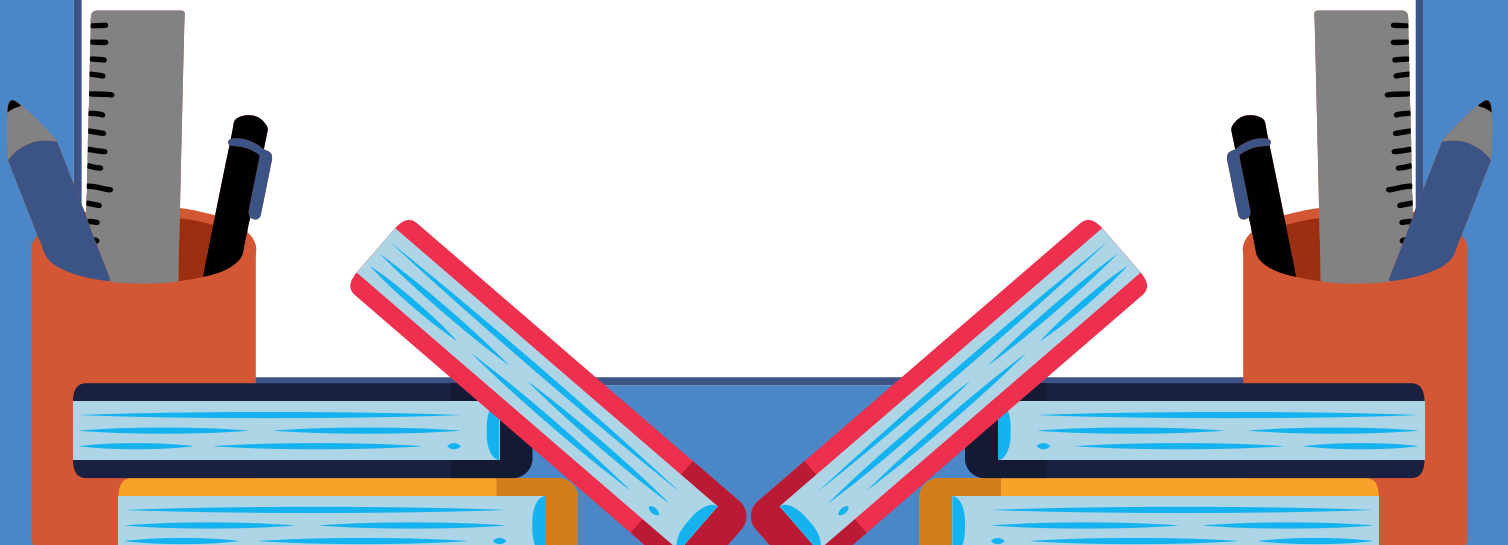# PEER TEACHING PROGRAM CASE STUDY

## INSIGHTS AND OUTCOMES FROM TWO BBMP SOUTH-ZONE SCHOOLS

INTRODUCTION

In 2023, we launched our Peer Teaching Program in two BBMP South-zone schools: Lakkasandra and Chinnaiyan Palya School. Over the past year, we've seen successful adoption of the model by teachers to improve the learning outcomes for their students. This case study examines the challenges, implementation process, and outcomes from the teachers' perspective in these schools. We aim to identify any differences and draw insights to enhance our program implementation in the future.

CHALLENGES

Initial conversations with teachers at Lakkasandra School highlighted the primary challenge of **prolonged student absenteeism and fundamental gaps in some students, largely attributed to insufficient parental support** and investment. They also noted that the lack of personalized teaching led to widening learning gaps among struggling students.

Discussions with teachers at Chinnaiyan Palya School revealed similar challenges, along with **language barriers as the main challenge**, particularly due to migrant students enrolled throughout the year across different grades. This resulted in communication challenges and hindered the progress of slow learners.
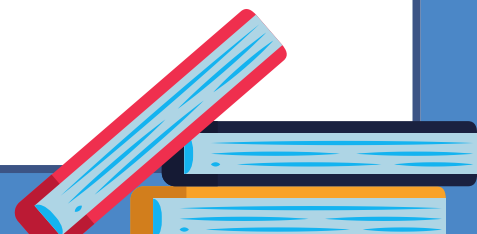
IMPLEMENTATION AND ORIENTATION

The implementation of the Peer Teaching Program began with an orientation session to acquaint teachers with the approach and the vision. Program design, training, handbooks, and reflective sharing sessions followed, alongside personalized support based on individual classroom context.

During the initial session, teachers embarked on a journey through their own educational experiences to personalize the vision and connect with the concept. The content remained flexible and co-created with teachers, starting with activity-based learning and grade-level content, adapted to bridge foundational gaps in their classrooms.

Both schools' elementary grades encountered challenges in coordinating peer learning sessions initially. To address this, the focus shifted to creating enjoyable spaces that fostered collaboration through activity-based learning, paving the way for successful peer teaching sessions.

IMPLEMENTATION AND ORIENTATION

In higher grades, implementation varied based on teachers' perceptions and efforts. While some followed instructions and formed large groups without maximizing their potential for joyful learning, successful teachers shared their positive experiences during follow-up sessions, motivating others to adopt the program gradually.

