



**NATIONAL CENTRE FOR SCHOOL LEADERSHIP**



**A HANDBOOK**



**National University of Educational Planning and Administration**

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NATIONAL CENTRE FOR SCHOOL LEADERSHIP

# **SCHOOL LEADERSHIP DEVELOPMENT**

## **A HANDBOOK**



National University of Educational Planning and Administration

National University of Educational Planning and Administration (NUEPA)  
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# PREFACE

School system in India has witnessed enormous expansion in recent years at an unprecedented pace, making access to primary education nearly universal. Increase in the number of secondary schools has also been large and is speedily moving towards universal provision in several parts of the country. While this quantitative expansion has made a significant impact on the participation level of children, concerns on the quality front have remained. There is increasing realization that quality concerns can not be addressed only through macro level strategies. It demands shifting our focus from system level reforms to school level actions. With more than 1.5 million schools to deal with this is not an easy task and can not be addressed through any central level action. It demands more direct engagement by local actors to transform every school into a productive learning organization. This, indeed, is the goal of the National Programme of School Leadership Development presented in this document. In this mission, undoubtedly, the head teacher of the school occupies a place of central importance.

The Handbook is the product of a series of consultations with experts and various stakeholders at national and state levels coupled with intensive participatory processes within the Centre. It consists of a rich package of audio-visual resource materials, case studies, extracts from reference books and slide presentations as accompaniment to the text. These are organized in a structured manner to illustrate their use in conducting a 10-day intensive course. But the framework provided in the Handbook should not be viewed in a rigid fashion as prescriptive. It is only illustrative. In fact, the 10-day programme of direct engagement is visualised as part of year long engagement with the participants who consist of practising and prospective school heads. It attempts to effectively capitalise on the fact that they are working professionals with considerable experience and teaching and managing schools. The main goal of the Handbook is to promote and institutionalise a culture of participatory peer learning offering abundant opportunities for reflective dialogue among the participants. All resource material included in the Handbook are either specially designed by NCSL faculty or open educational resources freely available. The Handbook itself is going to be made available as open education resource freely accessible to all those concerned with the area of school leadership development. The Handbook is in its first version and we foresee regular revision of its content and presentation based on use and feedback from the field.

I congratulate the National Centre for School Leadership (NCSL) team for bringing out this Handbook in a very short period of time and hope that State government authorities, heads of schools as well as all others concerned with the area of school leadership development will find it useful.

New Delhi  
February 21, 2014

R. Govinda  
Vice-Chancellor



# ACKNOWLEDGEMENTS

The National Centre for School Leadership is committed to building leadership capabilities of School Heads for change and development of elementary and secondary education in India. The NCSL in its formative stages is engaged in preparing the National Programme Design and Curriculum Framework and a Handbook which focuses on School Leadership Development.

Through School Leadership Development, the Centre has opened new avenues for professional development of School Heads, which are different from conventional models of training.

We deeply acknowledge the continued support, guidance and encouragement extended to the Centre by the Ministry of Human Resource Development at every stage of its development.

This Handbook guides Resource Persons, Individual Specialists, Facilitators and Professional Institutions in conducting 10-day face to face programme along with follow up provisions for on-site support, coaching and mentoring. It supports in completing one-year cycle of leadership development of continuous engagement with School Heads. We thank all the Practitioners and State Resource Groups constituted in different States who have helped us in shaping the programme in its present form. We hope to get more feedback from the field as this handbook gets implemented.

Special thanks to our Mentors, National Resource Group who have been a part of several deliberations while designing the handbook.

The Centre has worked closely with colleagues from National College of Teaching and Leadership (NCTL, UK), in particular Dr Robin Attfield and Dr Rashmi Sinha and Consultants of the School Leadership Development Project who have been members of our National Resource Group. We thank each one of them for their valuable suggestions and inputs.

We acknowledge the contribution of Mr. Atanu Roy and the day and night toiling of Mr. Rajesh Handa and Mr. Birender Singh Negi from Digital Expressions for designing the document. In fact without their timely support it would have been impossible to bring the document in its final form.

Our heartfelt thanks to our entire editing and publication team from NUEPA, Mr. Somnath Sarkar, Mr. Amit Singhal and of all the incessant efforts of Mr. Pramod Rawat in bringing a quality print on time.



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## List of Audio-Visual Resources

Key Area	Session Resources	Resource Code
Key Area 1	Day 1 – Session 3 – Activity 3.2- Power point presentation on ‘Doing Leader like things in Leader like Manner’	D1_S3_3.2
	Day 1 – Session 4 – Activity 4.1 – Case studies for School Leadership	D1_S4_4.1
	<i>Additional Reading</i>	
	Day 1 – Session 3 – Activity 3.1 –Ten Management Roles	AD1_S3_3.1
	Day 1 – Session 4 – Activity 4.1 –Module on School Leadership Development	AD1_S4_4.1a
	Day 1 – Session 4 – Activity 4.1 – Power point presentation on School Leadership Development	AD1_S4_4.1b
	Day 2 – Session 1 – Activity 1.1-Power point presentation ‘School as a Learning Organization’	D2_S1_1.1a
	Day 2 – Session 1- Activity 1.1 – Excerpts from School as Learning Organization by Peter Senge	D2_S1_1.1b
Key Area 2	Day 3-Session 1-Activity 1.1-Lead India Video and De-Brief	D3_S1_1.1
	Day 3- Session 1-Activity 1.2- A Leadership personality test	D3_S1_1.2
	Day 3- Session 2-Activity 2.1- Prioritization and Time Management	D3_S2_2.1
	Day 3-Session 2-Activity 2.3- Time Management Grid	D3_S2_2.3
	Day 3- Session 3-Activity 3.1- Continuing Professional Development	D3_S3_3.1
Key Area 3	Day 4-Session 1- Activity 1.1-Excerpts from Tottochan	D4_S1_1.1
	Day 4-Session 1-Activity 1.2- Power point Presentation on ‘Educational Quotes by eminent personalities on purpose of education’	D4_S1_1.2 a
	Day 4-Session 1-Activity 1.2- Hand outs on ‘Educational Quotes by eminent personalities on purpose of education’	D4_S1_1.2 b
	Day 4-Session 2- Activity 2.1- Power point presentation on development needs of children	D4_S2_2.1
	Day 4-Session 3-Activity 3.1- Video on ‘Young Historians’	D4_S3_3.1
	Day 4- Session3-Activity 3.2- Power point presentation on child-centred pedagogy	D4_S3_3.2
	Day 5-Session1-Activity 1.1- Power point presentation on providing Feedback to teachers	D5_S1_1.1
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	Day 5-Session2-Activity 2.1b- Module on Coaching and Mentoring	D5_S2_2.1 b
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	Day 5-Session 3-Activity 3.1-Video Clip 2 of the film ‘India Untouched’	D5_S3_3.1b
	Day 5-Session 3-Activity 3.1-Video Clip 3 of the film ‘India Untouched’	D5_S3_3.1c

Key Area 4	Day 6-Session 1-Activity 1.1- Power point presentation on Team	D6_S1_1.1
	Day 6-Session 3- Activity 3.1 a-Case Study on Making a Change to Teamwork	D6_S3_3.1a
	Day 6-Session 3- Activity 3.1 b-Group Dynamics-Matrix	D6_S3_3.1b
	Day 6-Session 4-Activity 4.1- Video on What if I and What if We	D6_S4_4.1
Key Area 5	Day 7-Session 1-Activity 1.1-Power point Presentation on 'Knowing about innovations from familiar and everyday situations in life'	D7_S1_1.1a
	Day 7-Session 1-Activity 1.2- Audio talk on 'How to recognize whether the change is an innovation'	D7_S1_1.1 b
	Day 7-Session2-Activity 2.1-Video-Turning trash into toys for learning by Arvind Gupta (English sub title)	D7_S2_2.1 a
	Day 7-Session2-Activity 2.1-Video-Turning trash into toys for learning by Arvind Gupta (Hindi sub title)	D7_S2_2.1 b
	Day 7- Session 3- Activity 3.1-Case Study on Innovations	D7_S3_3.1
	Day 7- Session 4-Activity 4.2-Video on 'How to overcome resistance to change '	D7_S4_4.2
Key Area 6	Day 8- Session 2- Activity 2.1- Text for Individual Reflection on Home School Partnership	D8_S2_2.1
	Day 8- Session 2- Activity 2.2- Case Study Based Group Discussion	D8_S2_2.2
	Day 8- Session 3- Activity 3.2- Simulation Scenario	D8_S3_3.2
	Day 8- Session 4- Activity 4.2- Power point Presentation on process of building partnership	D8_S4_4.2
Drawing School Development Plan and Way Forward	Day 10-Session 2-Activity 2.1-Power point presentation on One-Year engagement	D10_S2_2.1
	Day 10-Session3-Activity3.1- Video: The Power of One	D10_S3_3.1
	<i>Additional Reading</i>	
	Day 10 – Session 4 – Activity 4.1 –Module on School Development Plan	AD10_S4_4.1





## SCHOOL TRANSFORMATION: THE GUIDING SPIRIT

The National Centre for School Leadership (NCSL) is committed to transforming schools. The entire initiative and process of transformation calls for a paradigm shift in the ways schools are managed and led. This positions the School Head as the prime mover for initiating and implementing school-based change and development. There is a realization that traditional notions of school management no longer work, especially when we have seen, over the decades that schools change at a slow pace and many schools exhibit low levels of learning. There is a need for School Heads to be deeply involved in children's learning and to see schools in new and profound ways.

In addressing this challenge, building leadership capacities beyond management competence has become vital for bringing about school transformation. This cannot happen until School Heads are geared to lead the process of school development and reinforce better outcomes for the pupils. Here building capacities requires a long term engagement with the school heads, unlike the present day training set-up which is short-term with limited understanding of application and less relevance to school-based realities and challenges.

It is towards this end that NCSL is developing leadership capacities for transformation in schools through the School Leadership Development (SLD) conceived as a programme for School Heads of government and government-aided schools in the country. School Leadership Development is seen as a significant stride towards strengthening leadership capabilities of School leaders.



## WHAT IS SPECIAL ABOUT SCHOOL LEADERSHIP DEVELOPMENT?

NCSL distinguishes between training programmes and School Leadership Development (SLD). SLD is far from the conventional training model. It seeks to pursue a curriculum close to real school-world challenges to improve schools. School leadership development:

- Begins the real work of transforming schools through long-term, continuous engagement and not as one time orientation and short term programme. The element of on-site follow up provision is strong in SLD.
- Refines leadership potential, models and reinforces new knowledge, skills and attitudes, motivates staff, fosters an environment conducive to learning and develops a set of new skills that guides the process of school transformation.
- Generates energy that is critical to leading transformation of the existing school system and leadership practices.

To bring fundamental changes in the school, the school leadership development programme revolves around methods of problem solving and application-based learning, different from approaches adopted by traditional training programmes.

### School Leadership Development is a structured programme

Building knowledge, changing attitudes and applying skills necessary to transforming schools

Identifying goals, removing obstacles, generating options, planning action, and operationalizing the plan

Leading change, leading schools and leading people

Follow-up support, coaching and mentoring



## HOW IS NCSL'S SCHOOL LEADERSHIP DEVELOPMENT EXCEPTIONAL IN ITS APPROACH?

School Leadership Development follows a comprehensive and flexible approach for creating conditions and opportunities for school transformation. NCSL is moving forward with a vision in which every child learns and every school excels. The Centre recognizes the school as the basic unit of change and development, placing the child at the centre stage around which the entire transformation process takes place.

Given this understanding, School Leadership Development is different in several ways as it:

- builds leadership capacities in the current, freshly inducted and aspiring Heads of primary, elementary, secondary and higher secondary schools of State-run and government-supported schools.
- provides scope for interaction between government sector schools, universities, training institutes, colleges of teacher education, NGOs and other institutes associated with School Leadership.
- follows the Curriculum Framework for School Leadership which is a combination of theory and practice with opportunities for experiential and professional reflection fabricated around building a strong knowledge base through available data bases, role playing, written stimulus materials, computer, internet, or audiovisual materials and documents.
- provides plenty of opportunities for reflection on previous experiences, exploration of alternatives, identification of opportunities for improvement, developing an understanding of what works best in different situations, translating school-based vision into real school practices to form the foundation of a transformed school system.
- validates sustainability, ensures ownership of the State delivery of the programme and transaction of curriculum through direct engagement with the States by constituting a State Resource Group, District Resource Groups, and a critical mass of experts and specialist facilitators.
- provides sufficient space and flexibility for the States to contextualize, adapt and implement curriculum framework according to state-specific leadership requirements.



- creates opportunities for facilitator-led, face-to-face sessions, reflective debate, self-directed study with the help of variety of learning materials customized for use in different modalities (e.g., process-based learning resources, face-to-face, blended modalities)
- designed as an application-based, skill-based and need-based programme.
- provides for on-site mentoring coupled with development and feedback to support a range of learning activities.

### School Leadership Development: NCSL Approach

- Conceptualized at National but rooted in grassroots realities across States and contexts
- Prepares School Leaders to build leadership capacities for school transformation through leadership development
- Addresses school diversity, range and contexts
- Curriculum meets differential leadership requirements of School Heads
- Sustainability ensured by building institutional and human capacity in the area of school leadership development in the States
- Opportunities for experiential, empirical and professional reflection
- Delivery through facilitator-led, face-to-face sessions, reflective debate, and self-directed study with the help of a variety of learning materials customised for use



## WHAT IS THE SCOPE OF THIS HANDBOOK?

The intention of the Handbook is to support resource persons to address diverse leadership needs of School Heads in different locales and contexts: small to large schools, tribal schools, schools in conflict zones, schools serving marginalized groups, tackling issues across rural/urban divide, single/multi-teacher school settings and so on. *The Handbook addresses the leadership requirements of Heads of diverse category of schools encompassing all stages of school education.*

As a rich resource and reference, the handbook has been designed to equip current school leaders to transform schools of today and prepare prospective leaders in succession to meet the challenges of next millennium schools.

## WHO USES THIS HANDBOOK?

The School Leadership Development Programme is envisioned to be provided by a network of experienced professionals from every state of the country. These include professional institutions and critical mass of experts and specialists, facilitators, resource persons, who would be responsible for taking leadership development forward in the respective states and UTs. In the context of usage of the Handbook, the word *facilitators* is used synonymously with that of *resource persons*, who help build the capacities of and support the school heads in their journey towards transformation in the schools.

Primarily, the Handbook is meant for those who facilitate in the delivery of the programme in the districts of the States. Their role would be to develop groups of School Heads to become School Leaders and this means, not simply transacting knowledge but developing reflection, critical thinking and designing actions. Within groups of school heads, the facilitators would encourage discussions, respect for each other's opinions and an environment whereby all aspects of School Leadership can be included.

The cycle of transformation in schools entails change in attitudes, mind sets and internalizing this process fairly takes more than three to five years. Therefore it becomes meaningful to engage with School Heads for at least one year and then expect change to happen. The Handbook also guides on engagement with the participants in the post capacity-building programme through review and feedback cycles at the district level.



## PROGRAMME DELIVERY

The specialised role in delivering the programme intends to:

- *Plan, design and implement different duration programmes of development for School Heads as leaders and conducting review and feedback cycles*
- *Contribute to leadership development of School Heads*
- *Build leadership at all levels*
- *Form Professional Learning Communities in every district and block*
- *Build shared vision for leading collaboration change process*
- *Follow collaborative and participatory team approach for building teams and show willingness to work as part of a team to gain trust of the participants*
- *Deliver in the sessions, face to face and blended programmes that are bound to be highly interactive.*
- *Offer and accept feedback on leadership development*
- *Guide School Heads through the process of improvement*
- *Transact curriculum in simplistic ways; be flexible enough to respond to each School Head's needs; help them understand learning materials and difficult portions, provide support in follow up activities like in conducting practicals and mentoring the group*
- *Energize the group and create environment with positivity and enthusiasm for helping School Heads to grow personally and professionally*
- *Change mind sets and work attitudes*





## HOW IS THE HANDBOOK ORGANISED?

This Handbook is about facilitation, sharpening and guiding both individuals and institutions for carrying out programmes on School Leadership Development for School Heads. These could be facilitators, resource persons, critical mass of experts and specialists; Professional Institutes that can become Anchor Institutions and the Nodal Institutions in the States which can develop into Leadership Academies. As a practical source of ideas for delivery of 10-day programme, the Handbook aims at improving the capabilities of School Heads for leadership effectiveness to transform and improve schools.

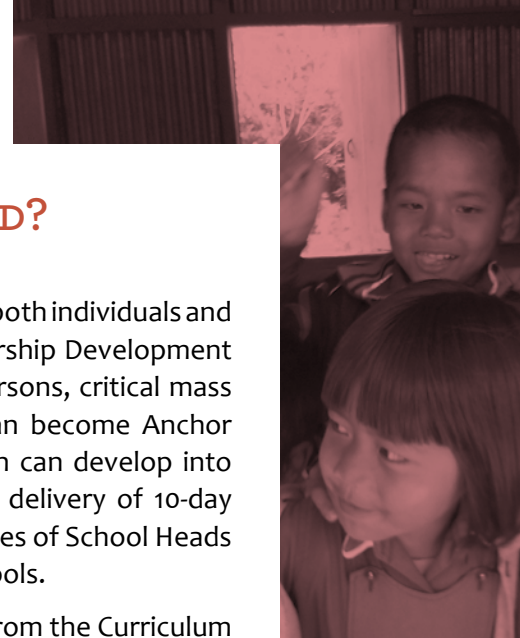
The Handbook presents details on all six key areas drawn from the Curriculum Framework on School Leadership Development prepared by the National Centre for School Leadership.

KEY AREAS	THEMES
Key Area 1	Perspective on School Leadership
Key Area 2	Developing Self
Key Area 3	Transforming Teaching-Learning Process
Key Area 4	Building and Leading Teams
Key Area 5	Leading Innovations
Key Area 6	Leading Partnerships

Each key area can be addressed as a self contained package. States can decide how each programme is tailored to meet its own particular needs. Within each package are:

- Sessions to be planned for each day ;
- Activities to be undertaken in the sessions;
- Real case studies of schools, video clippings, films, power point presentations to be used in each session.

Each key area identified by the programme links to small-group, active learning sessions with group development and ensures the relevance of the practical exercises. For the instructional techniques to be used in transacting



these key areas, the handbook suggests case studies, articles, experiential learning techniques, project activity, audio-video clippings, power point presentations, film clippings etc. This section of the handbook offers a wide choice to facilitators to select activities from the training packages offered in the description of key areas and helps pay attention to the methods that work best for the School Heads depending on the contexts in which they function and operate.

One needs to understand here that not all would respond to the same stimulation, and it is therefore useful to remember that the participants would respond differently. People learn in different ways and some techniques and methods will be very useful to one person, but not to others. Therefore the methodology of the transaction would be different for different groups of participants.

The handbook is divided into three parts:

1. Preparatory work: Understanding “my School”: it is a reflective exercise for school heads for mapping their current school situation.
2. Guide book: Session-wise, day to day activities based on the six key areas drawn from curriculum framework on School Leadership Development prepared by NCSL .
3. One year’s continuous engagement with details on the modalities of engagement of School Heads after the capacity building programme.

## **SCHOOL LEADERSHIP DEVELOPMENT: PREPARATORY ACTIVITY**

The programme begins with a reflective activity which prepares School Heads to become a part of the programme. They will be provided with a format that helps them revisit a day in their school, develop an insight about themselves and the school they belong to as well as the community and children their schools cater to. The preparatory exercise, as given in the Handbook, encourages the school heads to reflect on the uniqueness of their school, the challenges their schools face and the changes they would like to see in future in their schools. These reflections prepare them for deriving maximum benefit from the face-to-face programme. This would also help them to start thinking on what their expectations would be from the programme.





## THE 10 DAY CAPACITY BUILDING OF SCHOOL HEADS: PROGRAMME DESIGN

The School Leadership Development Programme is proposed initially as a 10 day face-to-face capacity building programme. The last two days of the 10-day programme are devoted to reflections and consolidation of learning drawn from sessions during transaction of the programme. This will help in creating school-based development plan to set the stage for ‘course of action’ once the school heads go back after the programme to implement the plan, for transforming their schools.

**A SNAPSHOT OF THE 10 DAY PROGRAMME DESIGN HAS BEEN GIVEN BELOW:**

Themes	Duration
<b>Day 1: KA 1: Perspective On School Leadership</b>	
Introduction and Programme Outline	90 Minutes
Understanding School Leadership	75 Minutes
Understanding School Leadership: Multiple roles and responsibilities And putting Child first	75 Minutes
Understanding School Leadership: Multiple Contexts and Practices	120 Minutes
<b>Day 2: KA 1: Perspective On School Leadership</b>	
School as a Learning Organization	120 Minutes
Understanding School as a Learning Organization	120 Minutes
Developing Vision	120 Minutes
<b>Day 3: KA 2: Leading Self</b>	
Understanding My Leadership style	120 Minutes
Prioritizing Work as a School Head	150 Minutes
Continuing Professional Development	90 Minutes
<b>Day 4: KA 3: Transforming Teaching Learning Process</b>	
School and purpose of education	90 Minutes
Understanding developmental needs of children	90 Minutes
Understanding child-centered pedagogy	90 Minutes
Using active learning in classrooms	90 Minutes
<b>Day 5: KA 3: Transforming Teaching Learning Process</b>	
Observation and Feedback to Teachers	75 Minutes
Being a Coach and a Mentor to teachers	120 Minutes



Understanding Inclusion	90 Minutes
Creating a culture of Inclusion in School and Classrooms	75 Minutes
Initiating Processes for transforming teaching-learning in My School	30 Minutes
<b>Day 6: KA 4: Building And Leading Teams</b>	
Understanding Teams	60 Minutes
Creating spaces for dialogue with a purpose: Staff Meetings	120 Minutes
Group Dynamics and Conflict Resolution	90 Minutes
Being a Team Leader and Forming Teams	90 Minutes
<b>Day 7: KA 5: Leading Innovations</b>	
Innovation- heart of a learning organization	90 Minutes
Building a Culture of Innovation in the School	90 Minutes
Reimagining the school through innovations	60 Minutes
Practice exercise	120 Minutes
<b>Day 8: KA 6: Leading Partnerships</b>	
Understanding Partnership: Identifying Stakeholders and Their Engagement	75 Minutes
Home-School Partnership	90 Minutes
Working with the Community	75 Minutes
Working with the System and closure	120 Minutes
<b>Day 9: Consolidation and Applying to School Situation</b>	
Consolidation of Learning	45 Minutes
Creating School Development Plans based on any One school's profile	150 Minutes
Presentation & Peer review	120 Minutes
Developing criteria of a 'good' SDP	75 Minutes
<b>Day 10: Drawing School Development Plan and Way Forward</b>	
School Development Plan for My School	120 Minutes
Discussing Way Forward	120 Minutes
Debrief and Feedback of the Workshop	90 Minutes
Closure	30 Minutes

The 10-day programme design for school leadership development provides a comprehensive coverage of the Key Areas of the Curriculum Framework. However, if States intend to offer a shorter duration programme for 6 days,

one can compress the 10 day programme and adapt it to a 6 day model of capacity building. While contextualizing the 6-day design, one could include sessions (from the 10 day programme design) thought to be more appropriate for the group of School Heads whom they are catering to. An example for 6 day programme design for school heads is given as Appendix 1.

## CONTINUOUS ENGAGEMENT WITH SCHOOL HEADS

The programme does not end with the 10-day capacity building of school heads. Unlike conventional training programmes, School Leadership Development ensures continuous engagement with the participants for a period of one year, during which they would be supported with activities and resources to be utilized during the school transformation process. Therefore, it becomes an ongoing process. In the post-capacity building engagement, spaces will be created for follow up cycles of review and feedback workshops. This will be the phase when School Heads have gone back to their respective workplaces with a transformative agenda and would require more hand holding and peer support. The one-year engagement with the school heads can be understood in a snapshot given below:

Months	1	2	3	4	5	6	7	8	9	10	11	12
Intervention	Capacity Building Workshop	Provide On-site support to the School Heads		Review & feedback workshop #1	Provide On-site support			Review & feedback workshop #2	Peer visits			Retreat
Duration	10 days	At least once in 2 months		2 days	Twice in 3 months			2 days	2 visits in peer schools per School Head			2 days

## HOW TO USE THE HANDBOOK?

The Handbook is a process-based reference for guiding School Heads through the leadership development. Some of the key tasks necessary to initiate the development process of School Heads are to:

1. provide a format for collection of basic information on school, children, community, school head etc. for creating an understanding of a school to begin the process of school-based leadership development.
2. examine basic information profiles for understanding Schools and School Heads for addressing leadership requirements of each School Head who is joining the programme as a participant.
3. conduct sessions on each key area by carefully planning the direction in which School Heads need to be taken.
4. study objectives identified for each session in the specified key area.
5. plan in advance and prepare for how to conduct each session and determine the duration for each activity while deciding on the selection of activities from a range of activities and materials suggested (case studies, video clippings, films, inspirational songs etc) and collect support materials accordingly.
6. use extensively the selected teaching and training for achievement of expected outcomes.
7. at the end of face-to-face interactive programme (could be 10-day or 6-day programme) prepare for engaging with the participants for at least one year to coach and mentor those located within a specified geographical area.
8. conduct workshops at regular intervals (at least twice a year) for feedback and review of the programme to measure progress and direction for transforming schools and to navigate development of School Heads as leaders.



## PREPARATION FOR THE CAPACITY BUILDING PROGRAMME FOR SCHOOL HEADS

Dear Facilitator,

As part of the preparatory phase for the Capacity Building Programme, it is required to orient the school heads to think and reflect on certain aspects of their own school so as to help them feel more in tune with the forthcoming school leadership development programme. For this, we have designed a preparatory exercise which provides scope for them to reflect on their own schools and their respective roles.

