideas for teaching aides.
- Describe a single case study of a child whom they have observed along with their reflection.

Teachers participated in cluster meetings with a clear purpose. These meetings provided them a space to give each other feedback and offer suggestions.

The designed cluster meetings regularly conducted last quarter have made a great impact on the team. Teachers have consistently built a collaborative culture. Lots of sharing, guiding, modeling and mentoring took place amongst them.

The system of peer observation is consistent, and the school culture encouraged the teachers to engage with it regularly. Peer observation twice a month had given strategies to each other for the objective they needed to work on. It enhanced peer learning and made them feel supportive. The take a ways from the PDs were visible in the classrooms.

The school leader and teachers are aligned in communicating how the PD's are helping in the classrooms. For example, all stakeholders said that they use effective questioning to deepen the understanding of when to use various teaching methods during the lesson cycle and the types of questions to ask.



## Youth Development

**Goal: Teachers will develop systems and routines to recognize and celebrate the efforts of all students.**

A PD was conducted on How to make the conversations deeper and give children a platform to have a voice during Circle Time. This has had a huge impact on the children as it has allowed them to recognise each other and create meaningful bonds with one another.

The following commitments have been practiced by the team throughout the year:

- Create a safe place for the kids where each one feels safe to be with



each other.

- Greeting the students to make them feel welcomed to school.
- At least 2 circle times a week for each class.
- Build a culture to thank each other for all the things others do for their peers.
- Create a culture where students appreciate each other.
- Have a buddy lunch every Friday where higher grade students have lunch with the younger students to help them build a bond with each other.

## Community Development

***Goal: The School will assess the needs of our community and deliver a series of authentic opportunities for parents***

Parent meetings were held every month. The focus of the parent meetings were:

- To make children feel recognised and celebrated at home.
- For parents to spend quality time with their children
- To demonstrate Child parent activities which they can do it at home and bond well.

The parents created a “student clock” in which they committed to a time period during which they would spend meaningful time with their children every day. Every meeting they had an opportunity to do 3 activities with their kids that could be done at home. The parents were very excited and found it to be an extremely useful way to bond with their children.



The parents of the students have started believing and feeling responsible to drive the objective of spending qualitative time with their kids. The parent meetings also gave the parents an opportunity to discover their child’s skills and talents and appreciate them. The parent meetings symbolise the synergy between all the stakeholders at the school.

The teachers continue to do regular home visits to understand the impact of the parent class meetings at home. The effects of the parent meetings at home are being shared at staff meetings. It motivates the team to deepen the impact on the community to get an effective outcome



## Professional Development

Various PDs were conducted centered on the following topics:

- Clarity on Effective Questioning
- Lesson planning structure with inclusion of the questioning, Check For Understanding and assessing.
- Different activities on Listening and Speaking Structured Circle Time with clear purpose/ objectives – deepening the kind conversations we should have with the students to know their thoughts and feelings.
- How to create opportunities for students to promote listening and speaking throughout the day.
- Being mindful - This was done to understand and watch the team's actions and being mindful of them. This also gave strategies to the teachers to be used in the classrooms with their students to promote mindfulness in them



### Highlights

The SMC played a huge part in getting the permission to shift to the new school building. They fought for their rights to provide safety to our students. Finally, the school moved to its new building on 26th January 2018.



### Challenges

Four of the school's 11 teachers, including the School Leader had to attend a Diploma workshop for 15 days. This meant the rest of the team had to fill in for them while they were gone.