Lakkasandra School teachers showed more openness and quicker adoption of the Peer Learning Program compared to Chinnaiyan Palya School.

A significant factor that influenced the ease of implementation of the Peer Learning Program between the two schools was the level of engagement by the Head Master/Mistress.

At Lakkasandra School, the HM comprehended the program's vision and effectively communicated it to teachers, who were receptive. Conversely, Chinnaiyan Palya School was understaffed, potentially contributing to the slower adoption of the program.

The school culture significantly influenced the communication of the Peer Teaching Program structure. At Lakkasandra School, resolutions from monthly reflections were readily implemented, such as celebrating exceptional Student Leaders in Saturday assemblies. Conversely, in Chinnaiyan Palya School, communication was siloed, requiring individual outreach efforts with teachers for implementation.
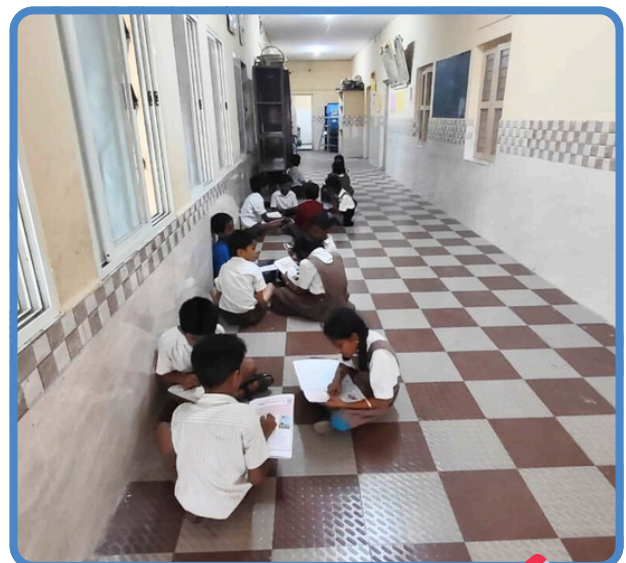
OUTCOME

Some teachers effectively defined tasks and optimized peer spaces, offering one-on-one support when needed. Assigning correction work to student leaders, particularly in math, allowed leaders to enhance their mastery through the process. Teachers closely monitored these sessions, ensuring students remained engaged and supported throughout.

Each classroom had unique approaches to using peer spaces, resulting in significant changes in both schools. Teachers found it easier to engage slow or disinterested learners in personalized learning, facilitating faster bridging of gaps to grade level and breaking language barriers.

Elementary-grade peer groups fostered a fun learning environment, while higher-grade students embraced peer learning without hesitation. Clear identification of peer group members and leaders indicated active utilization of these spaces.

OUTCOME

As collaboration strengthened in elementary grades and disinterested students showed improvement in higher grades, teachers' mindsets shifted positively. The evidence of impact from peer groups prompted teachers to acknowledge their contribution and utilize these spaces more frequently and diversely.

Teachers utilized peer groups to ensure completion of notes, delegate correction responsibilities to student leaders, and implement foundational learning programs by Pratham, yielding positive outcomes.

In addition, we would like to highlight two remarkable events that occurred. Firstly, one of the Head Masters accompanied us to introduce the program to other schools and advocate for its benefits. Secondly, a teacher observed that students tore less paper in peer learning spaces, suggesting heightened engagement without distractions.
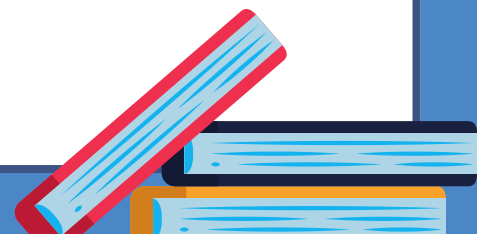
CONCLUSION

In conclusion, the implementation of the Peer Teaching Program in Lakkasandra and Chinnaiyan Palya School has provided valuable insights into effective educational strategies and challenges.

The success of program implementation relied significantly on the engagement of school leadership, particularly the Head Master/Mistress.

The proactive involvement of leadership at Lakkasandra School facilitated quicker adoption and smoother integration of the program, emphasizing the pivotal role of committed stakeholders in driving educational initiatives.

Additionally, the school culture played a crucial role in communicating and executing the Peer Learning Program.

CONCLUSION

A collaborative and supportive environment at Lakkasandra School enabled the seamless implementation of program resolutions and initiatives, enhancing student engagement and outcomes.

The outcomes of the program highlight the effectiveness of peer learning in addressing educational challenges and fostering a conducive learning environment. Noteworthy practices, such as personalized support for students and leveraging champion teachers as motivators, proved instrumental in driving positive shifts in teaching methodologies and student outcomes.

Moving forward, it is essential to recognize and support teachers who may require additional assistance in adopting new methodologies. Utilizing platforms such as WhatsApp groups to share best practices and motivate educators can facilitate peer learning and continuous improvement.

Overall, the Peer Teacher Program has demonstrated the transformative potential of collaborative learning approaches in overcoming educational barriers and improving learning outcomes. By leveraging insights from this case study, we can enhance program implementation and create more inclusive and effective learning environments in the future.