- This tool needs to be sent to the school heads at least 15 days in advance. They have to bring this profile with them to the programme. **The school heads may write more than the space provided to them in the preparatory exercise.**
- This is a reflection exercise and will remain with the school heads only as they go through the programme. It is not meant to be used as an assessment tool.
- You could use the information garnered through this tool in many of the activities outlined in the 10- day programme.

During the capacity building programme, it is important for you to provide sufficient time and space to the participants to engage them in dialogue. While there are activities, audio-visuals and conceptual ideas, these should only be considered as a means to meaningfully connect the participants to their school situations and realities but not as an end.

The activities, case studies, quotes, videos, poems or pictures used in the handbook should only be taken as exemplars; you should feel free to replace them with context and culture specific things that facilitate the process.

Moreover, the poems, reading materials and excerpts could be used (a) as reading (and discussion if time permits); (b) as activity by replacing it with a poem or passage with similar message in the local language if you can find; or (d) as creative exercise of composing a poem/story in local language expressing the same idea.

This handbook should be considered as a guiding document, a beginning, a first step towards facilitating the School Leadership Development; but not a closure. We encourage and would passionately guide, facilitate and support state governments in developing more context specific handbook and material in state specific languages.

*In the Handbook, the term facilitator refers to the resource persons or any such person/institution who delivers the School Leadership Development programme to the school heads.*



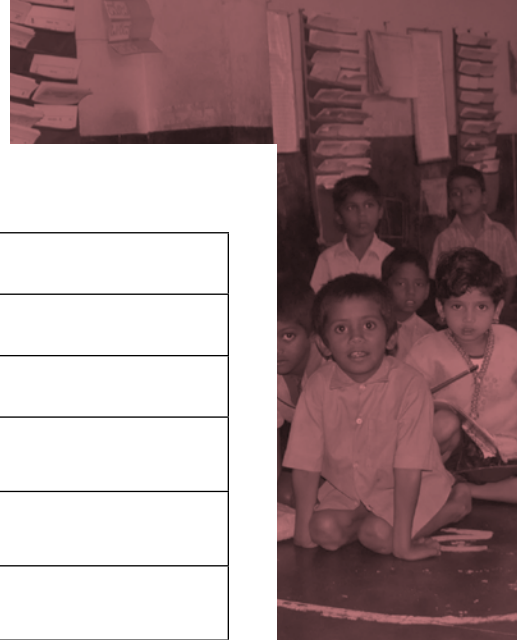
## PREPARATORY EXERCISE FOR THE SCHOOL HEADS

Welcome to the School Leadership Development Programme!

Before we meet in the Capacity Building programme on School Leadership Development, we would like you to pause for some time and reflect on the daily working of your school and your role as a school head. You have to answer a few simple questions. This would also be a wonderful way for us to know more about you and your school.

This tool seeks some quantitative information about your school, a few of your personal and professional details and qualitative reflections on the uniqueness of your school, the challenges you face and your aspirations as a school head. You would realize that your reflections on this tool would help you in enriching the discussions that we would hold with you and your colleagues in the capacity building programme. The quantitative information that you provide on the school would help us in knowing the specific challenges that you might face as a School Head, with respect to say, limited number of teachers, or low enrolment of girls. It is possible that some of the other colleagues you meet in the programme may be facing the same set of challenges as you, and we can, together, find ways to resolve some of the challenges!





## About My School

Name of the School	
Address of the School	
Location (rural/urban)	
School Category: P/UP/ P&UP/P,UP&HS/any other	
Total Number of Regular Teachers	
Total Number of Para Teachers	
Total Enrolment in the School	
Total Enrolment of Girls in the School	
Total Enrolment of Boys in the School	
Total Number of classrooms in the School	

## About Myself

Name of School Head	
Tenure as a School Head (in the present School)	
Designated/In-charge	
Age	
Gender	
Educational Qualification	
Years of Experience as a School Teacher	
Any other professional achievements	
Mobile no.	
E-mail id	



## Views on My School and My Role

1. What one **special thing** about your school would you like to share with everyone?

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2. Describe the three **challenges** that you face as a School Head.

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3. What kind of **changes** do you want to see in your school? (You might like to discuss this with your teachers)

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4. Share a brief profile of the **community and the children** the school caters to.

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5. Describe the way you spend your **day** as a school head.

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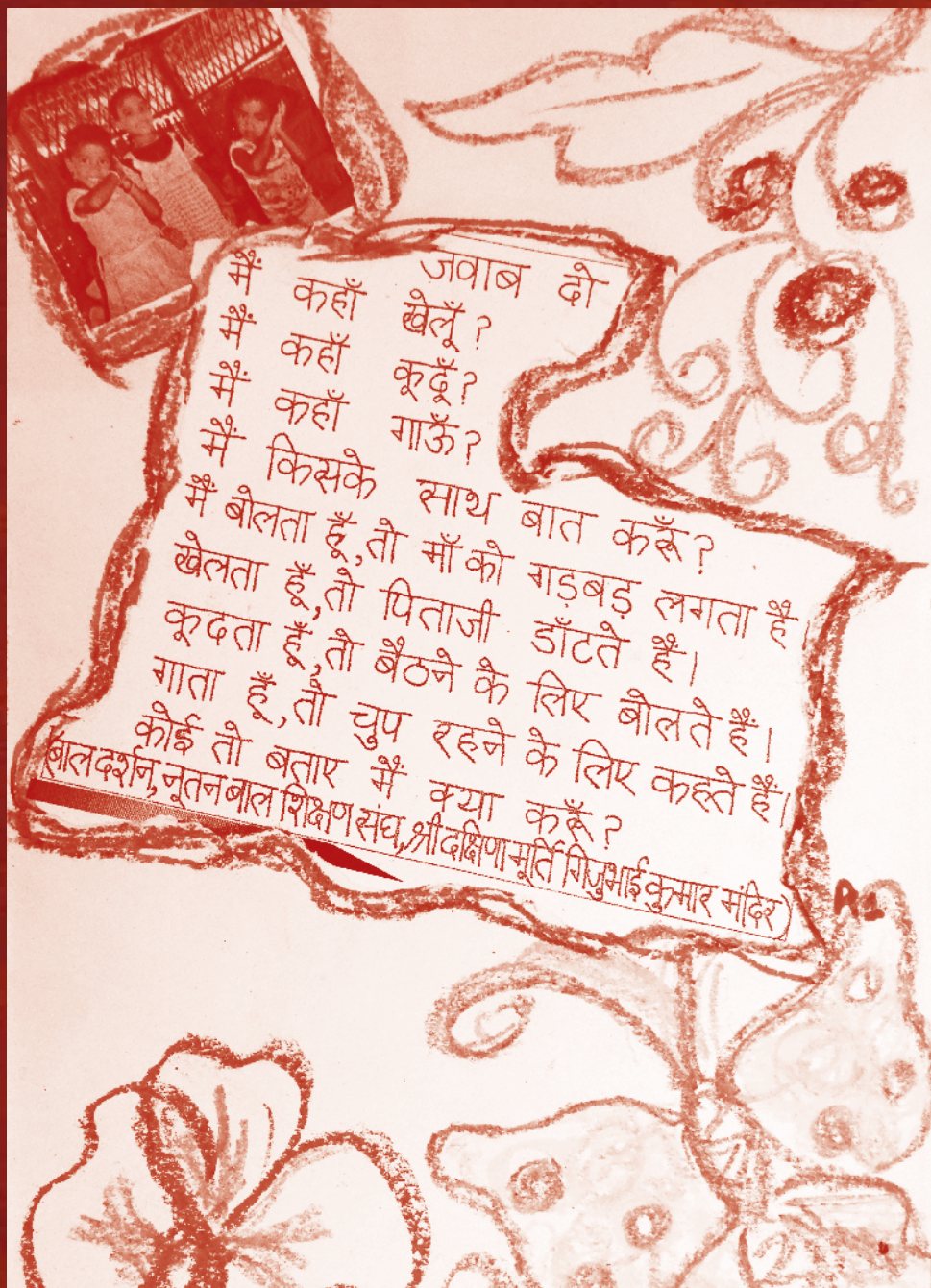
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# KEY AREA 1

## Perspective on School Leadership



Day  
1&2

## Facilitator Checklist for Day 1 & 2

### KEY AREA-1: PERSPECTIVE ON SCHOOL LEADERSHIP

#### Day 1

**Did you remember to collect the following Resources for today?**

1. Powerpoint Presentation on '*Doing Leader like things in Leader like Manner*' (D1\_S3\_3.2) ☐
2. Handout of Case studies (D1\_S4\_4.1) ☐

**Ensure that the following are available**

1. Charts ☐
2. Sketch pens ☐
3. Blank sheets of paper ☐
4. Laptop/computer ☐
5. Projector ☐
6. Hardcopies of the power point presentation as handouts ☐
7. Speakers (ensure sound quality) ☐

#### Day 2

**Did you remember to collect the following Resources for today?**

1. Powerpoint presentation on *School as a Learning Organization* (D2\_S1\_1.1a) ☐
2. Excerpts from *School as a Learning Organization* by Peter Senge (D2\_S1\_1.1b) ☐

**Ensure that the following are available**

1. Charts ☐
2. Sketch pens ☐
3. Blank sheets of paper ☐
4. Laptop/computer ☐
5. Projector ☐
6. Hardcopies of the power point presentation as handouts ☐
7. Speakers (ensure sound quality) ☐



## INTRODUCTION

This is an overarching area and aims at developing an understanding of leadership and its impact on school transformation. It builds a conceptual understanding of school as a place for promoting growth and development of children and as a ground for continuous experimentation and change, making it a learning ground for all. It also dialogues around the leadership role of a school head and the transformative agenda. It emphasizes on the centrality of the child, focuses on building a vision for change and transformation that is inclusive and progressive in nature. This key area would give an entire glimpse of school leadership development, taking the participants from their present realities in school to achieving holistic development of every child through shared vision and team work.

Day  
1

## OVERVIEW OF THE DAY

Day 1		
Session	Name	Time (Mins.)
1	Introduction and Programme Outline	90
2	Understanding School Leadership	75
3	Understanding School Leadership: Multiple roles and responsibilities and putting Child first	75
4	Understanding School Leadership: Multiple contexts and multiple practices	120

## Session 1: Introduction and Programme Outline

Session 1	1000 hrs to 1130 hrs	
Activities	Time (Mins.)	Expected Outcome
Introduction Activity 'Bujho to Jano'	50	Introduction of all participants
Expectation Setting and sharing agenda for 10 days	40	Participants share their expectations from the workshop, Participants understand the programme, its approach and the expectations facilitators have from them during and after the workshop

### ACTIVITY 1.1: INTRODUCTION ACTIVITY: BUJHO TO JAANO

#### How to conduct the activity?

Method: Large Group Interaction

#### SUGGESTED STEPS

- The participants are asked to share their names but by prefixing it with an adjective that best describes them. For example 'Naughty Neha', 'Positive Parvez' etc.
- The facilitator asks the participants to introduce themselves in the above mentioned style and also highlight the reason for picking the adjective for themselves.
- The facilitator could also give out small tags on which the participants could write their names and pin it to their shoulders.

#### NOTES TO THE FACILITATOR

- This is an introductory activity to help participants share their identities and what they stand for and wearing it as a badge or tag would also help them in recognizing each other.
- The facilitators too should introduce themselves and put name tags on their shoulders as well.

Day  
1







## ACTIVITY 1.2: EXPECTATION SETTING AND SHARING AGENDA

### How to conduct the activity?

Method: Small and Large Group Discussion (Plenary)

### SUGGESTED STEPS

- Facilitator instructs participants to form small groups of 8-10 and distributes chart paper and sketch pens/marker pens in each group.
- The participants are given about 5 minutes to share their expectations from the workshop and the learning they wish to take home in their small groups.
- Each group shares their expectations in large group.
- The facilitator also shares the expectations in terms of the participants' engagement with the programme.
- The facilitator responds by sharing the agenda of the programme and the subsequent engagement and expectation.
- The participants, along with the facilitators, develop ground rules to be followed during the programme and, thus, set expectations from each other.

### NOTES FOR THE FACILITATOR

- Since this is a ground setting for the participants and, therefore, as much interaction and space as possible should be given to the participants to understand the programme and actively participate.
- It may be possible the expectations that the School Heads would have shared may not be addressed during the programme, but it is important for them to understand the rationale/need for a leadership workshop.

### KEY MESSAGES

- This is a leadership development programme and, therefore, the more you reflect on yourself and your surroundings, the more valuable it would be.
- There are no fixed, ready-made solutions for the problems that our schools face. Over the coming days, we will try to, together, explore the potential solutions, but to try these out in your school is your job!

Day  
1

## Session 2: Understanding School Leadership

Session 2	1145 hrs to 1300 hrs	
Activities	Time (Mins.)	Expected Outcome
Understanding School Leadership: Art Activity	30	Trigger an understanding of leadership in the context of schools and the role that school heads can play as leaders
What makes a School Leader?	45	

### ACTIVITY 2.1: UNDERSTANDING SCHOOL LEADERSHIP: ART ACTIVITY

#### How to conduct the activity?

Method: Individual exercise

#### SUGGESTED STEPS

- The participants are given a blank sheet of paper and a few sketch pens and crayons.
- Ask the participants to think of an image that first comes to their mind when they think of leadership.
- Each participant must draw the image of what leadership means to them.
- Participants may now think about the image they have drawn and their role in school.
- Is there a similarity or is there a difference, and would they like to make a different image depicting school leadership?
- Each participant may depict what 'school leadership means to them' through drawing or by using words for expression.

#### NOTES FOR THE FACILITATOR

- The facilitator must give free space to participants to choose their method of expression, either through words or drawing. However, it is important to also mention that this is not an art exercise that requires good art ability. It can be a simple representation/idea, as it is the thought that counts .
- Give participants time to think and express.
- It is suggested that the facilitator also engages in the activity with the participants.

Day  
1





## ACTIVITY 2.2: WHAT MAKES A SCHOOL LEADER?

### How to conduct the activity?

Method: Large Group brainstorming discussion (Plenary)

### SUGGESTED STEPS

- The facilitator invites participants to share their thoughts/ideas/images.
- As the participants share, the facilitator notes the views of the participants on the blackboard/whiteboard.
- Gradually, as about 50% of the participants share, there would be a long list of qualities of leadership. The facilitator could ask if there is any other aspect that has been missed out on the board.
- The facilitator now discusses on each quality and understands it's applicability in the context of being a school leader. For instance, being a good orator could be a good quality for a political leader, but is it also true for a school leader?
- Based on the group's consensus, the facilitator deletes the qualities that are not specific to a School Leader.

### REFLECTIVE QUESTIONS

- Is this a quality that a school leader would need?
- Is there any quality that you all, as School Heads, use, that is important as a leader?

### NOTES FOR THE FACILITATOR

- This activity has no right answers; it is an activity for the group to begin thinking on what school leadership means to them.
- This gives the facilitator insight on which aspects/qualities to focus on in the coming days of the workshop eg. Role-Modeling a behavior, becoming an initiator, focusing on teaching-learning quality etc.
- It is suggested that the final list of the qualities are written clearly on a chart and put up on display in the training hall for the next nine days.

### KEY MESSAGES

- Leadership is all about initiating, being team leader, supporting, creating opportunities, building on strengths and being open- minded to new learning.
- The understanding we have collectively come up with has to be referred back

Day  
1

to each day as we progress because some ideas would be in sync with this definition whereas some might be against it. Therefore, it's important that we evaluate each thing that would be covered in the coming days.

- There may be a chance that we'd like to collectively change it at the end of the workshop as well, so let's treat it as a 'working definition' for our group.

### Session 3: Understanding School Leadership: Multiple Roles and Responsibilities and Putting Child First

Session 3	1400 hrs to 1515 hrs	
Activities	Time (Mins.)	Expected Outcome
School Leader: Mapping multiple roles and responsibilities	40	Understand that the primary role of a school head is to ensure that children learn better, the multiple roles have to be seen in the light of the above
Activity: Doing Leader- like things in a leader- like manner: Power point presentation	35	

#### ACTIVITY 3.1: SCHOOL LEADER: MAPPING MULTIPLE ROLES AND RESPONSIBILITIES

Day  
1

##### How to conduct the activity?

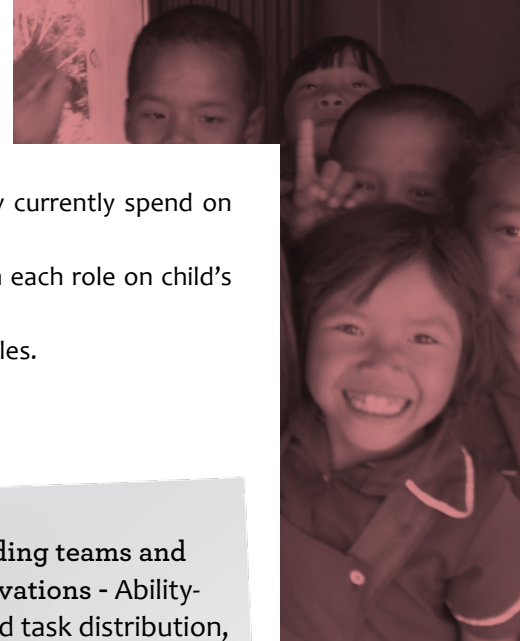
Method: Discussion in Plenary

##### SUGGESTED STEPS

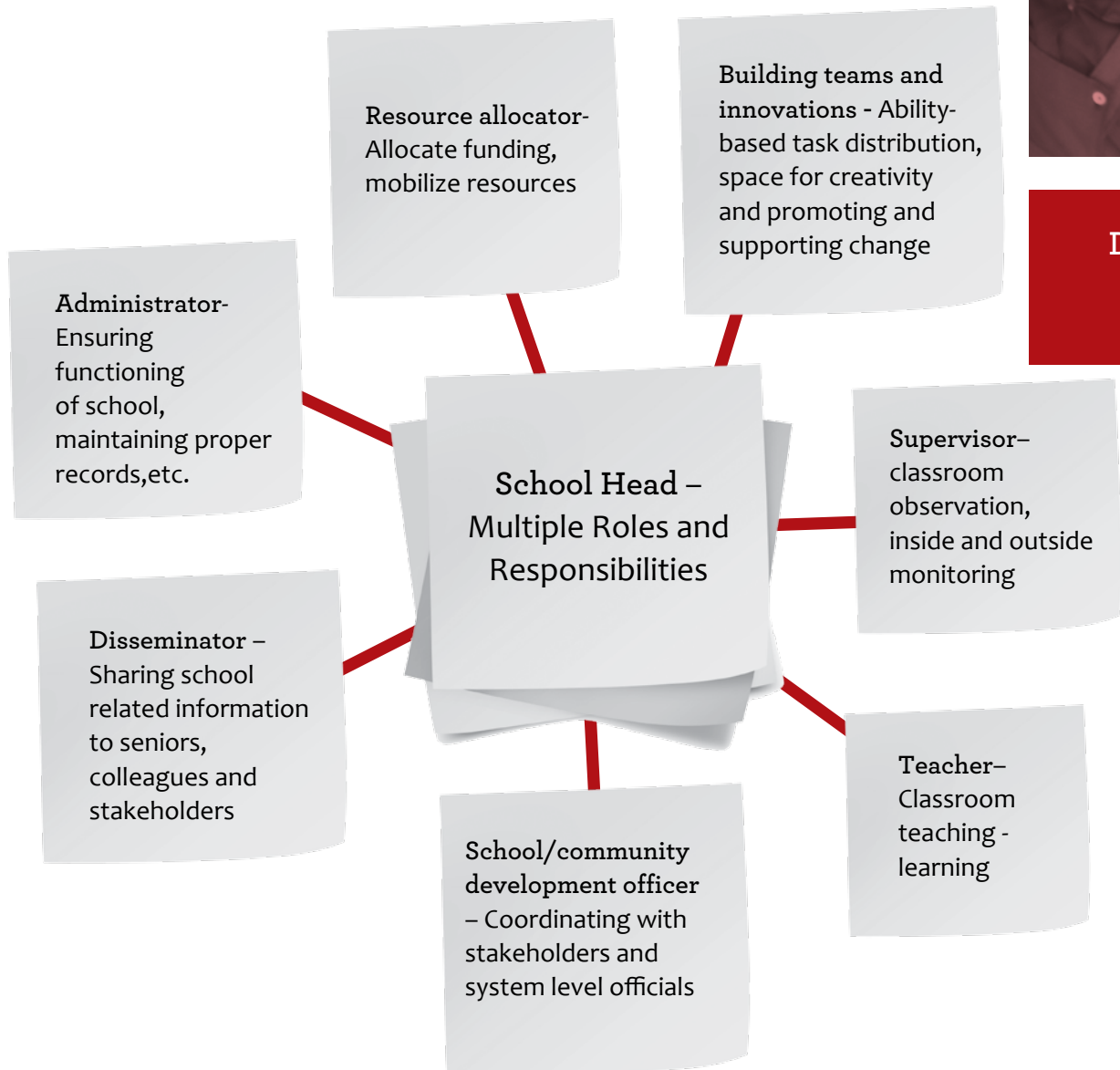
- The facilitator asks the participants to reflect on leadership in their school context, the multiple roles they play and the way they practice, using the qualities that they listed in the previous session.
- As the participants respond on their multiple roles, there would be some categories that would emerge and these can be diagrammatically represented, as suggested in the diagram here.
- Once all the categories are plotted on the diagram, ask participants to check if any role is missing.
- There could be many other roles like 'Initiator', 'team leader'.







- Ask the participants to reflect on how much time they currently spend on each role.
- Ask them to reflect on the impact of the time spent on each role on child's learning.
- Discuss on how leadership role is different from other roles.



Day  
1

## REFLECTIVE QUESTIONS

- How do you spend most of your day? Leading? Supervising? Administering? Liaising? Or any other?
- Which of the given roles do you think impact child's learning the most?
- Do you think managing time in the different roles would help you lead your school better?
- Would you like to write all the roles that you perform in a day and score yourself from 1-5, with 1 being "very skilled" and 5 being "not skilled at all" for each one; this will simply help you decide on which areas to improve
- What all do you, as a school head, need to do to improve on your multiple role as leader?

## NOTES FOR THE FACILITATOR

- The facilitator could draw such a diagram on the blackboard/whiteboard as the participants share their multiple roles and responsibilities.
- Discuss on the set of skills required to perform different roles
- Discuss the importance of each role to a school head
- Highlight on the difference that leadership role would make compared to other roles on school's improvement

## KEY MESSAGES

- As a school head, it is important to understand that the role of the school head is not just administrative or managerial work but also Teaching-Learning, Leading Staff, Leading parents & community along with government officials and, most importantly, leading self.
- The SLDP will take them through the different roles and the knowledge, skills and attitudes required for effectively performing each role during the eight days' journey.

## ADDITIONAL READINGS

- The school heads might want to read on multiple roles of leader/manager, adapted from Mintzberg's Ten Management Roles in his book, "Mintzberg on Management: Inside our Strange World of Organizations," in 1990. [AD1\_ S3\_3.1: Day 1–Session 3–Activity 3.1-Ten Management Roles ]

Day  
1



## ACTIVITY 3.2: DOING LEADER LIKE THINGS IN A LEADER LIKE MANNER

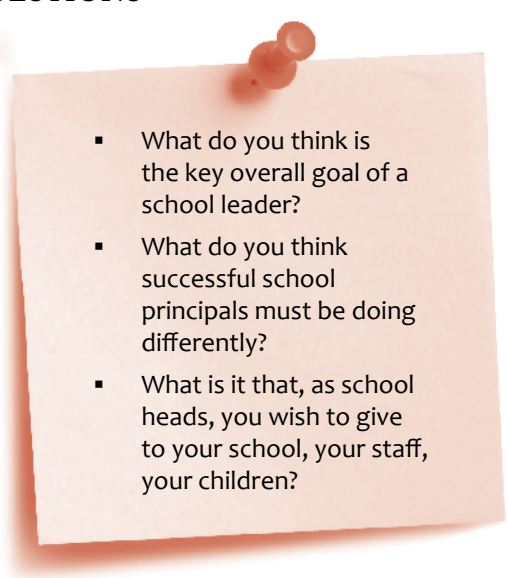
### How to conduct the activity?

Method: Large group activity

### SUGGESTED STEPS

The facilitator presents the powerpoint enclosed in the resources and through interaction, takes participants to different questions and concepts

### REFLECTIVE QUESTIONS

- 
- What do you think is the key overall goal of a school leader?
  - What do you think successful school principals must be doing differently?
  - What is it that, as school heads, you wish to give to your school, your staff, your children?

### NOTES FOR THE FACILITATOR

- The Power point presentation, for discussion, is attached as *[D1\_S3\_3.2: Day 1-Session 3-Activity 3.2-Powerpoint presentation 'Doing Leader like things in Leader like Manner']*
- The facilitator has to pause after each slide since it is an interactive power point and expects that the participants be given some time to think while questions are raised in the slides.



Day  
1

## Session 4: Understanding School Leadership: Multiple Contexts and Practices

Session 4	1530 hrs to 1730 hrs	
Activities	Time (Mins.)	Expected Outcome
Case Study followed by Group Work	120	Provide a trigger to apply the lens of leadership in real case studies and drawing learning for their own leadership

### ACTIVITY 4.1: CASE STUDY FOLLOWED BY GROUP WORK

#### How to conduct the activity?

Method: Small group activity

#### SUGGESTED STEPS

- The five case studies are distributed to each participant enclosed in the resource folder [D1\_S4\_4.1: Day 1 – Session 4 – Activity 4.1 – Case studies for school leadership]
- The participants are given time to read through all the cases.
- Now group the participants into five groups and ask each group to focus on one case study. *The members read their assigned case study and discuss the questions given at the end of it.*

#### REFLECTIVE QUESTIONS

- How do you lead your school?
- How would you want to lead your school in your given context?
- Would you like to revisit your understanding of school leadership in the light of the case studies?
- In all these cases, what is that one common thing that seems to emerge as our learning?
- What appeals to you most about the School Head in the case study that has helped them transform their schools?
- What were the differential practices used by the school heads in their contexts?

Day  
1





## NOTES FOR THE FACILITATOR

- The facilitator must link the activity with the previous session, giving participants a clue that here are some principals/leaders, who have done leader- like things in a leader- like manner, and we would be studying cases from their schools.
- It is suggested to distribute all the case studies to all the participants and also take them through because, in the discussion that follows, the participants would need to know the other group's cases as well.

## KEY MESSAGES

- A school is like an organization – it has a space, it has resources, both material and human, it has structures within and it has a purpose for which it works. The school head, therefore, is like a CEO of the school.
- Each case here demonstrates a Leadership that responds to the needs/ challenges that the school (the organization) faces in order to be more effective/perform better.
- The cases highlight different ways of responding to different situations, but essentially all schools have done something extra or different in order to meet the challenges they were facing.

Day  
1

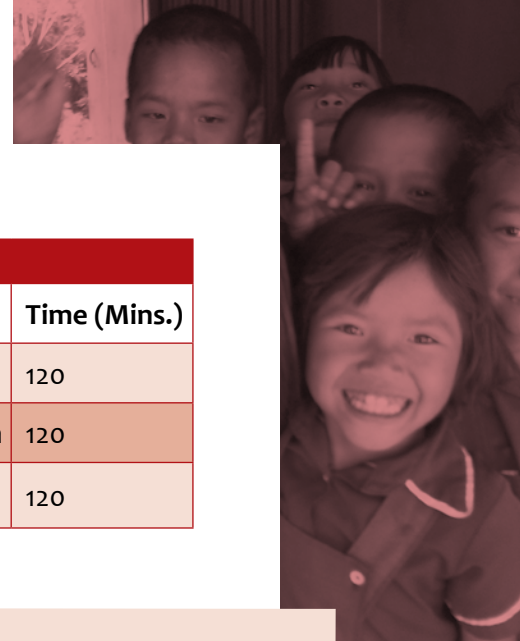
## ADDITIONAL READINGS

- The facilitator urges the school heads to write **daily journals** starting from today towards the end of each day on *what they learnt from the day?* The school heads might want to read the module on “**Educational Leadership: A Conceptual Framework**”, by Dr. Rashmi Diwan, that is available in the resources. *[AD1\_S4\_4.1a: Day 1 – Session 4 – Activity 4.1 – Module on School Leadership Development]*
- A power-point presentation on school leadership is also included to give a consolidated idea about school leadership. *[AD1\_S4\_4.1b: Day 1 – Session 4 – Activity 4.1 – power point presentation on School Leadership Development]*

[illegible]

Day  
**1**





## OVERVIEW OF THE DAY

Day 2		
Session	Name	Time (Mins.)
1	School as a Learning Organization	120
2	Understanding School as a Learning Organization	120
3	Developing a School Vision	120

### Session 1: School as a Learning Organization

Session 1	1000 hrs to 1200 hrs	
Activities	Time (Mins.)	Expected Outcome
School as a learning Organization	120	Understand that leadership is about responding to the needs/challenges that the organization faces in order to be more effective/perform better

Day  
2

### ACTIVITY 1.1: SCHOOL AS A LEARNING ORGANIZATION

#### How to conduct the activity?

Method: Small Group exercise, followed by Large group Discussion

#### SUGGESTED STEPS

- The facilitator introduces the phrase 'learning organization' to the participants
- Take the participants through the power point presentation on 'learning organization' [D2\_S1\_1.1a: Day 2–Session 1–Activity 1.1–Powerpoint Presentation 'School as a Learning Organization']
- Ask the participants to discuss in small groups of 8-10 for 10 minutes on what they understood by the phrase
- Groups are given a blank sheet of paper to discuss the different questions raised during the presentation
- What would they see, hear, sense or feel if they were visiting a learning organization?



- Take few points from different groups and put them on white board
- Take the participants through a power point presentation that discusses different aspects of a learning organization
- Dialogue with participants continuously and discuss on the different conceptual definitions of 'Learning Organization' and their understanding
- Discuss the importance of each of the five disciplines viz. Personal Mastery, Mental Models, Shared Vision, Teamwork and Systems' thinking for an organization to be learning even without using the terms.

## REFLECTIVE QUESTIONS

- Could you relate any of these things with your school?
- Did the exercise help you to think of transforming your school to a learning organization?

## NOTES FOR THE FACILITATOR

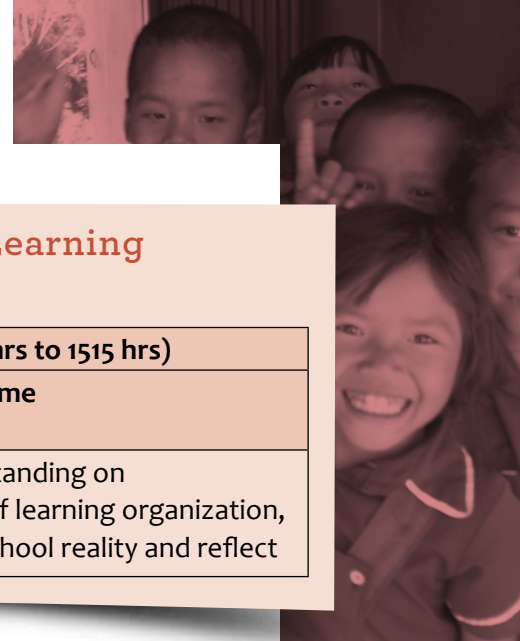
- Distribute the participants small excerpts from 'Schools that Learn' by Peter Senge for self- reading.  
*[D2\_S1\_1.1b: Day 2 – Session 1- Activity 1.1 – Excerpts from School as Learning Organization' by Peter Senge]*
- The power-point presentation, used on school as learning organization for consolidating the session, is attached as resources and hand-outs are also annexed.

Day  
2

### KEY MESSAGE

Learning organization constantly has to focus on personal growth of all, considers view point of all involved and begins with shared vision and team work. It is less about individuals but more about organization in entirety.





## Session 2: Understanding School as a Learning Organization

Session 2	(1215 hrs to 1315 hrs), (1415 hrs to 1515 hrs)	
Activities	Time (Mins.)	Expected Outcome
Key Ideas on learning organization and reflections	70	Develop understanding on characteristics of learning organization, relate to their school reality and reflect
Sharing Practices	50	

### ACTIVITY 2.1: KEY IDEAS ON LEARNING ORGANIZATION

#### How to conduct the activity?

Method: Large Group Discussion (Plenary)

#### SUGGESTED STEPS

- The Facilitator draws the attention to a few key learning drawn from the case study which any good school would reflect, introduced on day 1 session 4.
- The facilitator draws examples from the case study to highlight the five key characteristics of Learning Organizations and also links this with the power point presentation made in the previous session.
- The facilitator asks the group to also share their own life experiences as School Heads to highlight these aspects.

#### REFLECTIVE QUESTIONS

- Personal Mastery:
  - ♦ What new learning has taken place in the past year in your school?
  - ♦ In order to bring that new learning into your school, have you invested in the people to use the learning?
  - ♦ E.g. CCE to be launched in your school, but do you and the teachers believe in CCE, or in its implementation or have you prepared yourself in understanding CCE completely?
- Mental Models:
  - ♦ What assumptions have you recognized about yourself that prevent you from changing?

Day  
2

- ♦ E.g. Parents do not want to send their children to school because they don't see any value?
- ♦ Case study 4, Bheel community is an example of a mental model being questioned and changed.
- **Shared Vision:**
  - ♦ When was the last dialogue you had with your staff over any school related issue?
  - ♦ Do you think you and staff share the same understanding about what the school should achieve by the end of academic year?
- **Team Learning:**
  - ♦ What are you doing in your leadership role to support opportunities for individual development so that each teacher can grow his or her talents?
  - ♦ When did you last plan for the learning of your fellow colleague?
- **System's Thinking:**
  - ♦ What changes have been made in your school that sustain in your absence?
  - ♦ Focus on changes that are not people dependent?

## KEY MESSAGES

- Learning organization constantly has to focus on personal growth of all, considers view point of all involved and begins with shared vision and team work.
- School, as learning organizations, could be defined as schools that develop shared goals, establish collaborative teaching and learning environments, encourage initiatives and risk- taking, regularly review all aspects related to and influencing the work of the school, recognize and reinforce good work and provide opportunities for continuing professional development of its people.

## Day 2

### ACTIVITY 2.2: SHARING LEADERSHIP PRACTICES

#### How to conduct the activity?

Method: Large Group (Plenary)

#### SUGGESTED STEPS

- The facilitator invites few participants to share the leadership practices that they would want to initiate in their school, based on any of the five aspects of learning organization.

- It is suggested that when the participants share the practice, the facilitator notes them down on five different Charts (one for each idea) so that these contribute to the vision that they develop for themselves and into the SDPs that they make on Day 9 & 10.

## Session 3: Developing Vision

Session 3	1530 hrs to 1730 hrs	
Activities	Time (Mins.)	Expected Outcome
My vision for my school	100	Develops vision for school and journey as leader in realizing it.
Consolidation Reflection	20	School Heads will consolidate learning for the two days

Day  
2

### ACTIVITY 3.1: MY VISION FOR MY SCHOOL

#### How to conduct the activity?

Method: Individual exercise - Small group discussion – Individual exercise

#### SUGGESTED STEPS

- Give them chart paper, sketch pens, crayons, highlighters and freedom to re-imagine their school.
- Think of the future you wish to see for your school and draw it on a chart paper.
- Please do not worry about your skill in drawing and feel free to write in case you cannot express in drawing.
- Try to cover the different aspects of schools like school ambience, environment, classrooms, teaching-learning and even the intangible aspects like relationships too.
- Share this with members in your group around:
  - ♦ Steps required for mobilizing these changes in your school; make them as detailed and specific as possible.
  - ♦ The short- term and long- term goals and set the appropriate timeline for realizing them
  - ♦ Visualize the kind of leadership they would want to give to their school for realizing the vision

## NOTES FOR THE FACILITATOR

- Facilitators can give hint through thought provoking questions like
  - ♦ How do you wish to see your school in the next five years?
  - ♦ What areas do you wish to transform in your school?
  - ♦ How will the relationship between the community and school, teachers and children, teachers and school head be in future?
  - ♦ How will teaching-learning environment look like in your school?
- This is an ideation exercise and facilitator should motivate participants to freely think and even discuss. However it is important to arrive at observable and actionable points, which actually would find implication in school.
- In case some participants feel unsure, then the following format could also be suggested

How do I want to make my School a better place for staff and children?	What specific steps will I take?	When	What changes do I expect to see in my staff?	What changes do I expect to see in my pupils?
Fear- free environment for children	<ul style="list-style-type: none"> <li>▪ Discuss with staff how to change classroom environment</li> <li>▪ Discuss with students how to make classes more friendly</li> <li>▪ Involve staff and students in formulating the ethos for themselves</li> </ul>	Next term (after school reopens in June)	<ul style="list-style-type: none"> <li>▪ Sitting in groups with children</li> <li>▪ Interacting with them inside and outside classrooms</li> <li>▪ Friendly and playing with them</li> <li>▪ Giving more opportunities for students to ask, do, interact and learn</li> <li>▪ Listening to children's query</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sitting with teachers and HM without fear</li> <li>▪ Asking questions without hesitation</li> <li>▪ Working in group on their own</li> </ul>
Team work				
Discipline at work				
Inclusive environment				
Joyful teaching-learning				

Day  
2

## KEY MESSAGES

- Vision- building is an exercise of seeing the unseen and working towards its realization

## ACTIVITY 3.2: REFLECTION ON LEARNING OF DAY 1 AND 2

### How to conduct the activity?

Method: Individual exercise

## SUGGESTED STEPS

- The facilitator writes the following three questions on the board and asks the participants to fill the tools and share with the facilitator
  - ♦ What have I learnt?
  - ♦ What are my personal action points?
  - ♦ What activities might I use to develop leadership in my school?
- The facilitator reads through them and returns to the participants

## NOTES FOR THE FACILITATOR

This is more of a feedback to the facilitator on the two days and provides a suggestion on the areas to focus on in the next eight days.

Day  
2

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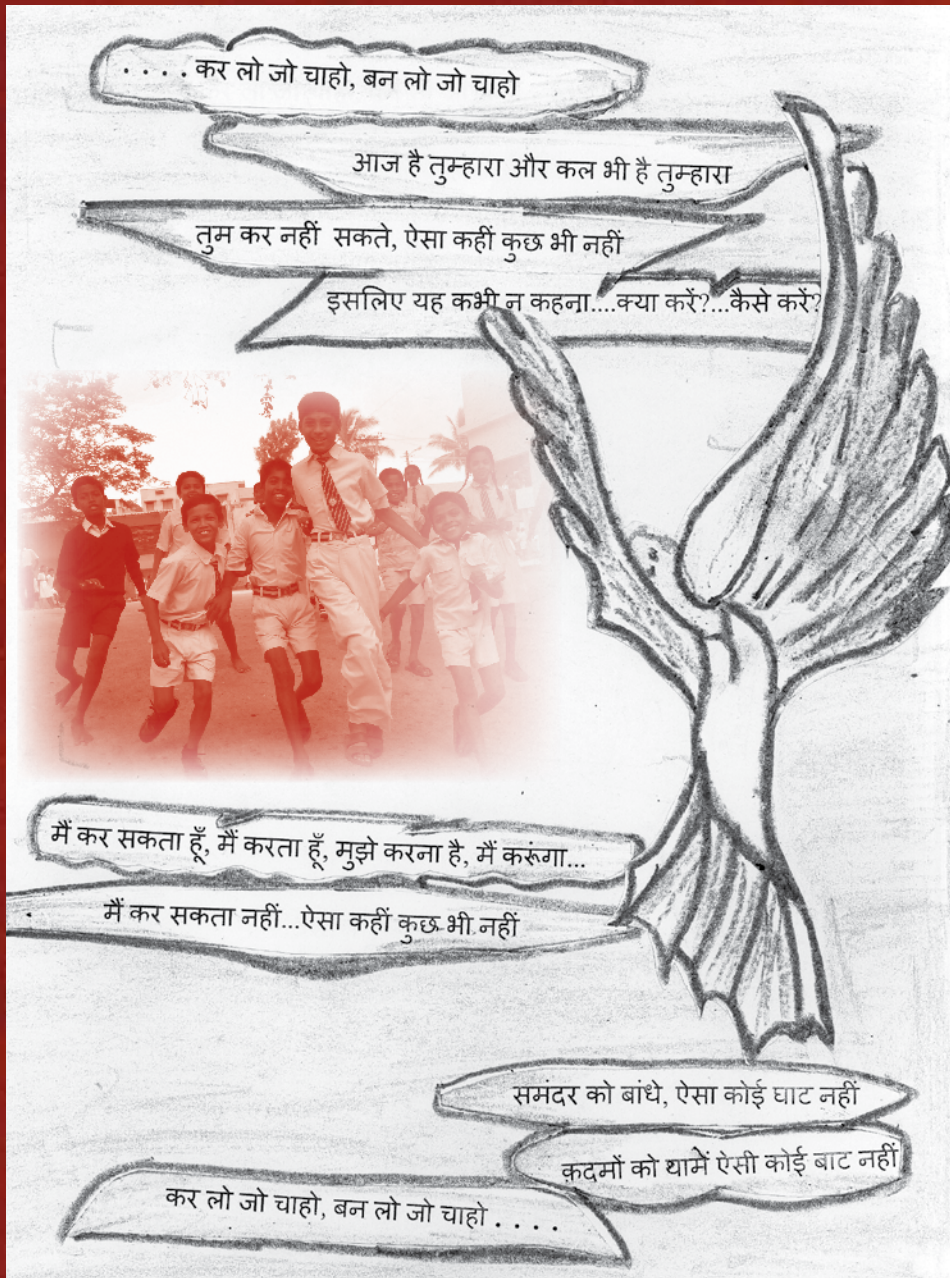
Day  
2





# KEY AREA 2

## Developing Self



Day  
3

Film: Thodasa Roomani Ho Jaayaen (1990)  
Lyricist (Kamlesh Pande)



## Facilitator Checklist for Day 3

### (KEY AREA-2: LEADING SELF)

#### Day 3

**Did you remember to collect the following Resources for today?**

1. Resource name 'Lead India' Video (D3\_S1\_1.1) ☐
2. Handouts of personality test tool (D3\_S1\_1.2) ☐
3. Handouts of the module 'Prioritization and time management'(D3\_S2\_2.1) ☐
4. Handouts of the module 'Urgent Important time management grid'(D3\_S2\_2.3) ☐
5. Handouts of the module 'Continuing Professional Development'(D3\_S3\_3.1) ☐

**Ensure that the following are available**

1. Charts ☐
2. Sketch pens ☐
3. Blank sheets of paper ☐
4. Laptop/computer ☐
5. Projector ☐
6. Hardcopies of the power point presentation as handouts ☐
7. Speakers (ensure sound quality ) ☐



## INTRODUCTION

The focus of this area is to develop a positive self-concept with regard to capabilities, attitudes and values amongst the School Heads. The objective of the design is to create spaces for self-improvement through reflection and interaction by understanding the critical role of a leader in creating scope and opportunities for continuous learning and development of self and others. In this, the leader would need to first invest in 'self' to demonstrate vibrant leadership. The ability for this would be developed by practicing 'reflection' as a way of self-learning. The belief is that by practicing action-based-reflection, the school leader becomes more empowered to lead the desired change, which develops an attitude of "Yes, I can!" when faced with a challenge and, consequently, transform his/her school. This day in the workshop tries to empower school leaders with the knowledge, skills and confidence to take responsibility for school change. The Leader, then, is inevitably seen as becoming a catalyst for leading the school change.

Day  
3

## OVERVIEW OF THE DAY

Day 3		
Session	Name	Time (Mins.)
1	Understanding My Leadership style	120
2	The Important-Urgent grid	150
3	Continuing Professional Development	90

## Session 1: Understanding My Leadership Style

Session 1	0930 hrs to 1130 hrs	
Activities	Time (Mins.)	Expected Outcome
Lead India Video and De-brief	20+30	Conviction building & 'signing up' for school change
Reflection on the 'Role I currently play as School Head' – A Leadership personality test	50	
Action step for School Change	20	

### ACTIVITY 1.1: LEAD INDIA VIDEO AND DE-BRIEF

#### How to conduct the activity?

Method: Video followed by reflection

#### SUGGESTED STEPS

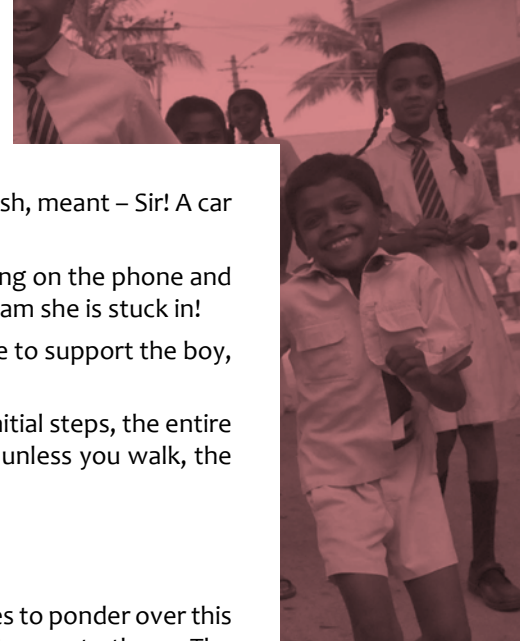
- Introduce the session & Play the video: The facilitator sets the context for a Short Film to show our ability to influence and solve problems. In this case, others join the little boy, for solving the problem, and united take action until the problem is solved. Although the video is set in the Indian context, it is very useful and one can grasp its essence despite the language barrier. The video is played once and might need to be played twice since, at an initial stage, people take time to absorb the central idea. *[D3\_S1\_1.1:Day 3-Session 1-Activity 1.1-Lead India Video and De-Brief]*
- Group/collective Reflection to draw learning from the video The facilitator gathers the initial reaction on the video by starting a discussion. The facilitator could also highlight a few aspects and guess the dialogues that were being spoken by re-playing the video and putting it in the pause mode, wherever needed.

#### REFLECTIVE QUESTIONS

- What do you think of the video?
- What is the main emotion evoked by the video? (**not thought, but emotion!**)
- Was the video comprehensible?
- What is the theme of the entire video?
- We could see that there was a politician, who was being guarded by the Police.

Day  
3





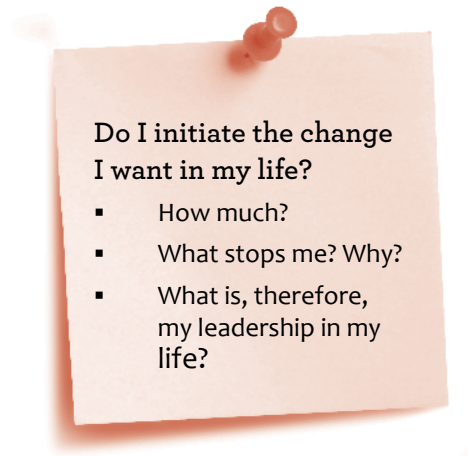
There was a dialogue taking place in Hindi which, in English, meant – Sir! A car has been arranged for you on the other side!

- Similarly, there is a young girl sitting in an auto and talking on the phone and saying –“ I hate this country“ as a reaction to the traffic jam she is stuck in!
- Did you notice that the initial group of people, who came to support the boy, were all kids! Why do you think this happens?
- The gist of the song, when translated, is – you take the initial steps, the entire country follows you and walks with you. Also, until and unless you walk, the country wouldn't take its steps towards change.

## INDIVIDUAL REFLECTION & SHARING

- The facilitator asks the school heads to take a few minutes to ponder over this question and then, if they want, share the thoughts that come to them. The sharing here could simply be in terms of each one sharing his or her thoughts and not focusing on finding solutions or reasons/ways for overcoming. The facilitator initiates the process of sharing on how the participants view themselves after watching this video on the question:

Day  
3



**Do I initiate the change  
I want in my life?**

- How much?
- What stops me? Why?
- What is, therefore, my leadership in my life?

## NOTES FOR THE FACILITATOR

- The participants might need to watch it twice/thrice, as the first viewing helps in tuning in to the video and getting a feel while by the 2<sup>nd</sup>/3<sup>rd</sup> round of viewing, the subtle nuances would sink in. Hence, six minutes has been earmarked for re-playing the video to understand its nuances.
- Here's the story line of the video:

## Day 3



### The 'Tree ad'

The Lead India campaign ad shows a child venturing to remove a tree that has fallen on a road, obstructing the movement of traffic, with the 'anthem' as soundtrack.

#### Transcript:

The setting is an urban crowded road, with a traffic jam caused by a tree that collapsed in the middle of the road and is blocking the way. Everyone is affected: people in cars are honking and cursing each other, but everybody is just waiting for something to happen. Some policemen are shown sleeping in a car while some are instructing people to move away. Street children are playing. People start getting off their cars and proceeding on foot towards their destinations as they have apparently realized that it would take a long time for the street to get cleared. A little boy sits in a bus on his way to school, watching the chaos. He is puzzled but eventually he gets down and starts resolutely walking towards the tree, passing the waiting cars and buses. Suddenly, it starts raining and everybody rushes either into the vehicles or indoors. The little boy reaches the tree. He is alone, rain-soaked, but with a resolve to do something, he starts pushing the tree with all his might in an effort to remove it from the road. His resolute efforts make him the cynosure of attention of a few till slowly more and more people begin to notice him, and, before long, all eyes are riveted on the boy to the exclusion of all else. The child's initiative starts a revolution. All the people, caught in the traffic jam, join him in his single-minded determination to remove the tree. Significantly, the first to join in are children. They are not school children in uniform, but street children: together they push, with smiles on their faces. The "contagion" spreads and soon the adults also join in, with even the most reluctant ones changing their minds to be part of the group dynamics. The motley crowd that unites with a singularity of purpose includes a rikshawwala, a sardar, some barefooted children, and a young woman. The unified efforts succeed in their objective.

The sun shines again: the camera pans on some walking children, a bicycle, a three-wheeler, and a car, before settling on the traffic that has resumed moving. Everybody is happy. Soaked clothes are squeezed in the sun amidst smiles and rounds of congratulations. Only at this point, the policemen wake up and realize what has happened.

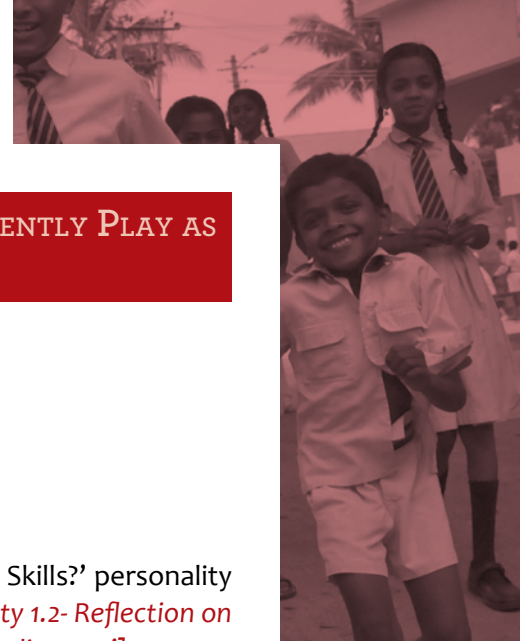
The film ends with a group picture of the protagonists of this event looking back, as if watching the spectator. The line that appears at the end of the commercial sums it all, 'Seeking tomorrow's leaders today. Lead India - the search is on.'

In an urban setting, we find the concept of integration and national unity that transcends differences, with people ignoring their individual identities to heed the call for national unity.

The ad shows the agent of this transformation - a leader -, who is a little boy belonging to the middle class. In fact, he is promptly followed by his lower class peers and subsequently by the entire population. The change touches the younger generation first, but is bound to affect even the older ones.

The insight for the commercial is that most people in the country are aware of the prevalent economic, political and social troubles, but nobody wants to do anything about it.

[Source: Adapted from <http://www.juragentium.org/topics/rol/india/en/consolar.htm>]



## ACTIVITY 1.2: REFLECTION ON THE 'ROLE I CURRENTLY PLAY AS SCHOOL HEAD

### How to conduct the activity?

Method: Individual exercise

### SUGGESTED STEPS

The facilitator administers 'How good are your Leadership Skills?' personality test to all the participants [D3\_S1\_1.2: Day 3- Session 1-Activity 1.2- Reflection on the 'Role I currently play as School Head- A Leadership personality test']

The facilitator then asks the school heads to take some time to reflect and respond to the following questions in the light of the personality test undertaken by them as also on the basis of what they learnt about themselves.

### REFLECTIVE QUESTIONS

- What are your strengths that help in running the school well?
- What issues do you face in school which you need to work on- relate it to working on own weakness and ways to turn the same into strength.
- In the light of the discussion, how do I see the role I currently play as a School Head? (is it one who attempts change, or who is happy the way things are, do I prefer others to initiate, while I feel comfortable following? or find yourself thinking that school's running great, there's no need for change? Or any other?)
- Based on the discussion, what is that one change – small or big- that I'd like to try out in my school?

Day  
3

## ACTIVITY 1.3: ACTION STEP FOR SCHOOL CHANGE

### How to conduct the activity?

Method: Reflection & sharing by an exhibit

### SUGGESTED STEPS

- After gathering the responses of the group on the above questions, the facilitator now hands out a colorful chit of paper to each participant and asks them to write on it one point of 'change' that they will now bring about in

their schools – could be about their own behavior in the school or a process in the school.

- The facilitators give the participants some time to think.
- The facilitators would need to ensure that the points they write must be ‘actionable’ i.e, something that they will DO differently. It can’t be as vague as ‘I will eat properly from now on!’ It could be ‘from now on, I’ll take care of eating healthy food!’ And even better would be – ‘From now on, I’ll make sure I eat a fruit every day!’
- Once they write on their respective chits of paper, they put up these up for display on the soft board.
- The participants can, thereafter, also read each other’s responses and complement each other and draw ideas from each other.

## NOTES FOR THE FACILITATOR

- The promises they make for change can be very simple and small as well.
- These pointers should also be something that is close to their hearts that has perhaps been bothering them for a while or anything that makes them less stressed etc.
- Ensure each one write a promise to them and puts it up on the board.
- The board, if kept in the centre of the circle, usually creates a lot of energy when everyone looks at it as a whole! This is a fitting conclusion for a workshop as well.

## KEY MESSAGES

- The ‘Lead India’ video reinforces the applicability of the framework to solve a problem.
- Reflection on ‘Do I initiate the change I want in my life?’ (Understanding My leadership style)
- ‘Promise to yourself’ is a commitment of your first step towards change for yourself and your school.

Day  
3

## Session 2: Prioritizing Work as a School Head

Session 2	(1145 hrs to 1315 hrs), (1415 hrs to 1515 hrs)	
Activities	Time (Mins.)	Expected Outcome
Individual exercise	45	Use this as a tool to attempt school change. The participants would be able to reflect on how they perform their role and how to utilize their time better
Collective thinking based on understanding on Leadership	45	
Understanding the time management Grid & consolidation	60	





## ACTIVITY 2.1: INDIVIDUAL EXERCISE ON TIME MANAGEMENT

### How to conduct the activity?

Method: Individual work

### SUGGESTED STEPS

- Distribute the handouts for this activity to the participants as enclosed in resources [*D3\_S2\_2.1: Day 3- Session 2-Activity 2.1-Prioritization and Time Management*]. Give time to the participants to work individually on the Prioritization matrix.
- Here the school heads have to mention work that they engage in and those that are done in their absence by their colleagues.

## ACTIVITY 2.2: COLLECTIVE THINKING BASED ON UNDERSTANDING ON LEADERSHIP

### How to conduct the activity?

Method: Large group discussion

### SUGGESTED STEPS

Once each school head has completed the exercise, the facilitator then engages in a discussion.

- As discussed on day 1 & 2, as a leader, the role is also of an ‘enabler’, who helps people enhance the quality of their work and supports them in achieving their goals.
- Since being a school Head comes a lot of responsibility, the tasks and activities that underpin your job description cannot be physically carried out by you alone. A large part of a school leader’s job is to get things done through others. That means providing direction, modeling good practice, managing performance and supporting the work of others. It also means delegating effectively and making sure your staff is motivated, and undertakes its delegated tasks as per professional standards.

Day  
3

## ACTIVITY 2.3: UNDERSTANDING THE TIME MANAGEMENT GRID & CONSOLIDATION

### How to conduct the activity?

Method: Working in pairs and large group consolidation

### SUGGESTED STEPS

- The participants then are given the handout of 2 pages [*D3\_S2\_2.3: Day 3-Session 2-Activity 2.3-Understanding the Time Management Grid*] that explains the time management grid.
- The facilitator divides the group in pairs based on their current seating arrangement.
- The group sits in pairs and is given time to read through the two pages and attempt the exercise to place their work on this grid. Give about 20 mins for this exercise.
- Once the group has tried it out, the facilitator can then have a consolidated discussion.

### REFLECTIVE QUESTIONS

- How useful has the exercise been?
- What did they learn the time management grid to be?
- Establish how your time is spent
- Determine your problem areas
- Delegate 'urgent but not important' tasks as well as tasks that are 'neither urgent nor important'

### NOTES FOR THE FACILITATOR

During this activity, help might be extended to those school heads who are struggling with the concept of the grid.

### KEY MESSAGES

- As a leader, the role is also of an 'enabler', who helps people enhance the quality of their work and supports them in achieving their goals
- Prioritizing these tasks may be difficult because you deem all tasks as equally important. Nonetheless, you have to think about the activities where you as a head teacher or principal have the most impact (i.e. separating tasks that

Day  
3



can only be done by you from tasks that could be done by others but have the same impact).

- Being able to assign (delegate) some of your activities to others is a start to prioritizing your work, managing your time and developing trustworthy relationships.

## Session 3: Continuing Professional Development

Session 3	1545 hrs to 1700 hrs	
Activities	Time (Mins.)	Expected Outcome
Develop Personal Development Plan	90	Each School Head develops a Personal Development Plan

### ACTIVITY 3.1: PERSONAL DEVELOPMENT PLAN

#### How to conduct the activity?

Method: Individual exercise

#### SUGGESTED STEPS

- The facilitator distributes the handout to each participant as a Self Learning Material. *[D3\_S3\_3.1: Day 3- Session 3-Activity 3.1- Continuing professional development]*
- Each school Head engages in individual reflection for about 90 mins.
- The session ends with each school Head developing a Personal Development Plan for themselves.

#### NOTES FOR THE FACILITATOR

- While the school Heads would be engaged in the exercise, it is suggested that the facilitator walk around and spend a few minutes with each participant to ensure they understand as to how to go about doing this activity.
- Facilitator to review what the participant has written and, in case there is a cause of concern, to discuss the same in detail with the participant.

Day  
3

[illegible]

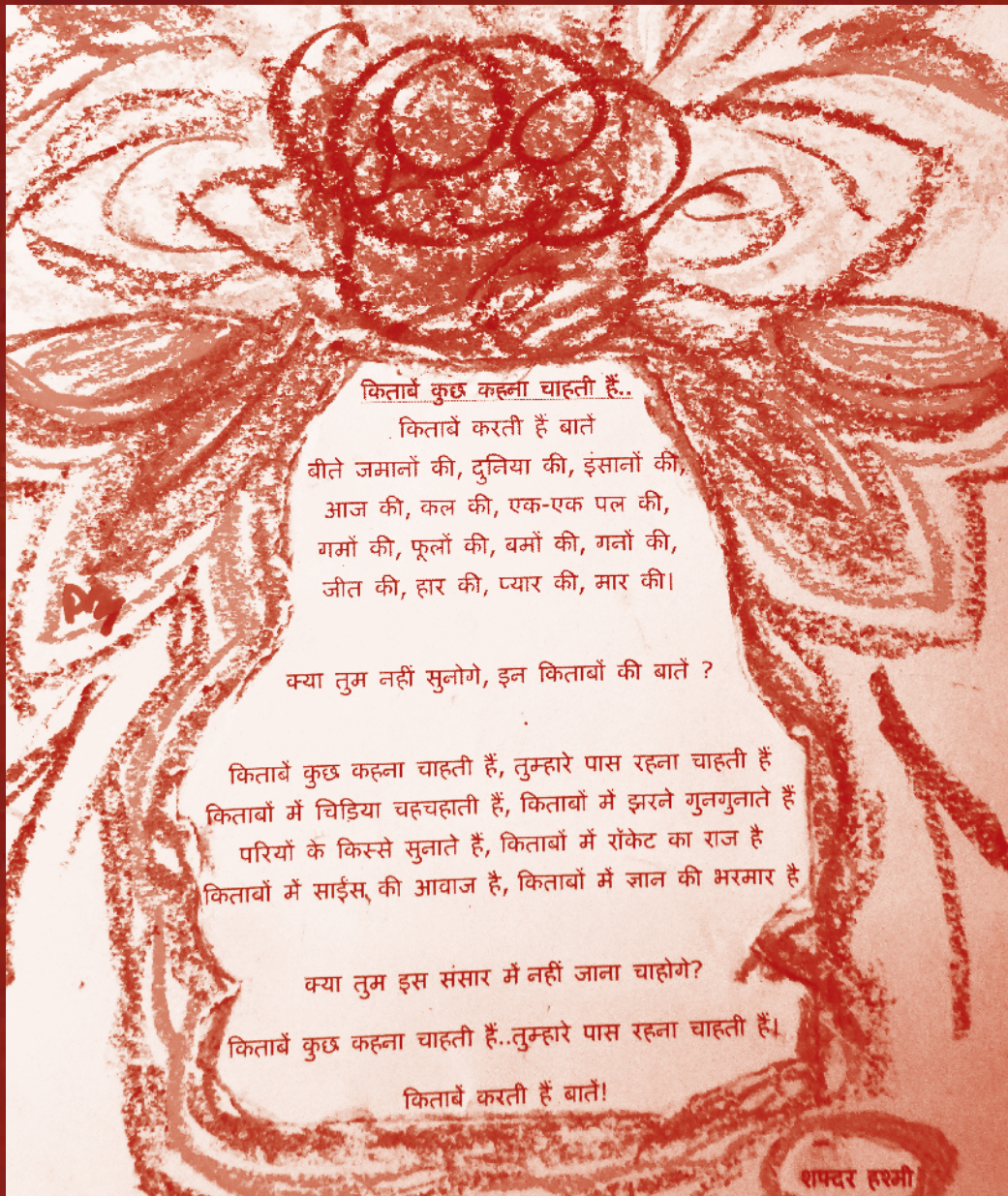
Day  
3





# KEY AREA 3

## Transforming Teaching Learning Process



Day  
4&5

## Facilitator Checklist for Day 4 & 5 (KEY AREA-3: TRANSFORMING TEACHING LEARNING PROCESS)

### Day 4

Did you remember to collect the following Resources for today?

1. Handouts of excerpts from 'Tottochan' (D4\_S1\_1.1) ☐
2. Power point Presentation on the quotes of various philosophers (D4\_S1\_1.2) ☐
3. Powerpoint Presentation on Development needs of children (D4\_S2\_2.1) ☐
4. Video of Young Historians Video (D4\_S3\_3.1) ☐
5. Powerpoint Presentation on Child-Centred Pedagogy (D4\_S3\_3.2) ☐

Ensure that the following are available

1. Charts ☐
2. Sketch pens ☐
3. Blank sheets of paper ☐
4. Laptop/computer ☐
5. Projector ☐
6. Hardcopies of the power point presentation as handouts ☐
7. Speakers (ensure sound quality ) ☐

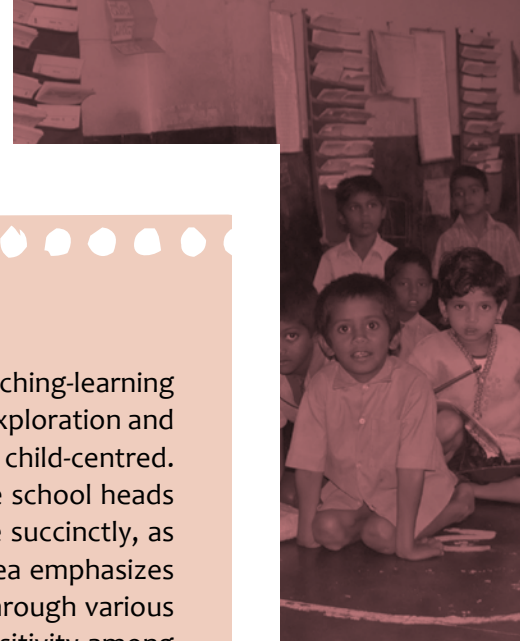
### Day 5

Did you remember to collect the following Resources for today?

1. Power point Presentation on providing feedback to the teachers (D5\_S1\_1.1) & Coaching and Mentoring (D5\_S2\_2.1 a) ☐
2. Handouts of modules on Coaching and Mentoring (D5\_S2\_2.1 b) ☐
3. India Untouched Video Clips (D5\_S3\_3.1a, D5\_S3\_3.1b, D5\_S3\_3.1c) ☐

Ensure that the following are available

1. Charts ☐
2. Sketch pens ☐
3. Blank sheets of paper ☐
4. Laptop/computer ☐
5. Projector ☐
6. Hardcopies of the power point presentation as handouts ☐
7. Speakers (ensure sound quality ) ☐



## INTRODUCTION

The focus of this key area is to transform the teaching-learning setting by understanding the school as a place for exploration and creativity and making classroom processes more child-centred. Through this key area, it is purported to enable the school heads to understand the purpose of education and, more succinctly, as to why children should come to school. This key area emphasizes on the developmental needs of the children and, through various experiential learning activities, tries to develop sensitivity among the school heads to understand the needs of children. This key area also lays focus on child-centred pedagogy and on active learning. It also focuses on developing skills of the school heads towards important processes related to teaching learning, such as observation of classrooms, providing feedback to teachers and being a coach and a mentor to them. The ultimate aim of this key area is to enable the school head to lead the process of teaching and learning in a way that each child feels unique, important and respected and is motivated to come to school every day to learn new things about oneself and the environment.

Day  
4

## OVERVIEW OF THE DAY

Day 4		
Session	Name	Time (Mins.)
1	School and purpose of education	90
2	Understanding developmental needs of children	90
3	Understanding child-centered pedagogy	90
4	Using active learning in classrooms	90



## Session 0: Ice-Breaker

Session 0	0930 Hrs to 1000 Hrs	
Activities	Time (Mins.)	Expected Outcome
Island of Academic leadership	30	Derive the characteristics of an academic leader

### How to conduct the activity?

Method: Ice- breaker (group activity)

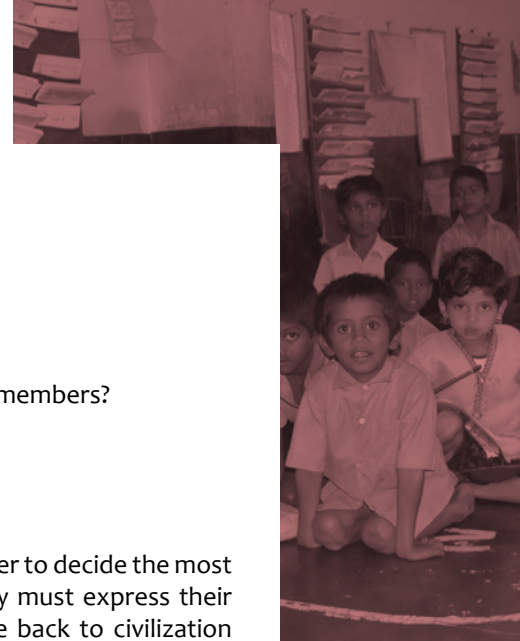
### SUGGESTED STEPS

Divide the participants into groups of five.

- A hand-out of leadership qualities as trees is provided to each group (given in the next page).
- Each group is to imagine that they are stranded on an imaginary island.
- The only way to get back to civilization is to choose five leadership characteristics that they think are important to becoming successful academic leaders.
- Each group will pick five different characteristics from the trees and develop a convincing case as to why these characteristics will help them become successful as an academic leader.
- Encourage each group to come up with positive reasons as to why their leadership qualities will help them to be successful.
- Each group will pick one member to present their case to the facilitator.
- How convincing they need to be is up to the facilitator, who collectively decides whether the group stays stranded or returns to civilization.
- If the facilitator determines the group has not developed a convincing case then they must return to Leadership Island and strengthen their argument.
- Give each group six minutes to prepare their presentations.

Day  
4





## REFLECTIVE QUESTIONS

- What was most difficult about this exercise?
- How did your team select your top five?
- How did you eliminate other characteristics?
- Was there some negotiation involved among the group members?
- How did you choose your leader?

## NOTES FOR THE FACILITATOR

In this problem- solving activity, participants will work together to decide the most important characteristics of being an academic leader. They must express their decision through verbal justification in an attempt to come back to civilization from academic leadership island.

The characteristics to choose from the tree are-

- **Vision tree:** Change agent, enthusiasm, innovative, creative, establishes goals
- **Relationship tree:** Good listener, team developing, empathetic, appreciative of others, understanding, compassionate
- **Awareness tree:** Goal awareness, self- awareness, environment awareness, community awareness
- **Continuous improvement tree:** Embraces innovation, life-long learner, coach ability, adaptability
- **Character tree:** Honest, responsible, sense of humor, self- disciplined, trustworthy, persevering
- **Action tree:** Decision- maker, evaluator of outcomes, risk- taker, problem- solver, strong work ethics, effective communicator

There is no one correct characteristic of an academic leader. Your choice will be based on how well the group is able to convince you as to why a particular characteristic is important.

Day  
4

## Session 1: School and Purpose of Education

Session 1	1000 hrs to 1130 hrs	
Activities	Time (Mins.)	Expected Outcome
Reading excerpts from Totto chan (pages 1-11)	90	Understanding the purpose of education
Discussion on the excerpts		
Discussion on the quotes of various philosophers of education on purpose of education		
Discussion to arrive at the purpose of education		

## ACTIVITY 1.1: READING EXCERPTS FROM TOTTO CHAN (PAGES 1-11)

### How to conduct the activity?

**Method:** Individual activity. The participants read the excerpts from Tottochan, as enclosed in the resources

### SUGGESTED STEPS

- Participants read out excerpts from Tottochan (silent reading), followed by large group discussion [*D4\_S1\_1.1: Day 4-Session 1-Activity 1.1-Reading Excerpts from TottoChan*]

### REFLECTIVE QUESTIONS

- What aspect about the story struck you the most?
- What kind of a girl was Tottochan?
- What is the nature of relationship between the mother and child?
- How was the teachers' perception of the child different from the mothers' perception of the child?
- What are the expectations of the teacher that Tottochan could not realise?
- What were the needs of the child which the first school could not realize?
- What do you derive about the sensitivity of the first school towards the needs of the child?
- What characteristics of the school do you derive from the behaviour of the teacher?
- What were the characteristics of Tottochan that you found special?
- How different are the purpose of education for the teacher in her first school from that of the headmaster in the second school?
- If you come across a child like Tottochan in your school, how would you interact with the child?

### NOTES FOR THE FACILITATOR

Focus discussion around the following opinions-

- The teacher is always right
- Being an able student means ability to remember and reproduce maximum information

Day  
4



- Textbooks are the only important source of knowledge for children
- Teachers and the headmasters have to be feared and respected
- The best teacher is one who talks more than the children in the class

## ACTIVITY 1.2: DISCUSSION ON THE EDUCATIONAL QUOTES BY EMINENT PERSONALITIES

### How to conduct the activity?

Method: Small and Large Group activity

### SUGGESTED STEPS

- Divide the participants into small groups
- Distribute multiple hand-outs on different quotes to each group [*D4\_S1\_1.2a, D4\_S1\_1.2b: Day 4-Session 1-Activity 1.2-Power Point and handouts of the quotes of various philosophers of education*]
- Ask the participants to discuss on the central idea of each quote.
- Let them discuss on how the quote relates to the meaning and purpose of school education
- Ask the group to decide on any one quote which the entire group likes
- Think on what is the vision of the school that they see in the quote which made them choose it over others.
- Would you like to change something in your school to be able to give the kind of education mentioned?

### REFLECTIVE QUESTIONS

- Do you find the quotes realistic and doable?
- Can you identify some key steps that you would want to initiate to give purpose to your school and the education it imparts

### NOTES FOR THE FACILITATOR

The quotes that have been provided are suggestive and could be those from other thinkers or eminent people. Also these quotes have been chosen as they are focused on child and education and may not represent the holistic philosophy on education of the eminent educationists concerned.

Day  
4

## KEY MESSAGES

One needs to understand that the purpose of education is not only to impart knowledge but also to contribute to their holistic development.

### Session 2: Understanding Developmental Needs of Children

Session 2	1145 hrs to 1300 hrs	
Activities	Time (Mins.)	Expected Outcome
PowerPoint presentation on developmental needs of children	90	Be sensitive towards needs of children and create a warm, safe and caring environment within the school
Group Activity- Developmental needs of children		
Developing Action Plan		

### ACTIVITY 2.1: POWERPOINT PRESENTATION ON DEVELOPMENTAL NEEDS OF CHILDREN

#### How to conduct the activity?

Method: PowerPoint presentation

#### SUGGESTED STEPS

Show the participants the PowerPoint presentation on developmental needs of children and initiate discussion around the same [D4\_S2\_2.1: Day 4-Session 2- Activity 2.1- Power point Presentation on development needs of children]

#### REFLECTIVE QUESTIONS

- What happens when these needs are not met?
- How would you, as a school head, ensure that your children's needs are met in order that they feel competent in that particular stage of life?
- What should the teacher be doing in the classroom to ensure that he/she takes care of the developmental needs of children in the teaching learning process?

Day  
4





## ACTIVITY 2.2: DEVELOPMENTAL NEEDS OF CHILDREN

### How to conduct the activity?

Method: Group activity

### SUGGESTED STEPS

- Ask the participants to divide themselves into four groups.
- Ask each group to select a pointer of their choice from the given
  - ♦ Poor nutrition affecting learning
  - ♦ Separation/trauma affecting learning
  - ♦ Loss of family/home/broken family affecting learning
  - ♦ Loss of respect and dignity (caste bias/gender bias) affecting learning
  - ♦ Learning disability
  - ♦ Slow learner
- Develop a real life case study around a situation where the developmental needs of any child in their school are not met.
- Discuss each group's case.
- Elicit discussions on how they would have handled such situations better with the help of an action plan.

### REFLECTIVE QUESTIONS

- How important is the act of observing a child in the classroom?
- Who do you rely on to get information about your children's welfare?
- What is the support and resources you would need to help a child?
- What are the challenges that stop you from being able to pay personal attention to the children of your school?
- What is the role of community and parents in helping you understand the children in your school?
- How do you estimate the support of your teachers in this endeavour?

### NOTES FOR THE FACILITATOR

Cases could be on any other developmental needs of children.



Day  
4

## KEY MESSAGES

Head teachers have to be aware of the developmental needs of the children and, accordingly, provide those facilities in the classroom that can help their teaching learning process

### Session 3: Understanding Child-Centered Pedagogy

Session 3	1400 hrs to 1530 hrs	
Activities	Time (Mins.)	Expected Outcome
Video on 'Young historians'	90	Understanding the importance of child centered pedagogy in classroom and its implication on developmental needs of children Understanding and appreciating the use of innovative methods of teaching in classrooms
PowerPoint presentation on child centered pedagogy		
Innovative teaching methods (Group Activity)		

### ACTIVITY 3.1: VIDEO ON 'YOUNG HISTORIANS'

#### How to conduct the activity?

Method: Video

#### SUGGESTED STEPS

- Show the video on 'Young historians' to the participants. [D4\_S3\_3.1: Day 4-Session 3-Activity 3.1- Video on 'Young Historians']
- Discuss the video in terms of innovative methods of teaching, interest of the children, and role of teacher in eliciting higher order thinking among children.

#### REFLECTIVE QUESTIONS

- What steps did the teacher follow in this particular method of teaching?
- What was the role of the teacher in this method of teaching?
- How much of teacher talk was noticed in comparison to student talk?
- Do you inspire your teacher to innovate teaching sessions in your school?
- Why is it important to cater to the cognitive needs of the children?
- What cognitive needs of children are being met in this particular method you watched in the video?

Day  
4





## ACTIVITY 3.2: CHILD- CENTRED PEDAGOGY

### How to conduct the activity?

Method: PowerPoint presentation

### REFLECTIVE QUESTIONS

What are the cognitive needs of children at this age level of 6-14?

### SUGGESTED STEPS

- Distribute the handouts of the powerpoint presentation to all participants  
*[D4\_S3\_3.2: Day 4- Session3-Activity 3.2- Power point Presentation on child-centred pedagogy]*
- What kind of teaching do children enjoy in the classrooms?
- What do you understand about active learning pedagogy?
- What are the instructional methods that encourage active learning in classrooms?
- Which among the list of active learning methodologies are you already doing?
- Which among the list are new to you and your teachers?
- What are the advantages of active learning pedagogy?

## ACTIVITY 3.3: INNOVATIVE TEACHING METHODS

### How to conduct the activity?

Method: Group activity

### SUGGESTED STEPS

- Divide the participants into groups of 8-10.
- Invite the participants to select a topic of their choice.
- Ask them to identify two methods of teaching which would generate the interest of children.
- Ask the other group participants to analyze the methods on the principles of active learning.
- Derive the advantages of active learning in classrooms in terms of student retention and learning.

Day  
4

## REFLECTIVE QUESTIONS:

- Do you try and make the teaching sessions innovative?
- How do you motivate the teachers to innovate teaching? What are the challenges?
- What are the advantages of using active learning in classrooms?

## NOTES FOR THE FACILITATOR

Create a bank of cases of innovations in the area of teaching in discussion with the participants

## KEY MESSAGES

Importance of child-centered teaching for development of children and understanding the principles of active learning

## Session 4: Using Active Learning in Classrooms

Session 4	1545 hrs to 1715 hrs	
Activities	Time (Mins.)	Expected Outcome
Develop a lesson plan, based on active learning principles	30	Be able to apply the principles of active learning in developing lesson plans Be able to identify the instructional methods that encourage active learning
Discussions on the lesson plan	60	Derive the benefits of active learning in classrooms

Day  
4

### ACTIVITY 4.1: DEVELOPING A LESSON PLAN BASED ON THE PRINCIPLES OF ACTIVE LEARNING

#### How to conduct the activity?

Method: Group discussion and Demonstration

#### SUGGESTED STEPS

- Divide the participants into groups of 8-10.
- Invite the participants to develop lesson plans on the topic of their choice following the principles of active learning.

- The suggestive methods of teaching used could be role play, storytelling and discussions, think, pair and share, video- cum- discussion, class games (puzzles, crosswords), class debates, learning by teaching.
- Follow up with discussions on the methods. Revisit the principles of active learning in these methodologies and their advantages in terms of student satisfaction and success.

The following instructional methods (that encourages active learning) may be used:

- role play
- story-telling and discussions
- think, pair and share
- video- cum- discussion
- class games (puzzles, crosswords)
- class debates
- learning by teaching

## REFLECTIVE QUESTIONS

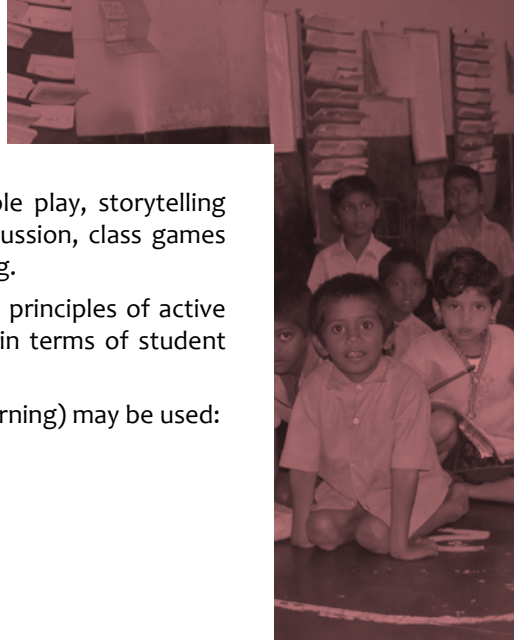
- What is the level of participation in the classroom?
- What is the extent of teacher talk and student talk?
- What is the extent of attention in the class?
- How is an active learning class different from a passive learning class?
- What are the barriers to active learning in classrooms?
- How does active learning contribute to development of the whole child – concepts, skills, aptitudes, personal qualities?

## NOTES FOR THE FACILITATOR

The methods listed here are suggestive. The participants could use other active learning techniques to teach the lessons.

## KEY MESSAGES

Active learning techniques play a significant role in making teaching learning efficient and joyful for the child.



Day  
4

[illegible]

Day  
4



## OVERVIEW OF THE DAY

Day 5		
Session	Name	Time (Mins.)
1	Observation and Feedback to Teachers	75
2	Being a Coach and a Mentor to teachers	120
3	Understanding Inclusion	90
4	Creating a culture of Inclusion in School and Classrooms	75
3	Initiating Processes for transforming teaching-learning in My School	30



Day  
5

### Session 1: Observation and Feedback to Teachers

Session 1	0930 Hrs to 1045 Hrs	
Activities	Time (Mins.)	Expected Outcome
Mock Classroom	20	Are able to understand the process of observation and giving positive feedback to teachers
Feedback by Small Group and Debrief in Large Group	55	

### ACTIVITY 1.1: MOCK CLASSROOM AND FEEDBACK PROCESS

#### How to conduct the activity?

**Method:** Conducting Mock classroom followed by small group feedback and large group discussion.

#### SUGGESTED STEPS

- Form three groups of 10-12 participants each.
- One of the groups prepares for conducting a mock classroom, where one acts as the teacher and others in the group act as students, based on a lesson plan for one of the elementary classes.

- The participants, who role play as students ask questions, keeping in mind the questions asked by students in their own classrooms/schools.
- The second group, of 10-12 participants, who act as the observer group, give feedback on the teaching-learning process.
- The third group, of 10-12 participants, who are observing the teaching-learning and feedback process by the second group, give their feedback on both teaching process led by the 'teacher' participant as well as the observations made by the second group.
- The large group facilitator then debriefs on the entire process and guides through discussion points.
- The facilitator shows the power point presentation on providing feedback to the teachers given as resource [D5\_S1\_1.1: .Day 5-Session1-Activity 1.1- Power point presentation on providing Feedback to teacher]

### REFLECTIVE QUESTIONS ON MOCK CLASSROOM:

- Do you think the instruction strategy of the teacher suited the content of the lesson?
- Did the teacher relate his/her teaching with the previous lesson? Why is it important to relate the content previously taught?
- What kind of questions did the teacher ask the students?
- Was there a dialogue in the classroom? Did the dialogue help in building the concept being taught?
- While teaching, how did the teacher respond to queries of students within the instructional time? Did he/she allow the students to ask questions, even if they were unrelated to the content?
- How did the teacher manage the different voices and noises in the classroom?
- Did the teacher refer to what the students would be able to learn at the end of the class? Did he/she congratulate the class for having been able to learn the concept?

## Day 5

### REFLECTIVE QUESTIONS ON FEEDBACK TO THE TEACHER:

- What was the tone of the second group while giving feedback?
- On what points did the second group give feedback to the first group?
- How many points as feedback were given as an encouragement and how many were discouraging?
- What is the importance of giving positive feedback to teachers?
- How differently can we design the feedback process?



## KEY MESSAGES

- Observation of classrooms can be an important tool for improving teaching learning process
- Feedback to teachers, especially positive feedback, has the potential of enhancing the confidence and effectiveness of the teachers.

## Session 2: Being a Coach and a Mentor to Teachers

Session 2	1100 hrs to 1300 hrs	
Activities	Time (Mins.)	Expected Outcome
Presentation on Coaching and Mentoring	20	Are able to understand the process of coaching and mentoring teachers and school staff
Reading and preparation for conducting mock- coaching/ mentoring session, based on four/five instances	20	
Role play	40 (10 minutes each for a pair)	
Large group discussion and debrief	40	

Day  
5

## ACTIVITY 2.1: ROLE PLAY ON COACHING AND MENTORING

### How to conduct the activity?

Method: Role play in pairs, followed by large group discussion

### SUGGESTED STEPS

- The facilitator shows a power point presentation on understanding the processes of **coaching** and **mentoring** [D5\_S2\_2.1 a: Day 5-Session2-Activity 2.1a- Power point presentation on Coaching and Mentoring]
- The facilitator reads the conversation between a school head and teacher, titled “A Moving Drama” to the participants given in module on coaching.
- Among the participants, six members volunteer for a mock coaching and mentoring session, to be held in pairs. Other participants can help these pairs in preparing for the role play.
- One of the Pairs could role play as a school head and other as a teacher, discuss a personal family issue of the teacher that affects teaching learning
- Another pair role play as a head teacher and a teacher of the school who is not



performing that well, in the eyes of the school head

- The third pair could act as a head teacher and member of the staff- such as the school helper, or a newly inducted teacher in the school
- The first pair can role play on **mentoring**, and the other two pairs can role play on **coaching** and **mentoring**. Some ideas for role play are given in power point presentation.

## REFLECTIVE QUESTIONS

- What were the key points in the conversations held by the pairs?
- What was the nature of the conversation between pairs?
- Was the school head able to resolve the issue faced by the teachers and the school staff?
- Did the school head help the teachers by showing them alternatives to dealing with the same issue/problem?

## NOTES FOR THE FACILITATOR

The large group discussion centres on understanding the differences between the two processes of coaching and mentoring. Both the processes are relying on the principle of building trust between the coach/mentor and the coachee/mentee. The art of listening and asking questions, while helping the coachee and the mentee, find answers to their problems, with struggles being key to these processes. A coach may not be a subject expert but may help in understanding the problems faced by teachers and help in resolving them. As a mentor, whose scope is much larger than the coach, the relationship relies on building trust and investing time in listening to what teachers or students might be going through in their daily lives that may or may not be work-related. The module on 'Coaching and mentoring' must be distributed to all the participants, given as resource [D5\_S2\_2.1 b: *Day 5-Session2-Activity 2.1b-Module on Coaching and Mentoring*]

## Day 5

## KEY MESSAGES

- Building trustworthy relations between the school head and the staff is key to coaching and mentoring
- Coaching focuses on helping other teachers and students in problem solving by helping them find their own ways to resolve the problem and guiding them through the process



## Session 3: Understanding Inclusion

Session 3	1400 hrs to 1530 hrs	
Activities	Time (Mins.)	Expected Outcome
Video Clips of the film 'India Untouched' ( <a href="http://www.youtube.com/watch?v=9_UnVZTo-ok">www.youtube.com/watch?v=9_UnVZTo-ok</a> ) followed by large group discussion	90	The participants are able to understand the importance of school as an inclusive space

### ACTIVITY 3.1: VIDEO CLIPS OF THE FILM 'INDIA UNTOUCHED'

#### How to conduct the activity?

**Method:** Playing the video clip of the film 'India Untouched' in three parts and debrief in large group

#### SUGGESTED STEPS

- This session is based on the context setting for inclusion.
- A video clip of the film 'India Untouched' is shown in three parts, which captures real events based on exclusion of children from within the school and classrooms.
- The video clip intends to invoke questions on exclusion, out-of-school children and the role of the school leader in embracing differences and believing that each child has a right to education.
- The aim of the session is to help the school heads' become aware of the existing forms of exclusion in and around their school and inside the classrooms.
- In this session, the participants are shown a video clip in three parts.
- After each portion of the video clip is shown, the facilitator leads the large group towards debrief on some probing questions.
- The facilitator also keeps on writing the responses of the participants on the whiteboard, and uses them for leading the discussion and debrief.

**First part of the video clip-** The first part of the video clip shows the dynamics between a few school- going children and a child from an excluded community. The child from the excluded community is also excluded from the school space and school processes, especially while the mid-day meal is being served [D5\_S3\_3.1a]

Day  
5

## REFLECTIVE QUESTIONS

- Why does the child not sit with other children for mid-day meal?
- Are there any reasons, other than caste, that compel children to stay outside the school? What could be the other reasons?
- Do you think the school head and teachers of the school, shown in the video, know about such children in their village?
- What kind of other practices must be happening in the school shown in the video?
- Do you think children from various communities add value to the school process? How?
- What must the school head do in order to make children from excluded communities feel more comfortable in their schools?

**Second part of the video clip:** The second part of the video clip shows how girls are expected to do chores in the school, from making tea to cleaning the school ground and school toilets. The girls shown in the video belong to an excluded community [D5\_S3\_3.1b].

## REFLECTIVE QUESTIONS

- Do you consider that girls are being excluded from the school processes? If yes, how, and if no, then why not?
- What do you see the girls learning in the school? Do you think they spend enough time reading books and attending classrooms?
- Do you think that there exist differences between girls and boys in their ability to learn and perform different tasks in the school?
- How would you try to make the school head aware of girls being excluded from the learning processes?
- How can the school head do things differently while dividing responsibilities between boys and girls in the school?

**Third part of the video clip:** The third part of the video clip shows the seating arrangement of children in classroom, where the teacher exhibits discriminatory behaviour towards children of different communities. In this video clip, there is also an interesting dialogue between the school teacher and the community members [D5\_S3\_3.1c]

## REFLECTIVE QUESTIONS

- What do you see in this video clip? How does the teacher create differences among children within the classroom?
- What kind of mindset do you think the children would be developing in such a classroom? How would it impact their well-being?



- How do the community members react to the practices of the school teacher?
- What other practices do you think could be happening in the classroom shown in the video clip?
- What should the school head have done in such a circumstance, on seeing the teacher discriminate?
- How should the school head respond to the community members in such a case?

## NOTES FOR THE FACILITATOR

This session is extremely sensitive as it deals with issues of caste and gender, and how the girls shown in the video also belong to the *dalit* community. It is important here to highlight that this is not an issue specific to caste and gender, but other forms of exclusion also exist, based on class, race, ethnicity etc.. The discussion can also go beyond the current video and incorporate other forms of exclusion.

[D5\_S3\_3.1a, D5\_S3\_3.1b, D5\_S3\_3.1c Day 5-Session 3-Activity 3.1-Video Clips of the film 'India Untouched']

## KEY MESSAGES

- Forms of exclusion exist in and around the school, and becoming aware of these is the first step towards making schools an inclusive space
- Inclusion is an asset to the school, and each child has the right to education, irrespective of any social community, caste, class and gender

## Session 4: Creating a Culture of Inclusion in School and Classrooms

Session 4	1545 hrs to 1700 hrs	
Activities	Time (Mins.)	Expected Outcome
Group work on devising strategies for inclusion	30	Are able to devise strategies for making their school and classroom inclusive, and involve the community resources for enriching school experiences
Presentations by the group	45	

Day  
5

## ACTIVITY 4.1: DEVISING STRATEGIES FOR INCLUSION

### How to conduct the activity?

Method: Group activity followed by presentations

### SUGGESTED STEPS

- In the context of the discussions held in previous session, the participants are divided into three groups.
- The three groups work on devising strategies through which they can make school spaces inclusive, strategies that would ensure that all children are able to participate and learn within a classroom and strategies for involving the community resources for enriching the spirit of inclusion in the school.
- These three groups reflect on the discussion held previously, to take cues for understanding the various forms of exclusion that may exist within the school and the classrooms, and how the school can alienate the community by discriminatory practices.
- The groups then think of strategies through which inclusion can take place. After the group work, the three groups present in the large group and the facilitator leads the discussion on inclusive practices.

### NOTES FOR THE FACILITATOR

The facilitator needs to assist the groups in devising strategies that are specifically aligned to be inclusive, such as,

#### **School:**

- What are the spaces and daily school events where exclusion of children can take place? (school attendance, morning assembly, chores in the school-filling water in the buckets, in the playground, access to certain rooms and reading materials- do all children have access to library books, the movement of children with special needs, , co-curricular activities, annual functions of the school etc.)
- What practices would the school heads initiate to bring inclusion in the above defined spaces of the school?

#### **Classroom:**

- What are the seating arrangements of children in the classroom?
- How would you lessen the distance between children of different caste and communities within the classroom? What could be the potential strategies?
- Differences may exist in the learning pace of students and their understanding

Day  
5



levels. Teachers may not give attention to specific learner needs? How would you address such issues?

### Community:

- How to create communication with the communities whose children do not attend the school?
- What are the ways in which discrimination of children within the school spaces become a talking point in the community? How would you address and assure the community?
- Do the communities have knowledge systems that children would benefit from? How can community resources be used in the schools and classrooms for enriching teaching learning experience of children? (may refer to the video clip 'young historians' shown the previous day)

### KEY MESSAGES

- The school heads need to understand that creating inclusive spaces is a possibility in their schools and classrooms
- As a School Head, it is in your control to create such space/processes for inclusion
- An inclusive space creates opportunity for each child and each member of the school to learn from varied experiences, and, therefore, it is an asset to the school processes

Day  
5

## Session 5: Initiating Processes for Transforming Teaching-Learning in My School

Session 5	1700 Hrs to 1730 Hrs	
Activities	Time (Mins.)	Expected Outcome
Individual writing exercise	10	Are able to consolidate the learning of this Key Area
Sharing in the Large Group	20	



## ACTIVITY 5.1: CONSOLIDATION

### How to conduct the activity?

#### SUGGESTED STEPS

- This session aims to help the participants consolidate their learning of the sessions on Transforming teaching-learning processes.
- The participants would write individually on the processes that they would initiate in their school with respect to transforming teaching-learning
- Encourage the participants to share in the large group.

#### NOTES FOR THE FACILITATOR

The facilitator writes the key points on the whiteboard while the participants are sharing their individual write-ups for the benefit of all. It is to be kept in mind that when the participants share what they would do in their school, the frequency and time periods are specified. For instance, if one of the participant's shares that she/he would regularly observe classrooms then would these observations be bimonthly or quarterly. The idea is to help the participants commit to the processes they feel are important for transforming teaching-learning.

Day  
5





5

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Day  
5



# KEY AREA 4

## Building and Leading Teams



Day  
6

## Facilitator Checklist for Day 6

### (KEY AREA-4: BUILDING & LEADING TEAMS)

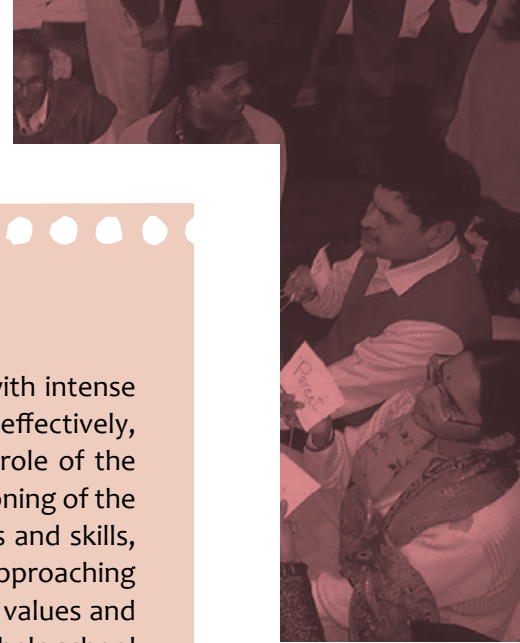
#### Day 6

**Did you remember to collect the following Resources for today?**

1. Power point Presentation on team (D6\_S1\_1.1) ☐
2. Handout of Case studies (D6\_S3\_3.1a) ☐
3. Handouts on Group Dynamics-Matrix (D6\_S3\_3.1b) ☐
4. Resource name 'What-if-I-What-if-We' Video (D6\_S4\_4.1) ☐

**Ensure that the following are available**

1. Charts ☐
2. Sketch pens ☐
3. Blank sheets of paper ☐
4. Laptop/computer ☐
5. Projector ☐
6. Hardcopies of the power point presentation as handouts ☐
7. Speakers (ensure sound quality ) ☐



## INTRODUCTION

The school is a unit whose members work together with intense activity towards defined goals. For this to happen effectively, building and leading teams emerges as an important role of the school head. Team work not only helps in better functioning of the school, but also builds each team member's capacities and skills, as a result of exchange of ideas and new ways of approaching problems and challenges. This Key Area addresses the values and skills required to build and sustain effective teams. It will help school heads understand the process of team formation, collaboration, group dynamics, conflict resolution, effective communication and, in the process, create opportunities for professional development of team members.

Day  
**6**

## OVERVIEW OF THE DAY

Day 6		
Session	Name	Time (Mins.)
1	Understanding Team	75
2	Creating spaces for dialogue with a purpose: Staff Meetings	120
3	Group Dynamics and Conflict Resolution	90
4	Being a Team Leader and Forming Teams	90

## Session 1: Understanding Team

Session 1	0930 hrs to 1045 hrs	
Activities	Time (Mins.)	Expected Outcome
Understanding Team	40	Participants will be able to understand the meaning of a team and its purpose
Make a logo for your Team	35	

### ACTIVITY 1.1: UNDERSTANDING TEAM

#### How to conduct the activity?

**Method:** Large Group Discussion (Plenary) and small group activity

#### SUGGESTED STEPS

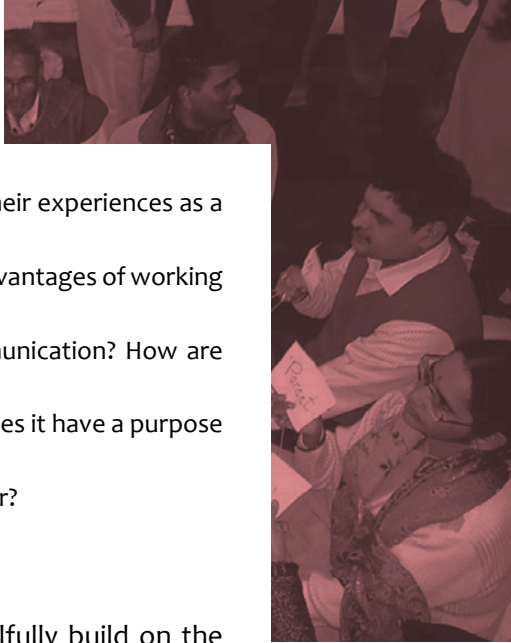
- The facilitator, in this session, gets the participants to think of their experiences as team members (could be from any life experience and not just schools), on what made a team successful and what led to its being unsuccessful.
- While the facilitator steers the group through the following questions, he/she is expected to jot down the responses of the group on the whiteboard. After the large group brainstorms on the above, the facilitator leads the large group to consolidate the answers on the whiteboard, as key factors that promote success in teams and factors that inhibit team performance.
- The facilitator then leads the group to reflect on additional questions listed below, and notes the responses on the whiteboard. The facilitator presents power point presentation to support the discussion on team is enclosed as resource [D6\_S1\_1.1: Day 6-Session 1-Activity 1.1- Power point presentation on Team]
- Handouts of power point presentation on team should be distributed to all the participants.

#### REFLECTIVE QUESTIONS:

- In the workshop, we have had many small group activities. Do you think working in a group is the same as working in a team? How is a group different from a team?
- Try reflecting on the roles of school leaders. Which tasks can be performed individually and which ones require the help of others?
- Are there situations that come up as an emergency in a school, where we may be required to come together? How do we form teams for handling

Day  
6





emergencies? If a few participants can share, based on their experiences as a school head.

- What, according to you, are the advantages and the disadvantages of working together?
- In a good team work, what is the importance of communication? How are roles distributed among members of the team?
- Let us consolidate on what are the features of a team. Does it have a purpose or a goal? Does the team have a shared outcome?
- What do you think are the characteristics of a team leader?

## NOTES FOR THE FACILITATOR

The first session on this day requires the facilitator to skillfully build on the experiences of the participants working in groups or teams. An important differentiation between a group and team is that a group often comes together to work in an unplanned fashion, with less defined roles, and a structure that is temporary with no long-term goal. A team, on the other hand, is organized and led, with clear defined goal and clarity in the roles of team members. It is important to also explain how team members are accountable for the work assigned. The facilitator attempts to bring out the message that a team is a structured response to any activity that requires working together for a purpose and achieving desired results/outcomes. Teams also help in facilitating the functioning of the school and meeting unforeseen challenges. The facilitator may use the illustrated slides, given as resource, in the discussion above.

## KEY MESSAGES

- A team needs to be built with a shared purpose and a desired outcome in mind
- Teams help in distributing work of a school head for effective functioning of the school
- Teams also build upon the skills and capabilities of an individual

## ACTIVITY 1.2: MAKE A LOGO FOR YOUR TEAM

Method: Group Activity and Presentation

## SUGGESTED STEPS

Participants divide themselves into small groups of 5-6 members and create a logo to represent them as a team. All the participants think together to draw a

Day  
6



logo, and can have a motto, with regard to the team they represent. They can think of teams on any issue, academic or co-curricular. Once the small groups finish, each team presents the logo to the large group. The leader of the team discusses what led to the team logo and what it represents about them as a team.

## NOTES FOR THE FACILITATOR

The activity conducted by small groups was attempted as a means for thinking together, experiencing shared decision-making and working towards a shared purpose and it also enables participants to get to know each other.

## Session 2: Creating Spaces For Dialogue with a Purpose: Staff Meetings

Session 2	1100 - 1300 Hrs	
Activities	Time (Mins.)	Expected Outcome
Conducting a Staff Meeting: Simulating role plays	60	The participants understand the importance of conducting agenda-based staff meetings, the process of conducting a meeting and reviewing the progress of decisions taken. The participants also reflect on leadership behaviours that influence the quality of team meetings
Debrief in Large Group on How to prepare for a Staff Meeting	60	

Day  
6

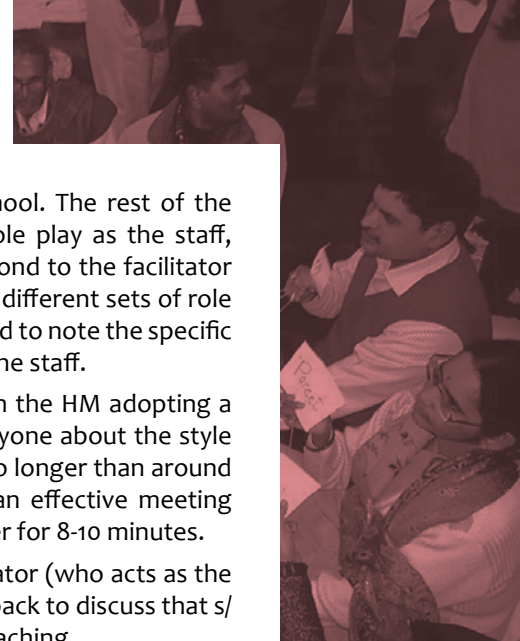
## ACTIVITY 2.1: CONDUCTING STAFF MEETINGS

### How to conduct the activity?

Method: Simulating Role Plays followed by large group discussion and debrief

### SUGGESTED STEPS

The facilitator presents two contrasting simulations of a role play, and acts like a School Head in all three acts with a group of 8-12 participants. The facilitator may also ask one of the participants to role play the HM for Scenario 1 (given below), but must himself/herself role play Scenario 2 (given below) of an effective staff meeting.



- This group of 8-12 people represents the staff in a school. The rest of the participants act as observers. The participants, who role play as the staff, are not expected to take any particular role but to respond to the facilitator (acting as the HM), who runs the staff meeting, in three different sets of role play. The participants, who act as the observers, are asked to note the specific behaviour adopted by the HM and the impact it has on the staff.
- The activity is repeated on two or three occasions, with the HM adopting a particular style of leadership. The HM does not brief anyone about the style being adopted. Each role play should be brief and last no longer than around 5-6 minutes. However, while enacting Scenario 2 of an effective meeting wherein there is interaction, the role play could be longer for 8-10 minutes.
- In all of the scenarios, the background is that the facilitator (who acts as the HM) has been on a round of the classrooms and comes back to discuss that s/he wants the staff to adopt a more interactive way of teaching.
- At the end of each role play or at the end of the three role plays, the facilitator may decide on having a reflection from the observers and list out the behavior, traits and what happens in the staff meeting and its impact on the staff on the whiteboard.

Day  
6

### SCENARIO 1: SCRIPT FOR THE FACILITATOR/PARTICIPANT WHILE ROLE PLAYING

HM arrives and is abrupt in manner and fairly stern in body language, facial expression and voice. S/he says that s/he has been on a round of the classrooms and is very unhappy that the school is not using enough interactive teaching methods. This has to change quickly, especially as someone from the district office will be arriving soon to check on the progress as the syllabus is nearing completion.

The HM engages in a lecture about why things are not good enough and that his/her reputation is at stake and the DEO must have a positive picture about the school. At no stage the HM initiates any discussion among the staff members. No explanation is given as to why the change is needed or how it will happen.

When the HM is speaking, no one is allowed to speak – if anyone tries to, they should be silenced quickly, with the HM indicating that they need to listen at this stage. The “meeting” finishes with an order that more interactive teaching methods will start straight away and that all must conform. The HM will check up on this from tomorrow. Throughout the HM uses “I” and “I want” and “I expect” and is instructional in manner.

## SCENARIO 2: SCRIPT FOR THE FACILITATOR WHILE ROLE PLAYING

HM arrives and welcomes every one, thanks them for their work during his/her absence and says that s/he has been on a really interesting course about more interactive teaching methods and would like to get staff ideas about how they might apply this in the school.

The HM indicates that some of the film clips s/he saw showed how well this worked and how the students respond positively.

The HM invited comments and questions about interactive teaching and its value and then says that it is something that the school should try for the sake of the students but it must be done well and staff should feel comfortable.

S/he asks – how to proceed. If no answers follow or if the answers are unrealistic, the HM steers the conversation to establish a small group to examine the issue as to what will be needed and to try it out.

The HM summarizes actions and is very positive about the benefits and the staff response. Everyone is clear as to what will happen next and the timeframe. The small group will have a month to make suggestions and the staff will discuss as a whole in the next meeting. The HM could also invite any one staff member with interesting lessons that are interactive to demonstrate and welcome other staff members to observe the classroom. Throughout the HM uses “we” and stresses a *team approach*.

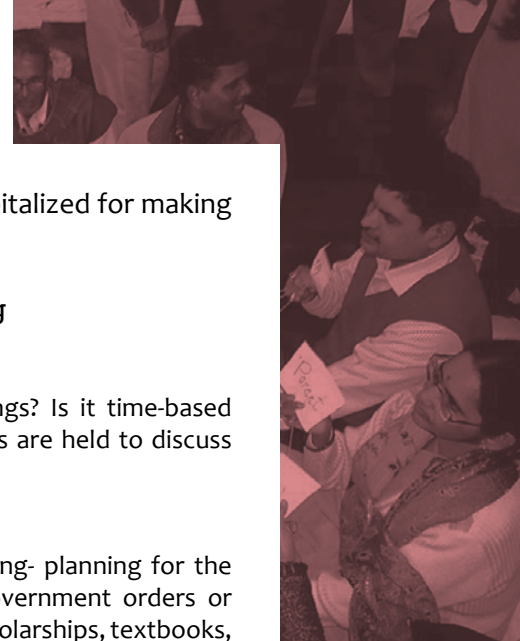
## SCENARIO 3 (OPTIONAL)

If there is a need, a third scenario could be set up, with the facilitator adopting a role that s/he feels will help to enhance student learning. In this case, the facilitator (acting as the HM) could go a step ahead of holding an effective staff meeting, by demonstrating a small session for about 5-6 minutes, where he leads his/her staff through simulation of a classroom, where he/she demonstrates an interactive teaching methodology.

**Reflective Questions:** After the role plays come to an end, the facilitator asks the “observers” (participants other than the ones acting as the staff) to share their observations on the traits, behavior of the HM and the processes adopted for conducting the staff meeting. The facilitator then draws out contrasting pictures of the behavior and processes of both the scenarios and makes an exhaustive list on the whiteboard. The debrief with the large group happens on defining together what would be the characteristics of an effective staff meeting, where each member, who feels part of the team, is listened to,

Day  
6





where the knowledge and the skills of all members are capitalized for making the team effective for improving student outcomes.

## Guiding Steps for conducting effective Staff Meeting

### *Frequency of Staff Meetings in an academic year*

- How do we usually decide when to hold staff meetings? Is it time-based (beginning of a year, quarterly or monthly) or meetings are held to discuss certain issues?

### *Purpose of Staff Meeting*

- There could be many purposes for holding staff meeting- planning for the academic year, creating time-tables, for discussing government orders or replying to circulars, for discussing the distribution of scholarships, textbooks, uniforms etc.
- What are the other purposes for which staff meetings are held? Do you think issues such as problems faced by students in understanding the syllabus, reviewing the progress of student learning, reviewing the progress of teachers, discussing professional development of teachers, managing conflicts among teachers or taking help from the community, should come up in your staff meetings? Are these issues important?

### *Creating an Agenda for the Staff Meeting*

- How to plan for a staff meeting in advance?
- Create an Agenda that the group would like to see in a Staff meeting, with teachers covering 4/5 key issues. How does the school head ensure that the time and place for staff meeting is communicated to all well in advance?
- What are the advantages for communication in advance? For instance, if the teachers need to prepare for the meeting, they have time in hand to come with necessary documents.
- Assigning work to individuals or building teams
- Should there be a member in the meeting who takes down the notes/minutes relating to decisions taken? What would be the advantages?
- How would you assign a particular task to an individual member or build teams for carrying out a task?
- In the meeting, attempt also to mention clear action points and outcomes, you would like to see for each of the points listed. For example, if you identify that students of class III are facing difficulty in reading English, then how and by when do you think you, as a team, would be able to resolve the issues. Ask the member who is taking minutes to note the details.

### *Tracking the Agenda and Reviewing of Staff Meetings*

- The Agenda for each of the meeting would be reviewed in the next meeting to see what results were achieved.

Day  
6

## KEY MESSAGES

- Staff meetings are important for identifying and discussing issues that are central to the school and can be used as an effective tool for resolving many issues, and helping in improving school processes.
- There needs to be a defined agenda for the meeting, which must be periodically tracked for progress on decision taken.

## Session 3: Group Dynamics and Conflict Resolution

Session 3	1400 hrs to 1530 hrs	
Activities	Time (Mins.)	Expected Outcome
Group Dynamics: Small Group Activity	10	Participants will be able to understand how people act and react to each other, for understanding group dynamics, and how to address conflicts in a team.
Reading a Case Study	20	
Large Group Discussion and debrief on Group Dynamics	30	
Conflicts in Team	30	

### ACTIVITY 3.1: GROUP DYNAMICS

#### How to conduct the activity?

Method: Small Group activity and Large Group Discussion

#### SUGGESTED STEPS

The participants are divided into four groups of 10-12 members each. The participants can be seated randomly in the four groups or asked to form groups with their own choice. Each of the participants is given a chit of paper and asked to write the name of another participant. The groups can be asked a question, such as:

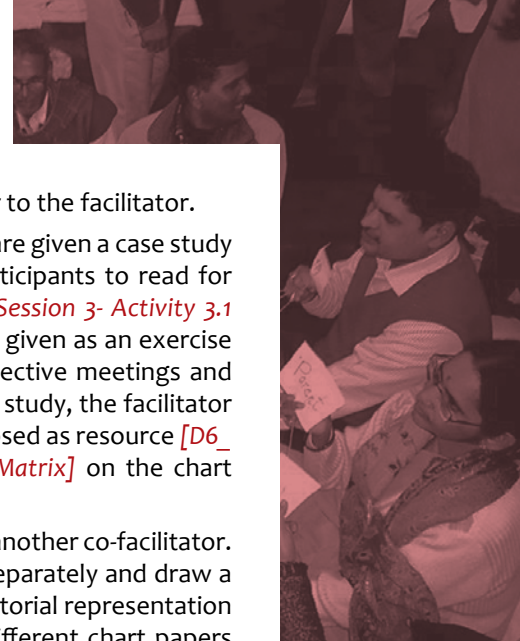
*Whom they like to pair with for working in the sessions?* The participants within each group can write the name of another participant from the same group only.

- In the chit, the participant is supposed to write his/her name and the name of the person he/she wants to pair with for working in the sessions. What they write in the chits will be kept confidential.

Day  
6







- The chits are folded by the participants and handed over to the facilitator.
- While the facilitator works on the chits, the participants are given a case study to read individually. The case study is given to the participants to read for 20 minutes is enclosed as resource [D6\_S3\_3.1a: Day 6-Session 3- Activity 3.1 a-Making a Change to Teamwork]. The case study can be given as an exercise as a follow- up of the previous session (conducting effective meetings and follow- ups). While the participants go through the case study, the facilitator can utilize the time to make a relationship matrix is enclosed as resource [D6\_S3\_3.1b: Day 6-Session 3- Activity 3.1 b-Group Dynamics-Matrix] on the chart paper for the two groups.
- In this activity, the facilitator may like to take the help of another co-facilitator. The two facilitators open the chits of the four groups separately and draw a diagram on four separate chart papers, based on the pictorial representation given as resource. Both the facilitators work on two different chart papers each.
- The facilitators try to depict on the chart, by name the participants who have got maximum responses, that is, with whom maximum number of participants want to go out for an evening or a morning walk, “the stars”, people who chose each other, “mutual choice”, a participant who was not chosen by anyone, “isolate”, and a number of participants who chose each other in a group, that is, who formed a “clique”. It is quite possible that a “clique” does not get formed as it would require a participant to nominate more than one person. If there is time, the facilitator could ask the participants to do so, in the beginning of the activity.
- Once the two charts are done, they are shared with the large group, and given a background on why the activity was done. The idea was to understand how after five days of the programme, people had begun to form groups or started to depend on one person more than others.

## Day 6

### REFLECTIVE QUESTIONS:

- The participants would be surprised to see the results. Ask them how they feel about the ones they have chosen as “stars”, “mutual choice” and “isolates”?
- How do people chosen as “stars” or “isolates” or as part of “mutual choices” feel about themselves?
- Do they see such groupings being formed in their school setting?
- How do the “stars”, “cliques” and “isolates” impact working in a group or in a team?
- How would you include this new understanding on interactions among people in your school for making teams?

## NOTES FOR THE FACILITATOR

The above session could be taken as an activity which provides important insights on how people act and react with each other which could be because of similarities or differences in values, beliefs and personal working styles. The key message to be derived here is that once the school leader knows the interpersonal interactions among his/her staff, or students, he/she needs to develop the skill to utilize the “stars”, “mutual choice” and “isolates” for effective functioning in a team. The HM, for instance, would want to form a team, where he/she decides to include “isolate” to make him/her feel valued among a group that usually acts as a “mutual choice” or a “clique”, or may designate tasks to the “isolate” for building his/her skill.

### ACTIVITY 3.2: CONFLICTS IN TEAM

#### How to conduct the activity?

Method: Large Group (Plenary)

#### SUGGESTED STEPS

The facilitator leads the large group discussion by referring to the various small group activities in which the participants were a part during the last 5 days. The facilitator elicits responses from the participants on whether they faced conflicts while they worked together during the programme. The participants could also share their experiences from their school where they might have faced conflicts as a team leader or as a team member.

#### REFLECTIVE QUESTIONS:

- While working in a group, did any of you feel that you were not heard by other members?
- Did you find that some members were fixed on their opinion and were not ready to listen to others?
- What kinds of conflicts do you see in the context of your school?
- Among whom do these conflicts arise? Are these conflicts or disagreements between school head and teachers, between teachers, student and teachers, teachers and community members, or any other?
- What kinds of conflicts occur in a team work?

Day  
6





- Do you think conflicts are useful? How do conflicts help or not help in the functioning of a team?
- How can we align differing views of the members in a team to fulfill the purpose of the team?
- Share with us certain conflict situations that you can think of which were resolved into healthy ideas for the team to work on, or new ways of approaching a problem.
- How can we resolve conflicts when faced with it, in school contexts?

## NOTES FOR THE FACILITATOR

Conflict occurs when basic needs are not met, or when an individual or group is perceived to get in the way of an individual's or group's attainment of certain goals. It is okay to disagree. In fact, disagreement is good when we use disagreement to obtain new or better ideas. If everyone thinks the same way, then there is no new thinking. When we disagree, we are more likely to engage in critical thinking and are usually more satisfied with the decision we take. However, sometimes disagreements can turn into conflicts, where people may not talk to each other, due to strong differences in opinions or beliefs, leading to distrust among members. The strength of the leader is to build effective communication and help resolve these conflicts so as to bring back the cohesiveness in a team.

## KEY MESSAGES

- There is a difference between disagreements and conflicts among members, and both can be channelized for effective team functioning.
- The role of the school head is to effectively diffuse conflicts and tensions among members of the school and those involved from outside in the affairs of the school for better performance of both the individuals and the team.

## Session 4: Being a Team Leader and Forming Teams

Session 4	1530 hrs to 1700 hrs	
Activities	Time (Mins.)	Expected Outcome
Preparing a roadmap for the school	35	Participants would attempt to build an action plan for teams in the light of the learning from the day
Presentation of Action Plans for Teams by Groups	50	
Concluding with What if I, What if WE	5	

Day  
6

## ACTIVITY 4.1: PREPARING A ROADMAP FOR THE SCHOOLS

### How to conduct the activity?

Method: Small Group Activity and Presentation

### SUGGESTED STEPS

In this session, the participants would be asked to form small groups. Each group would plan as a team. The team could be on any theme. The groups would discuss and outline the agenda of the team, the process of execution and the desired results to be achieved by them and by when. They have to prepare a roadmap, clearly outlining the following:

- Agenda for the team
- Process of execution of the agenda
- Defining the desired outcomes
- Roles of each team member
- Reasons for assigning a particular role to a member within the team
- Potential conflicts that could arise while executing the team plan (suggestive)
- What would be the various ways of negotiating the conflicts if they arise? What would you do as a school leader or as a team member?

### NOTES FOR THE FACILITATOR

The facilitator asks the groups to list out the various teams that could be formed in their school related to different aspects (for example academics, co-curricular, infrastructure, partnerships etc.). The facilitator would ensure that all small groups work on different teams, such as a team thinking on staff meeting, a team dealing with student learning issues, a team for professional development of teachers, a team for resolving a particular problem caused by the community, etc.. After the small group activity, the groups present their action plan and the facilitator consolidates the learning from each group presentation.

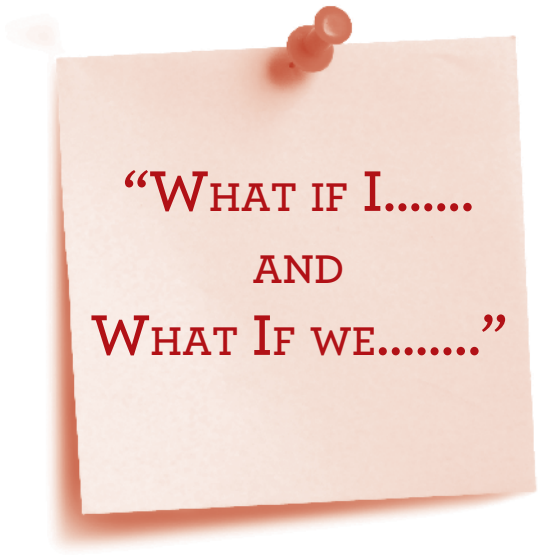
Day  
6



## KEY MESSAGES

- Team building is an essential role of the school head that helps in the development of individual skills and leads to better outcomes as all contribute with new ideas and ways of doing things

Sessions for the Day to be concluded with the video screening



“WHAT IF I.....  
AND  
WHAT IF WE.....”

[D6\_S4\_4.1: Day 6-Session 4-Activity 4.1- Video on What if I and What if We]



Day  
**6**

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# KEY AREA 5

## Leading Innovations



Day  
7

## Facilitator Checklist for Day 7

### (KEY AREA-5: LEADING INNOVATIONS)

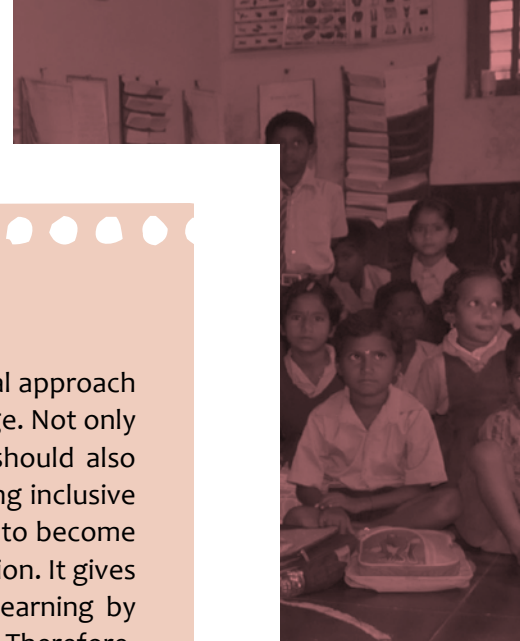
#### Day 7

##### Did you remember to collect the following Resources for today?

1. Power point Presentation on Knowing about innovations from familiar and everyday situations in life (D7\_S1\_1.1a) ☐
2. Resource name :‘Audio Talk by Prof. Sherry Chand’ Video(D7\_S1\_1.1b) ☐
3. Resource name: ‘Turning trash into toys for learning by Arvind Gupta’ Video(D7\_S2\_2.1a, D7\_S2\_2.1b) ☐
4. Handout of Case studies (D7\_S3\_3.1) ☐
5. Resource name :‘How to overcome resistance to change’ Video (D7\_S4\_4.2) ☐

##### Ensure that the following are available

1. Charts ☐
2. Sketch pens ☐
3. Blank sheets of paper ☐
4. Laptop/computer ☐
5. Projector ☐
6. Hardcopies of the power point presentation as handouts ☐
7. Speakers (ensure sound quality ) ☐



## INTRODUCTION

Innovations in any organizations are seen as a potential approach to suitably resolve the problems and bring about change. Not only should innovations be used to solve problems, but should also be seen as spaces to involve all people and encouraging inclusive practices in the school. Innovations encourage people to become risk takers, enjoyers of thinking and acting with conviction. It gives confidence to do with an attitude of “Yes, I can”. Learning by innovating becomes a natural phenomenon in the school. Therefore, it is important to build the culture of innovations in schools in which the role of school head becomes important for taking the lead to transform schools into learning organizations. Hence, the overall objective of the Key area is “Facilitating Transformation through Innovative Actions”. Learning becomes joyful, not only for the child, but also for teachers, parents, community, with school transforming itself into a learning organization.

Day  
7

## OVERVIEW OF THE DAY

Day 7		
Session	Name	Time (Mins.)
1	Innovation- heart of a learning organization	90
2	Building a Culture of Innovation in the School	90
3	Reimagining the school through innovations	60
4	Practice exercise	120



## Session 1: Innovation- Heart of a Learning Organization

Session 1	1000 hrs to 1130 hrs	
Activities	Time (Mins.)	Expected Outcomes
Knowing about Innovations from familiar and everyday situations in life	15	Participants <i>begin to think retrospectively</i> about familiar situations to look at them newly with respect to their schools Participants <i>begin to question</i> their current thinking styles and practices used in the school
How to recognize whether the change is an innovation	30	
Retrospectively reflect upon the changes carried out in the schools	45	

### ACTIVITY 1.1: KNOWING ABOUT INNOVATIONS FROM FAMILIAR AND EVERYDAY SITUATIONS IN LIFE

#### How to conduct the activity?

Method: Individual reading and sharing the understanding and group discussion

#### SUGGESTED STEPS

- Show the power point presentation and distribute the handouts of the power point presentation which is enclosed as resource [D7\_S1\_1.1a: Day 7-Session 1-Activity 1.1-Knowing about innovations from familiar and everyday situations in life]
- Give 10 minutes large group reflection, can we innovate in our schools too?
- Play the Audio talk which is enclosed as [D7\_S1\_1.1b: Day 7-Session 1-Activity 1.2-Audio talk on 'How to recognize whether the change is an innovation']
- Large group discussion on understanding innovations.

#### REFLECTIVE QUESTIONS

- Is it that innovations also happen in school? Can you recall such innovations that have happened in schools?
- What would you call as innovations in the school? Which are the Potential spaces to innovate in the school?
- In what ways these innovations have changed the schools?
- How should I, as a school head, be the lead innovator in the school?

Day  
7





## NOTES FOR THE FACILITATOR

- Engage the participants in a dialogue to understand the concept of innovations being central to school as a learning organization
- To think 'out of the box'
- Highlight the aspect of being flexible and accommodative for a certain level of uncertainty to make innovations happen.
- Role of school head as an important person to encourage innovations in the school by all – teachers, students, staff, SMC, etc.
- Emphasize on: 'change by itself is not innovation. But innovation includes change' Activity 1.2.

## ACTIVITY 1.2: RETROSPECTIVELY REFLECT UPON CHANGES CARRIED OUT IN THE SCHOOLS

### How to conduct the activity?

Method: Whole Group Discussion

### SUGGESTED STEPS

- Participants will select most significant change that they have brought in their school and share it
- It will be discussed by drawing learning-s from previous two activities carried out in the same session engaging participants in a dialogue
- Based on the discussion engage the participants in the dialogue on whether innovations include change or vice-versa

Day  
7

## REFLECTIVE QUESTIONS

- Whether change and innovation are the same? If different, how do you recognize change vis-à-vis innovation? Discuss using your experiences of having created change in your own schools.

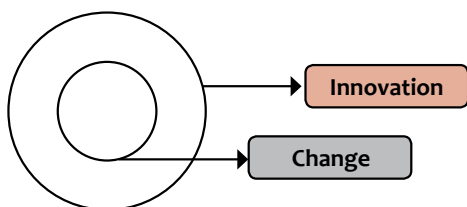


Figure 1

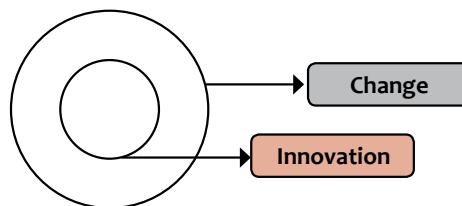


Figure 2

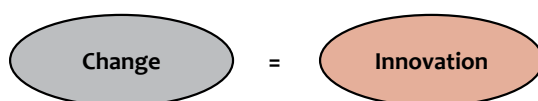


Figure 3

## NOTES FOR THE FACILITATOR

- Engage the participants in a dialogue to understand the concept of innovations being central to school as a learning organization
- To think 'out of the box'
- Highlight the aspect of being flexible and accommodative for a certain level of uncertainty to make innovations happen.
- Role of school head as an important person to encourage innovations in the school by all – teachers, students, staff, SMC, etc.

Day  
7

## KEY MESSAGES

- Perceptions are not always true. Open-mindedness helps to understand situations realistically.
- In every small or insignificant situation, there is scope for Innovation.



## Session 2 Building a Culture of Innovation in the School

Session 2	1200 hrs to 1330 hrs	
Activities	Time (Mins.)	Expected Outcomes
Turning Trash into Toys for learning video by Aravind Gupta	45	Participants will start enjoying the very search in innovation.
Innovation in schools related to one or two current issues	45	Participants will begin to accept the challenges as potential spaces for innovations and attempt to design innovative strategies

### ACTIVITY 2.1: WATCHING VIDEO: TURNING TRASH INTO TOYS FOR LEARNING BY ARVIND GUPTA

Day  
7

#### How to conduct the activity?

Method: Video presentation and group work, individual thinking and writing, small group sharing and presentation

#### SUGGESTED STEPS

- Video presentation is enclosed as resource [\[D7\\_S2\\_2.1: Day 7-Session2-Activity 2.1-Watching video-Turning trash into toys for learning by Arvind Gupta\]](#) – 15 minutes
- Open house discussion on the video using Probing questions - 30 min.

#### REFLECTIVE QUESTIONS

##### Video: Arvind Gupta's turning trash into learning toys

- What interested you the most in this video? Why?
- How can you create spaces for experimenting in your school for innovations such as the one you saw in the video?
- Share how you have used available resources in your school in different ways?
- As school Head, have you engaged teachers, students and other staff in such innovative activities in your school? If they have created something innovative, how have you utilised them for school purpose?

- There are also teachers and students who are naturally inclined to create, innovate new things for schooling purposes. How have you recognised and appreciated them? (rewards, recognition, encouragement, providing spaces, providing facilities, sharing in cluster and block level meetings, etc).
- In what ways can you create spaces where there is freedom to think, act and create new by teachers, students and others in your school? Or if you are already practicing it, share the same with us.

## NOTES FOR THE FACILITATOR

The video should not be taken as a model for making teaching aids from trash, it necessarily is to draw the message of thinking innovatively .

### ACTIVITY 2.2: INNOVATION IN SCHOOLS RELATED TO ONE OR TWO CURRENT ISSUES

#### How to conduct the activity?

Method: Group work and sharing

#### SUGGESTED STEPS

Group work about identifying an area for innovation from real- life situation in schools and drawing up an innovative strategy

Whole group sharing and discussion

#### REFLECTIVE QUESTIONS

- Can we convert challenges to advantage using Innovations? How?
- In what ways innovations help in shaping the schooling process?

## NOTES FOR THE FACILITATOR

Provide ample opportunities and spaces for participants to deeply reflect on innovation and its potential to make a difference to school improvement. Facilitator should also trigger thoughts among participants to go beyond the video (focusing on TLMs) as well as normative framework to different aspects of whole school improvement.

Day  
7



## KEY MESSAGES

- I can Innovate – We can together innovate
- Challenges are not threats but opportunities

## Session 3: Reimagining the School Through Innovations

Session 3	1430 hrs to 1530 hrs	
Activities	Time (Mins.)	Expected Outcomes
Case study reading, Analysis and whole group presentation.	60	As a cumulative effect of three sessions together, participants will begin to think differently and also attempt designing and planning for innovative methods.

### ACTIVITY 3.1: CASE STUDY ON INNOVATIONS

#### How to conduct the activity?

**Method:** Individual reading, discussion and case study analysis in small groups and large group presentation and/or plenary discussion.

Examine the case studies in light of the following:

- School context
- Issue/ challenge presented in the case study
- Method adopted
- Ascertain whether the case presented is truly an Innovation using the criteria for identifying an innovation identified in session 1
- Plenary presentation and discussion

## SUGGESTED STEPS

- Participants will divide themselves into small groups
- All case studies will be distributed to every individual for individual reading and reflection is enclosed as resource [D7\_S3\_3.1: Day 7- Session 3- Activity 3.1- Case Study]
- Each group will discuss on one (or all) case study allotted – identify the innovation, method and approach, challenges, solutions etc.
- Plenary presentation and discussion.

Day  
7

## REFLECTIVE QUESTIONS

Drawing learning from all three sessions, ascertain whether the criteria used to identify innovation is sufficient? If not, suggest the additional points.

## NOTES FOR THE FACILITATOR

While conducting the session, guide the participants to critically analyse the case studies. Give a set of steps/instructions if required. In short, the method of case study analysis must be clearly understood by the participants so as to use them effectively.

## KEY MESSAGES

- Innovation is not abstract. Anybody can innovate.
- Innovation requires not only a willing mind, but also a receptive attitude.

### Session 4: Practice Exercise

Session 4	1545 hrs to 1745 hrs	
Activities	Time (Mins.)	Expected Outcomes
Create outlines of the School Development Plan using innovations as central to school improvement	110	Participants develop a sense of confidence that 'anybody can innovate' Participants think of innovative ways to formulate the school development plan, emphasising on innovations for school improvement.
overcoming resistance	10	

Day  
7

### ACTIVITY 4.1: CREATING OUTLINE OF SCHOOL DEVELOPMENT PLAN USING INNOVATIONS

#### How to conduct the activity?

Method: Group work and plenary presentation

#### SUGGESTED STEPS

- Give initial instructions to introduce the purpose of the session



- Drawing from the discussions and activities carried out in the earlier three sessions, identify the key areas for school development in which innovations are designed and planned systematically.
- Divide the whole group into small groups of 5-6 members.
- Large group presentation and discussion

## NOTES FOR THE FACILITATOR

- Activity on School Development Plan will be taken up elaborately on day 9 and 10 when consolidation happens.
- Concept of School Development Plan must be mastered by the facilitator for the success of the session.
- Take care to see that central theme of SDP is upheld while using innovation as central to the work.
- Plan an innovative method of presentation in consultation with participants for display of work and exchanging ideas.

## KEY MESSAGES

- “Thinking can be fun and joyful”
- “Yes, I can and I did innovate; together we can and we did innovate”

## ACTIVITY 4.2: VIDEO ON “HOW TO OVERCOME RESISTANCE TO CHANGE”

End the day with the video clipping for a deeper reflection and thinking about making innovations happen in real life situations and end the session for the day on Innovations.

## REFLECTIVE QUESTIONS

- Have I been thinking newly and/or differently while conducting the sessions on innovations?
- To what extent were they useful to participants?
- What did I learn newly from today’s sessions / from participants?
- How I wish to take the thoughts from innovations forward in my journey as a facilitator?

*[D7\_S4\_4.2: Day 7- Session 4-Activity 4.2-Video on ‘How to overcome resistance to change]’*

Day  
7

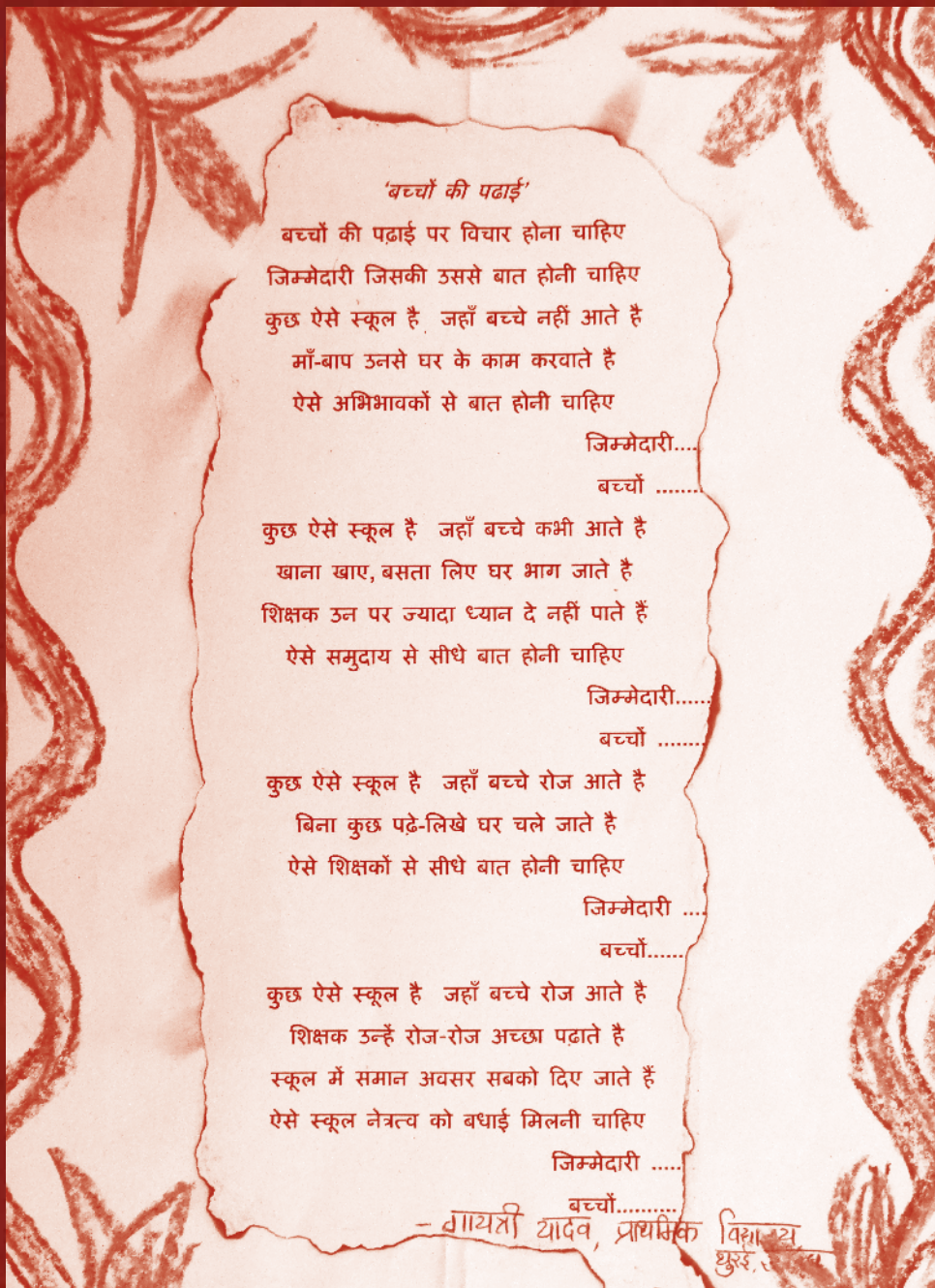
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Day  
7



# KEY AREA 6

## Leading Partnerships



Day  
8

## Facilitator Checklist for Day 8

### (KEY AREA-6: LEADING PARTNERSHIP)

#### Day 8

**Did you remember to collect the following Resources for today?**

1. Text for Individual reflection (D8\_S2\_2.1)
2. Handout of Case studies (D8\_S2\_2.2)
3. Simulation Scenario (D8\_S3\_3.2)
4. Power point Presentation on process of building partnership(D8\_S4\_4.2)

☐☐☐☐

**Ensure that the following are available**

1. Charts
2. Sketch pens
3. Blank sheets of paper
4. Laptop/computer
5. Projector
6. Hardcopies of the power point presentation as handouts
7. Speakers (ensure sound quality )

☐☐☐☐☐☐☐



## INTRODUCTION

Children from diverse socio-economic background come to school with different experiences. When their social and emotional needs are addressed, they are able to relate to school and learn better. Schools have the opportunity to enrich the lives of their students by engaging with parents and community and other stakeholders to ensure that every child learns. The key area would help school heads in creating and building partnerships in their own local communities with parents, community and other school heads.

Day  
8

## OVERVIEW OF THE DAY

Day 8		
Session	Name	Time (Mins.)
1	Understanding partnership: Identifying Stakeholders and Their Engagement	75
2	Home-school Partnership	90
3	Working with the Community	75
4	Working with the System and closure	120

## Session 1: Understanding Partnership: Identifying Stakeholders and Their Engagement

Session 1	1000 hrs to 1115 hrs	
Activities	Time (Mins.)	Expected Outcome
The Bingo Exercise: Identify needs for partnership with stakeholders	75	Role of different stakeholders to improve the learning of each child

### ACTIVITY 1.1: BINGO EXERCISE: IDENTIFY NEEDS FOR STAKEHOLDER PARTNERSHIP

#### How to conduct the activity?

Method: Group Activity

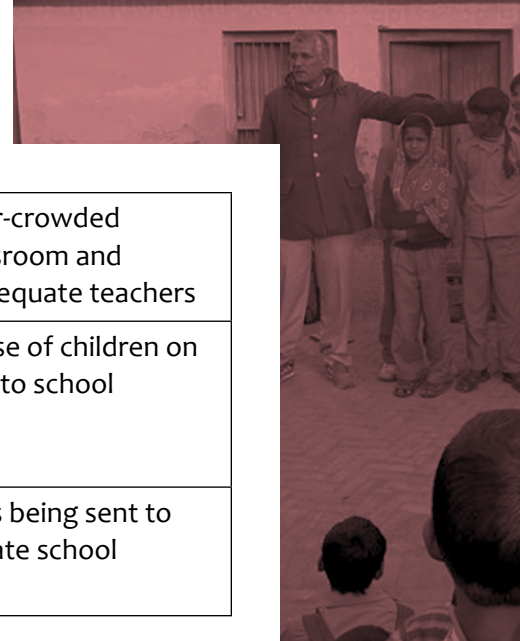
#### SUGGESTED STEPS

- Facilitator says that stakeholders of school can have varied interests such as:
  - Parents want the school to function, teachers to teach and the children to learn
  - Teachers want own growth and achieve child learning outcomes
  - Children want a safe and stimulating environment with a promise of secure future options
  - Community would want its culture to be safeguarded
  - Administration would want data and close implementation of the schemes or get the immediate work done
  - School Management Committee would want to make teachers and parents more accountable or regular
- Facilitator forms five groups.
- Facilitator puts up the following chart/ slide and asks participant to identify the stakeholders who could be meaningfully engaged in each of the following issues

Day  
8







Parents complain on Poor quality of mid-day meals	On dispute between SMC and school	Over-crowded classroom and inadequate teachers
Media focus on unavailability of drinking water and toilet facility in the school	Few children are slow learners	Abuse of children on way to school
Girls staying back at home to look after siblings while parents go to work	No school building but there is staff and children in “school”	Boys being sent to private school

## NOTES FOR THE FACILITATOR

Fifteen minutes are given to identify the stakeholder with respect to each of the above identified school challenges, and the possible role of the stakeholders for solving the challenges. The facilitator will ask each group to make presentation for five minutes and conduct discussion.

Day  
8

## REFLECTIVE QUESTIONS:

Identify appropriate stakeholder to engage with problem/issue (mapping)

- Which of the stakeholders do you think can help you in solving the listed problems or in addressing these issues?
- How would you involve the stakeholders to resolve the issues given above?

## KEY MESSAGES

- School has multiple stakeholders.
- Each stakeholder has a role to play/ interest in school.
- Partnership with each stakeholder is important.



## Session 2: Home-School Partnership

Session 2	1115 hrs to 1245 hrs	
Activities	Time (Mins.)	Expected Outcome
Individual Reflection	30	Ways to get engaged with the parents
Case study based group discussion (Each group considers two case studies and reflects on the given questions)	60	Participants become aware of challenges, strengths and possibilities of home school partnership.

### ACTIVITY 2.1: INDIVIDUAL REFLECTION

#### How to conduct the activity?

Method: Individual Reflection

#### SUGGESTED STEPS

- Facilitator gives instruction that participants read the given text and reflect on the given questions enclosed as resource [D8\_S2\_2.1: Day 8- Session 2- Activity 2.1- Text for Individual Reflection]
- Facilitator collects the write-ups and discuss the issue of Home school Partnership

#### NOTES FOR THE FACILITATOR

Facilitator leads the open house discussion and concludes the key points that emerge during the discussion.

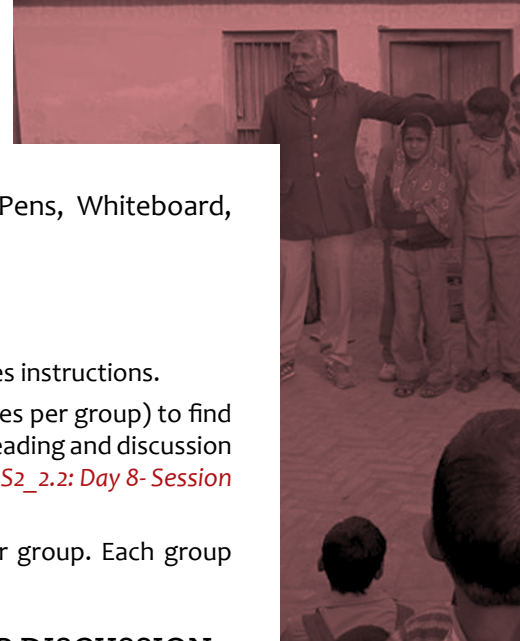
### ACTIVITY 2.2: CASE STUDY-BASED GROUP DISCUSSION

#### How to conduct the activity?

Method: Small Group Activity

Day  
8





**Materials Required:** Case Study Sheets, Charts, Sketch Pens, Whiteboard, Marker Pens

### SUGGESTED STEPS

- Facilitator divides the participants into 4 groups and gives instructions.
- Each Group reads the given case studies (two case studies per group) to find solutions based on questions given at the end. Time for reading and discussion is 35 minutes. Case studies are enclosed as resource [\[D8\\_S2\\_2.2: Day 8- Session 2- Activity 2.2- Case Study Based Group Discussion\]](#)
- Each group, then, presents their solutions in the larger group. Each group takes 10 minutes per presentation.

### REFLECTIVE QUESTIONS FOR THE LARGE GROUP DISCUSSION

- How parents can contribute in the learning and development of child?
- What are the challenges you face while establishing relations with the parents?
- What are the different ways that parents can be utilized as a resource for school?
- What is currently stopping you as a School Head to establish effective Home School relationship?
- What are the different opportunities that you can create for the parents in your school?
- How do you communicate to the parents on the activities of your school?
- How would you motivate parents to get engaged with the school?

Day  
8

### NOTES FOR THE FACILITATOR

It is suggested to distribute all the case studies to all the participants and also take them through because, in the discussion that follows, the participants would need to know the other group's cases as well.

### KEY MESSAGES

- Building awareness of parents in child's learning and development
- Head teacher's role in bringing teachers and parents closer for the well-being of children.

## Session 3: Working With The Community

Session 3	1330 hrs to 1445 hrs	
Activities	Time (Mins.)	Expected Outcome
Group Reflection on mutual expectation between the community and the school	20	Understanding on mutual expectation of community from school and school from community
Simulation exercise on engagement of SMC in the school development	55	How can the SMC be involved in the Schools' Development

### ACTIVITY 3.1: GROUP REFLECTION ON MUTUAL EXPECTATION BETWEEN THE COMMUNITY AND THE SCHOOL

#### How to conduct the activity?

Method: Group activity

#### SUGGESTED STEPS

- Paste two color chart papers on opposite walls. Divide participants into 2 groups: Community and HMs. Ask them to write, draw on their chart papers what they expect of each other, i.e. Head Teachers to write, draw what they expect from community and Community to write, draw what they expect from school.
- Allow 20 minutes for the activity. Thereafter, reverse the positions and read what's written

### ACTIVITY 3.2: SIMULATION EXERCISE ON ENGAGEMENT OF SMC

#### How to conduct the activity?

Method: Simulation Exercise followed by Large Group Discussion

Day  
8



## SUGGESTED STEPS:

Divide participants into different groups and ask them to read the two simulation exercises and brainstorm on the questions. Simulation scenario is enclosed as resource [\[D8\\_S3\\_3.2: Day 8- Session 3- Activity 3.2- Simulation Scenario\]](#)

## REFLECTIVE QUESTIONS FOR LARGE GROUP DISCUSSION

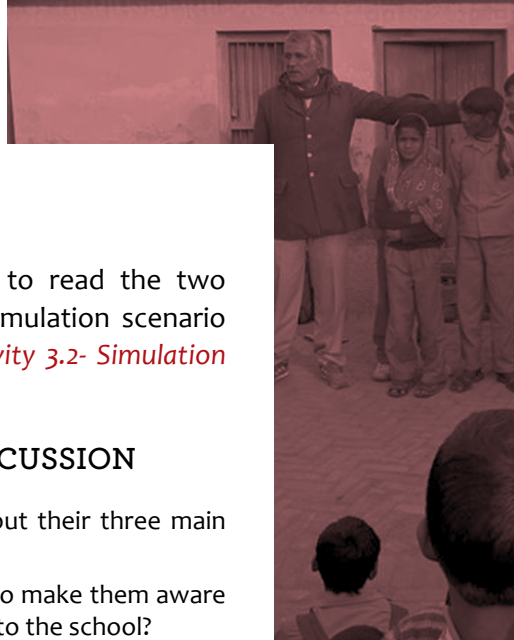
- Who are the SMC members in your school? Tell us about their three main positive attributes.
- Do the SMC members know their roles? Have you tried to make them aware of their roles and the different ways they can contribute to the school?
- How do you describe your relationship with the SMC members of your school?
- How do the SMC members respond to the needs of your school?
- In your opinion what is the most important thing the SMC can do for the school and vice versa?
- Do you feel that SMC can be utilized for your school's development? How?
- How can you strengthen the role of the SMC in your school? What would you do?

## NOTES FOR THE FACILITATOR

The facilitator gets the scenario printed and distributed to all the participants. After the discussion within the group, the facilitator leads the large group discussion on the simulation scenario.

## KEY MESSAGES

- For the development and learning of the child, knowledge and information about the community is significant.
- Community is a rich resource available and can contribute in different ways in school development.
- For utilization of the strength of community, two- way communication is necessary.



Day  
8

## Session 4: Working with System

<b>Session 4</b>	<b>1500 hrs to 1630 hrs</b>	
<b>Activities</b>	<b>Time (Mins.)</b>	<b>Expected Outcome</b>
Role Play: Working with System Functionaries and Collaboration with School Heads	60	Understanding the importance of establishing linkages with different levels of education functionaries Understanding the significance of having collaboration with other school heads and be able to create spaces for such collaboration
Closure and Circle Time	30	

### ACTIVITY 4.1: WORKING WITH SYSTEM FUNCTIONARIES AND COLLABORATION WITH SCHOOL HEADS

#### How to conduct the activity?

Method: Role Play

#### SUGGESTED STEPS

- Form 4 or 5 Groups
  - Group 1 will act as PRI, Head Teacher and Staff
  - Group 2 will enact as BEO, Head Teacher and Staff
  - Group 3 will enact as BRC/CRC, Head Teacher and Staff
  - Group 4 Head Teachers of Different schools
- Within each group, participants discuss and identify the bottlenecks that the school heads face while dealing with the system functionaries, such as the BEOs, BRC, CRC, and PRIs. They can also identify their own expectations from each of the above stakeholders. For Group 4, participants identify challenges that each of their schools are facing, in order to map potential solutions that other school heads in the group can provide to the problems of a particular school. In this way, the participants are able to list out the themes/issues around which they need to build their relationship with the stakeholders mentioned above.
- Each of the four/five groups prepare a small role play depicting how they would communicate and resolve the themes/issues identified in Step 2

Day  
8



with their respective stakeholders. The groups, thus, need to act out on the following pointers:

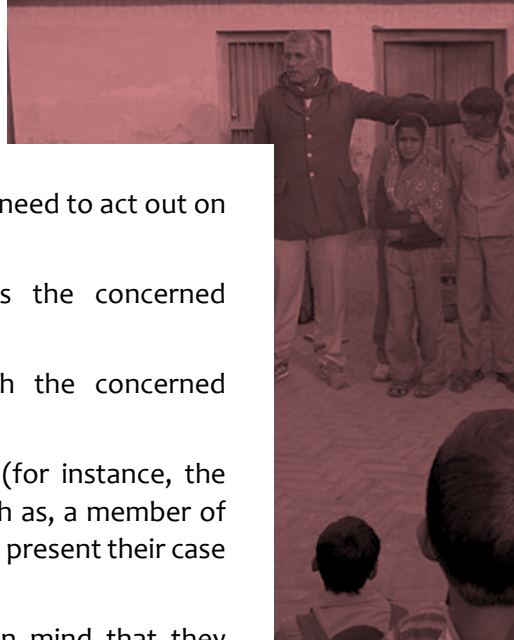
- e. What are the challenges identified vis-à-vis the concerned stakeholder in their group?
  - f. How will they communicate the issue with the concerned stakeholder?
  - g. If they face resistance from the stakeholder (for instance, the member playing the role of a stakeholder, such as, a member of the *panchayat*, can act hostile), how would they present their case so that they are heard?
  - h. While enacting, the participants must keep in mind that they need to communicate in such a way that solutions are achieved between the participants playing the role of school heads and the participants playing the role of stakeholders/other school heads.
- Each group role plays in front of all the participants.

## NOTES FOR THE FACILITATOR

After each role play, the facilitator leads the large group discussion and highlights the key points that emerge out of discussion.

## REFLECTIVE QUESTIONS

- Do you think the challenges identified by the group were in agreement with the powers and authorities of the stakeholders? Or do you feel that the stakeholders of the group were not the right persons to deal with the identified challenges? What are your views?
- Do you think the group could have communicated the issues in a different manner with the stakeholder? How?
- What did the group members do when they were faced by hostile stakeholder? Do you think they could have dealt with the tough situation in some other way?
- What skills do you think the group reflected while dealing with the issue/ challenge?
- Do you think the group was able to draw out the potential strength of the stakeholder in the group for solving the issue? How? In what other ways, the group members could have benefitted from the knowledge and skills of the stakeholders in their group? (the participants are encouraged to reflect on the characteristics/strengths of the stakeholders in their own real-life school-community setting and give answers)



Day  
8

## KEY MESSAGES

- Understanding the existing support structures, and the role of education functionaries in the school development
- Build ways of cross learning with peers and other education functionaries

## ACTIVITY 4.2: CLOSURE AND CIRCLE TIME

### How to conduct the activity?

Method: Facilitator presentation and individual reflection

### SUGGESTED STEPS

- Handouts of power point presentation on Process of Building Partnership should be distributed to all the participants
- Presentation on Process of Building Partnership is enclosed as resource [\[D8\\_S4\\_4.2: Day 8- Session 4- Activity 4.2- Power point Presentation on Process of Building Partnership\]](#)
- Recap the entire day flow, i.e. mapping stakeholders, identifying stakeholder needs, identify common interest, two-way process of engagement

### REFLECTIVE QUESTIONS

- Reflect on the activities in the day
- What learning can you apply in your respective school?

## KEY MESSAGES

- Understanding the existing support structures and the role of education functionaries in the school development
- Build ways of cross learning with peers and other education functionaries

Day  
8





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Day  
8



# Consolidation and Applying to School Situation

बस चंद कदम

बस चंद कदम, बस चंद कदम, बस चंद कदम की बात है  
हर तरफ उजाला फैल गया, बस कहीं कहीं अब रात है

बस चंद कदम.....

कुछ किया था पिछली पीढ़ी ने, कुछ काम अधूरा छोड़ा है  
जो काम अधूरा छोड़ा है, वह पूरा हम ही को करना है

बस चंद कदम.....

यह विश्वास हमारा है, हम इसे पूरा कर लेंगे  
लोग हमारे हैं, परिवार हमारा है, इनके लिए हम जी लेंगे  
'हर बच्चा सीखे, हर विद्यालय उज्जवल हो'

बस आज से यह मूलमंत्र हो

आओं पढ़ें और पढ़ाए, शिक्षा का अधिकार दिलाये  
बस चंद कदम, बस चंद कदम, बस चंद कदम की बात है

कश्यपी अवस्थी

Day  
9

## Facilitator Checklist for Day 9

### CONSOLIDATION

## Day 9

**Ensure that the following are available**

1. Charts
2. Sketch pens
3. Blank sheets of paper
4. Laptop/computer
5. Projector
6. Hardcopies of the power point presentation as handouts
7. Speakers (ensure sound quality )

## INTRODUCTION

The last two days of capacity building of school heads would lead them to consolidate their learning over the last eight days, and, together, idealize a ‘transformed’ school and create a School Development Plan for their own schools, taking inputs from their peers.

The outcome of the session is to enable the school heads develop a concrete, realistic plan for the school in the renewed role of the School Leader for school transformation. The two days are designed to gear towards reflecting on their schools and identifying peers as a resource and seeking their experiences in finding solutions to own school’s realities rather than an authority figure prescribing solutions.

On the 9th day, the school heads reflect on what they have learnt in the last few days and demonstrate their understanding of a ‘transformed’ school by role play in groups. Thereafter, they would develop a School Development Plan that incorporates the new ideas of a ‘transformed school’ in groups. The teams review each other’s work and the larger group co-creates common criteria for developing a good SDP which is transformative.

On the 10th day, in the light of the group discussions, the school heads develop an SDP for their own school. On this last day of the workshop, the school heads would plan in groups on what they need to do in the next few months, and how they can garner support of others in their journey of school transformation, thereby developing a culture of peer-learning and sowing seeds for forming PLCs.

## Day 9

## OVERVIEW OF THE DAY

Day 9		
Session	Name	Time (Mins.)
1	Consolidation of Learning	45
2	Creating School Development Plans based on any One school’s profile	150
3	Presentation & Peer review	90
4	Developing criteria of a ‘good’ SDP	75

## Session 1: Consolidation of Learning

Session 1	0930 hrs to 1015 hrs	
Activities	Time (Mins.)	Expected Outcome
Recap of 8 days : Playing a Photo story/ Group Reflection tool & sharing	25	Reviewing last 8 days (people & products)
Individual Reflection	20	Are able to articulate individual learning of each key area

### ACTIVITY 1.1: RECAP OF THE LAST 8 DAYS

#### How to conduct the activity?

Method: Group Activity and Individual Reflection

#### SUGGESTED STEPS

**Photo Story:** The workshop facilitator team prepares a photo story of the participants in advance and plays the photos on the projector (photo story is a collection of photographs put together on a power point/folder, highlighting the 4 sessions covered on each day, putting titles, wherever necessary.) This helps the participants re-track the days of the workshop and refreshes the memory in a more experiential way. It also helps create an ambience of 'consolidation' along with fun and a sense of belonging amongst the group in their eight days' journey together.

**Group Reflection Tool:** Participants form six groups of 5/6 members each. These six groups take up one key area each from the transaction of the curriculum. The groups are required to reflect on the activities and key messages of the day for the key area that they have chosen. They can also look at their individual notes (debrief of sessions) for drawing out the learning. The group can either work on the charts provided or, if they have access to computers, it would be ideal, if groups create colourful and attractive power point presentations. They can also use other materials, such as photographs, or written pieces as aids to make their presentation more impactful. Each of the group presentation must have a central message for that particular key area. This central idea, for example, could be the 'one' that holds the key area together. Groups then present in front of the larger group.

Day  
9





**Individual Reflection steps:** After group discussion, each of the participants writes a small piece on “My learning in the last 8 days!” This piece of writing must include their reflections on each key area.

## REFLECTIVE QUESTIONS

- What are the key learning that you can recall quickly in the last 8 days?
- For each day, can you try to recall each session’s learning/take-away/new idea that struck you?
- Does anyone want to add anything to these learning?

## NOTES FOR THE FACILITATOR

- Over the last 8 days, if you have a camera easily available, in the phone/camera, then one person can be allotted to take pictures of the participants from day 1 onwards for all sessions.
- Learning for each person can be different from a session. So spending time on ‘agreeing’ on the learning may not be a good idea.



Day  
9

## Session 2: Creating School Development Plans Based On Any One School’s Profile

Session 2	1030 hrs to 1300 hrs	
Activities	Time (Mins.)	Expected Outcome
Forming groups, ideating and Group work on developing SDPs	150	The HMs think together, as a peer community, on their idea of a ‘transformed’ school and create a School Development Plan

### ACTIVITY 2.1: CREATING SCHOOL DEVELOPMENT PLANS IN GROUPS

#### How to conduct the activity?

Method: Group Activity

#### SUGGESTED STEPS

This session takes the understanding developed in the previous session, a step forward. The facilitator shares that the groups have to now develop a School Development Plan.



## Day 9

The groups work together and share notes from the previous activity and share their learning with each other. Based on learning drawn on each key area and each day of workshop, the HMs sit together and visualize what their schools will look like, when transformed. The participants are also encouraged to cover aspects of 'How the change will be caused in their school' in their presentations. This group concretizes their vision of an ideal 'transformed' school' into workable/doable school development plans. The school development plan would be built around the ideas generated over the past days of workshop. The idea is to create a school development plan for a school, which is undergoing challenges and is facing bottlenecks in all aspects of its functioning.

For doing this, the group picks up any ONE member's school as a reality and talks about its transformation! What would it look like? For this, the group could use the school profile that the HMs have brought in as homework.

To develop the SDP, the group has to focus on the short-term and long-term visions and plans, irrespective of the formats given for the SDP, and use deliverables from all the other Key Areas into their own plans

The groups create their SDPs, keeping in mind the following:

- The Vision for the school that they have developed during the workshop
- How they'll overcome the challenges this one school would be facing?
- Using the suggested action steps and their collective vision of a transformed school

### REFLECTIVE QUESTIONS

- For each of the concern, what would be your goals (goals must be very specific and doable)
- For each of the concern, think of the ways you would design solutions (use the resources given to you over the last eight days, in relation to the problem at hand)
- How would you track the progress of the specific solution? List down 3-4 steps
- Whose help would you need? What resources would you need?

### NOTES FOR THE FACILITATOR

- As an output of the session, charts/notes would all be put up on the wall, so the groups can take directions from there as well for using in their skit.
- Through the plan, the groups must exhibit how they would operationalize at least 6-8 ideas that they feel are most important and even urgent for initiating the change process in their 'ideal' school. If possible, this session could be

videographer and can be given to participants for their use

- It is recommended that the profile that the group picks should belong to one of the group members

## KEY MESSAGES

- The SDP must highlight where you want to reach
- And equally highlight how you are planning to reach there

## Session 3: Presentation & Peer review

Session 3	1400 hrs to 1600 hrs	
Activities	Time (Mins.)	Expected Outcome
Presenting SDPs and Peer Review	120	Share the SDP prepared by each group and generating feedback on each SDP

Day  
9

## ACTIVITY 3.1: PRESENTING GROUP-WISE SDP AND PEER REVIEW

### How to conduct the activity?

Method: Large Group Discussion

## SUGGESTED STEPS

The groups here take turn and present their SDPs. After each presentation, the facilitator engages in a discussion where the other groups are asked to comment on the presentation. The comments have to include one thing the group has learnt from the presentation, and one suggestion to improve.

It is suggested that after each group's sharing, the facilitator debriefs the participants around the following:

## REFLECTIVE QUESTIONS

- Do you think this plan would work? Why or why not?
- What do we learn from here about what an SDP has to be like/ to include?
- What have you learnt from the presentation that you'd like your group to include?
- What is a suggestion for this group?

- Let's use this data for categorizing our learning under the categories of each Key Area
- Let's also try to understand the process highlighted suggested by the group to cause change in their schools.
- What are the steps they seem to be recommending?
- What is the picture of the ideal school that seems to be emerging? (If there are aspects not being covered in the 6 key areas, then they too could be written separately)
- Are there any aspects that have been missed out by any group?

## NOTES FOR THE FACILITATOR

- Keep in mind that it does not turn into a critique session but be a more constructive, learning from each other's work session
- The facilitator keeps making the emerging aspects of a transformed school on the whiteboard, under the heads of each KA. This laundry list of ideas helps coming to a common understanding of a transformed school
- Focus on what you like about the SDPs presented and what is the learning to be drawn?

## KEY MESSAGES

- Focus on the change caused
- Focus also on 'how' it has occurred in the school

Day  
9

## Session 4: Developing Criteria of a 'Good' SDP

Session 4	1615 hrs to 1730 hrs	
Activities	Time (Mins.)	Expected Outcome
To enable the School Heads to develop a realistic SDP	75	Developing a criteria for a 'good' school development plan



## ACTIVITY 4.1: CRITERIA FOR A SCHOOL DEVELOPMENT PLAN WHICH TRANSLATES THE VISION OF AN IDEAL ‘TRANSFORMED’ SCHOOL

### How to conduct the activity?

Method: Large group discussion

### SUGGESTED STEPS

Once the groups create their version of School Development Plans, each group presents the SDP, clearly detailing the challenges and possible solutions. Participants of the groups who are observing, while one group presents its SDP, have to take notes on the school development plan that is being presented. Participants need to evaluate the school development plan (that is being presented) on:

- What are the two strengths and two weaknesses in the plan?
- Did the goals articulated in the plan align with the proposed vision of the school?
- Were the solutions presented by the group in alignment with the challenges identified in the plan? If yes, how? If no, what do we need to keep in mind while designing solutions?

After the groups have presented the SDPs, the facilitator collates the responses of what should be covered in SDP and what should not figure in it. This is the data that emerges from the discussion had on the above mentioned questions. The facilitator, therefore, must put them on the whiteboard/blackboard as participants share their views after each SDP.

The participants take time and review the criteria developed by the larger group on what they think a ‘good’ school development plan must have as essentials for transforming the school and add any pointers that they feel may have been missed out.

### ADDITIONAL READING

Diwan, R. and Panda, B. (2013) Guiding through the preparation of School Development Plan: A handbook for school heads [AD10\_S4\_4.1: Day 10-Session 4- Activity 4.1- School Development Plan]



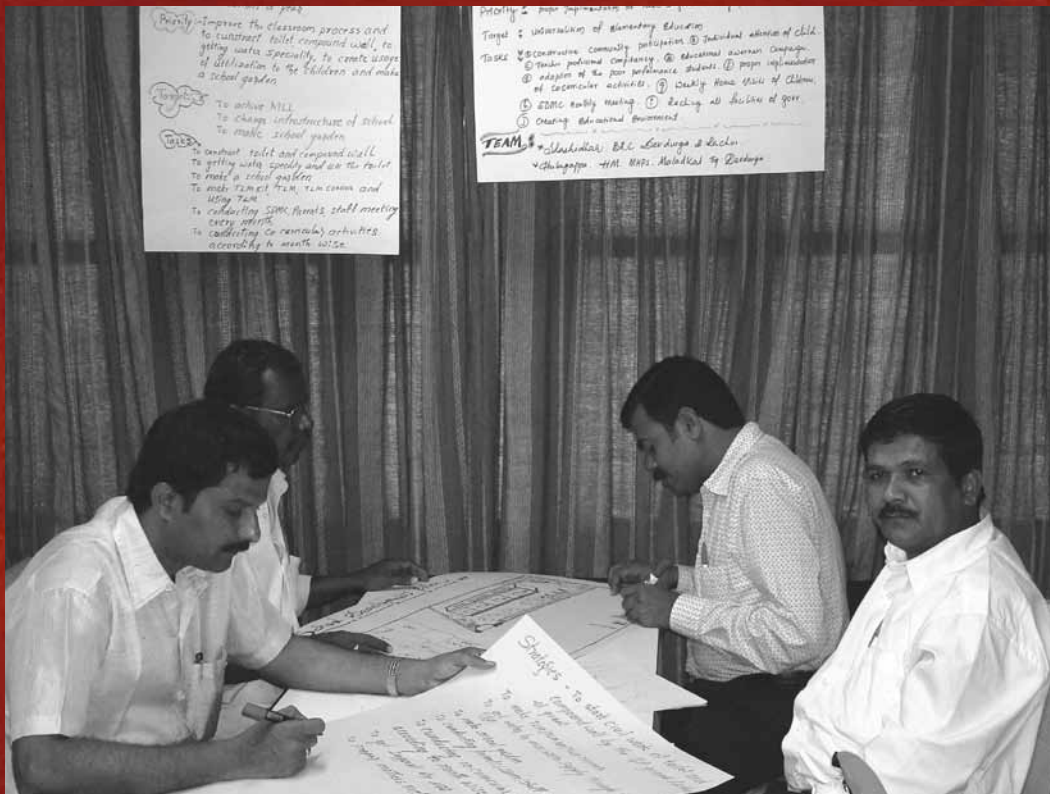
Day  
9

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Day  
9



# Drawing School Development Plan and Way Forward



Day  
10

## Facilitator Checklist for Day 10

### SCHOOL DEVELOPMENT PLAN

#### Day 10

**Did you remember to collect the following Resources for today?**

1. Power point Presentation on one year engagement (D10\_S2\_2.1)
2. 'The Power of One' Video (D10\_S3\_3.1)

☐☐

**Ensure that the following are available**

1. Charts
2. Sketch pens
3. Blank sheets of paper
4. Laptop/computer
5. Projector
6. Hardcopies of the power point presentation as handouts
7. Speakers (ensure sound quality )

☐☐☐☐☐☐☐



## OVERVIEW OF THE DAY

Day 10		
Session	Name	Time (Mins.)
1	School Development Plan for My School	120
2	Discussing Way Forward	120
3	Debrief and Feedback of the Workshop	90
4	Closure	30

### Session1: School Development Plan For My School

Session 1	0930 hrs to 1130 hrs	
Activities	Time (Mins.)	Expected Outcome
Develop the school development plan for their school	120	Develop individual school development plans for their school

Day

10

### ACTIVITY 1.1: SCHOOL DEVELOPMENT PLAN FOR MY SCHOOL

#### How to conduct the activity?

Method: Individual Writing Exercise

#### SUGGESTED STEPS

Using the traits of a good SDP discussed on the previous day, the participants here develop a school development plan for their own schools, keeping in mind their own specific challenges while they lead their school on a daily basis.

It is recommended that the school heads also refer to their own notes that they have taken in the last nine days while they design the SDP for their school:

- Their daily reflection diaries/notepads (written on each day)
- Their school profile (which they got with them as a pre-induction preparation), focussing on their specific challenges and the school -related profiles they reflected and shared in the profile form

The SDP developed by each would serve as a tool also for review and feedback workshops when the school heads return to share their experiments. The

participants then finalize their school development plan and give it to the facilitators, so that the plans can be xeroxed and a copy of the plans kept with the facilitator for record and future reference. The original SDPs are returned to the participants.

## NOTES FOR THE FACILITATOR

- While the participants work on their SDP, the facilitator of the session must be available and walk around the room to discuss and talk about any problem faced by the school heads
- It is suggested that the participants also mention the practicum/innovation projects they'd like to take up in their schools, with timeline

## KEY MESSAGES

- This is for your own school for school transformation
- This should reflect all the learning from the workshop and contain traits of a good SDP we just developed
- Put in actionables (i.e, What steps you'd take up in order to achieve your plan)

## Session 2: Discussing Way Forward

Session 2	1200 hrs to 1400 hrs	
Activities	Time (Mins.)	Expected Outcome
Way forward	120	The participants know what to expect in the coming year of the program Introducing a culture of PLC Sharing of the plan ahead

Day  
10

## ACTIVITY 2.1: WAY FORWARD

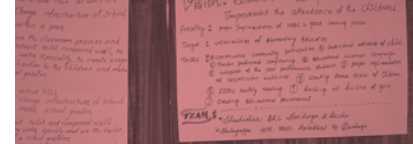
### How to conduct the activity?

Method: Presentation and Question & Answer session

### SUGGESTED STEPS

The facilitator in this session presents to the participants the way forward of engagement with the school heads over the course of one year. The School





Head gives a hard copy of the table and explains it to the school heads. All 3 slides of the power point is enclosed as resource [D10\_S2\_2.1: Day 10-Session 2-Activity 2.1-Way Forward (power point presentation on One-Year engagement)]

The facilitator spends time explaining the rationale and objective for each intervention (mentioned in the powerpoint attached), its time period and the facilitators of each intervention.

As the facilitator presents, there may be questions that could arise among the participants and it is left to the facilitator to decide whether to take them up simultaneously or after the presentation

- Handouts of power point presentation on One-Year engagement should be distributed to all the participants.

## NOTES FOR THE FACILITATOR

- Each school head is given a hard copy of the table and the powerpoint presentation
- Go through each intervention in detail, focus more on the rationale (importance of why it's there) for the intervention rather than its details
- If the discussion leads to how to operationalize these ideas then the same is encouraged. Please remember to pass on the ideas to the SRGs/SRGs/NCSL teams. The Facilitator builds PLCs - as in three/four school heads promise to help each other, meet fortnightly and discuss their progress (schools which are geographically close to each other).
- Once these PLCs are formed with 3/4 school heads each, can we design some broad 5/6 action points for them, and then explain the plan ahead- which is review and feedback, on-site support etc.

## KEY MESSAGES

- This is deliberately designed not to be a one-time engagement
- This is a support mechanism for the School Heads during the course of their action that helps develop capacities to sustain one's practice of continuous growth for School Transformation



Day  
10

## Session 3: Debrief and Feedback of the Workshop

Session 2	1500 hrs to 1630 hrs	
Activities	Time (Mins.)	Expected Outcome
Consolidating the workshop by a Video on Vision and Action	10	The video is short crisp message on the premise of NCSL on which School Transformation is expected
Feedback on NUEPA's form	30	Feedback is sought on the workshop, content, facilitators and overall learning of the workshop & suggestions for improvement
Debrief of the workshop	50	The learning are shared by each participant resulting in an optimistic energy

### ACTIVITY 3.1: CONSOLIDATION

#### How to conduct the activity?

Method: Playing a video

#### SUGGESTED STEPS

The facilitator announces that we are at the last session of the workshop and that there's a video that will be played is enclosed as resource [D10\_S3\_3.1: Day 10-Session3-Activity3.1-Consolidation (Video: The Power of One)]. We'll not discuss the video since it may mean different things to different people. We hope that it stays with you in your professional journey as a School Head.

Day  
10

### ACTIVITY 3.2: FEEDBACK

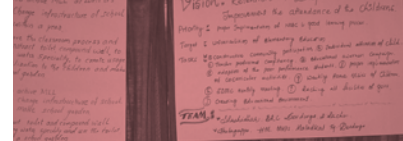
#### How to conduct the activity?

Method: Individual exercise followed by sharing and closure

#### SUGGESTED STEPS

The facilitator distributes three differently coloured sheets (Eg. Blue, Green and Pink) and asks the participants to pen down their reflections individually,





taking time to think. The three colours denote three different aspects on which the feedback has been sought:

- Color 1 (Eg. Blue): This seeks participants' one key Learning from the entire workshop.
- Color 2 (Eg. Pink): This seeks the participants' suggestion/feedback on the workshop to make it more meaningful/comfortable for the participants.
- Color 3 (Eg. Green): This seeks the feedback on the facilitators and content relevance that was offered.

Once the participants have completed the forms, they are then asked to take a few minutes and think of the following two questions with the larger group.

### REFLECTIVE QUESTIONS

- My one key learning/message from the workshop
- One thing I enjoyed most during the workshop

### NOTES FOR THE FACILITATOR

- There could be some participants who do not share any technical knowledge from the session but have a more personal learning that should also be encouraged.

Day

10

## Session 4: Closure

Session 3	1700-1730 hrs	
Activities	Time (Mins)	Expected Outcome
Thanking and Closure	30	Thanking and Closure

### ACTIVITY 4.1: CLOSURE

Method: Large Group talk

### SUGGESTED STEPS

The facilitator thanks the state, the nodal agency for cooperation and support provided by other people. The facilitator would like to thank all the participants for participating.

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Day  
10





# One-Year Engagement for School Heads



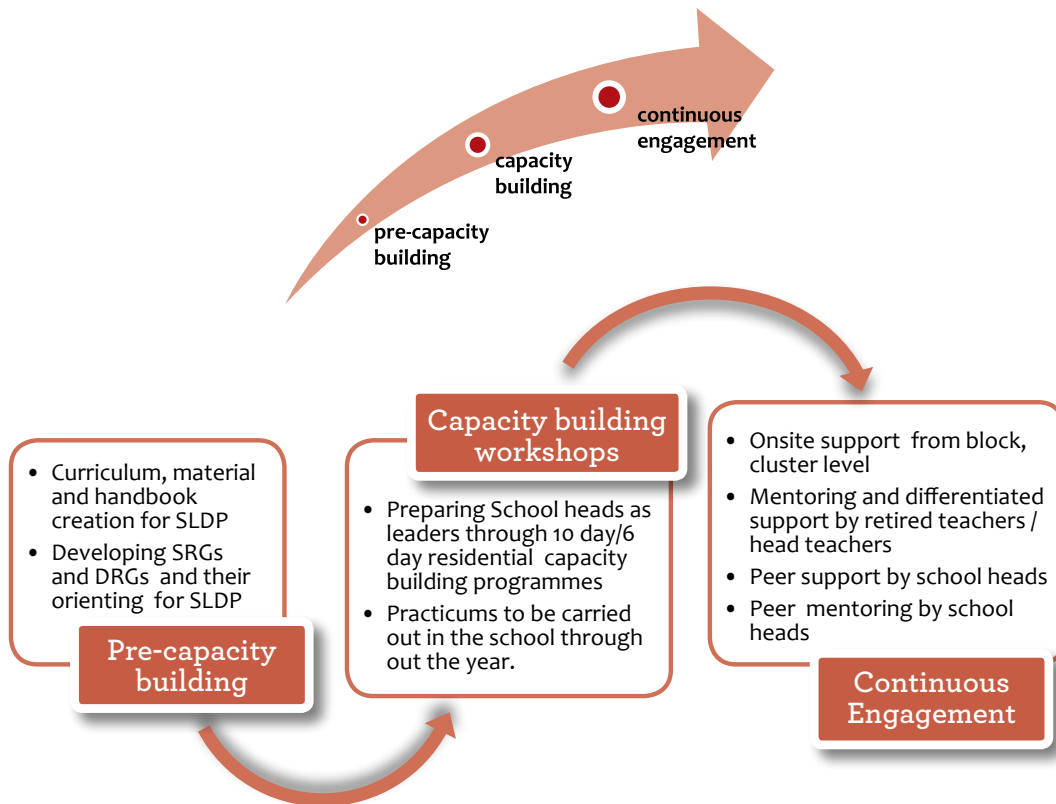






## INTRODUCTION

The engagement after the capacity building programme (CBP) is being seen as a creative space seeking to continue the dialogue that has been initiated during the capacity building workshop. Unlike in the capacity building workshop, where the interaction with all the school heads is face-to-face and technical inputs are being learnt, post-Capacity Building Program workshops is conceived in a way as to support the school heads in most testing time of their learning curve – the time when they are attempting change in their schools. It is for this reason that the post capacity building engagement starts only six working weeks after the capacity building programme and continues for one year. It is believed that by the end of one year, the school heads would be ready to initiate innovations and change and the professional learning community of school heads would be formed and, therefore, they would not need regular support.



## MEANING OF CONTINUOUS ENGAGEMENT

Heads of the school will be provided one- year support, either by NCSL and SRG members or SRG members only. The Review and Feedback workshops (RFW) will be conducted at different intervals, either supported by NCSL and SRG members or SRG members only. RFW is to be held both at cluster level and through online medium (wherever applicable).

## OBJECTIVE

The objective of the Review and Feedback workshop would be to create opportunity to review oneself, get an exposure to what peers are doing and feel inspired and learn from them. RFW would also provide an opportunity to the heads of schools to share the challenges faced to practice the learning in the workshop.

The continuous engagement with school heads is grounded in two key objectives/purposes that are common to any kind of review and feedback workshop. These two objectives are:

- ***To create a forum that allows school heads to celebrate their journey of change in their schools***

The central idea here is of ‘celebration’ by the School Head. One may ask – ‘celebrate what?’ Celebration here is of the change that the school head would have attempted in the six weeks of practicum. Some school Heads would have succeeded in their practicum while some might have failed. You might wonder, why celebrate failure? This is where the spirit of leadership is reflected.

Often, innovation emerges from failure, as it turns into a learning opportunity for what does *not* work in a situation! If a leader has to attempt change, he/she naturally would need to try something new, and while trying something new, not everything would happen correctly in the first attempt. What is important and being valued here is the spirit of ‘trying’/attempting change to transform school.

- ***To initiate a practice of Peer Learning and forming Professional Learning Communities (PLC)***

In creating a professional learning community, focus is on learning rather than on teaching, and to work collaboratively and mutually share and learn. Community of schools provides a support system to nurture and sustain the professional dialogue.



The advantage of such a community is that no one is dependent on the external orders/demands (such as trainings designed and delivered by the government institutions) to function, and two, it exists as a support mechanism to the School Heads, who feel stuck at the time of trying something new in their school and they can get first hand experiential knowledge from their peers on how they have resolved or tried to resolve their problem.

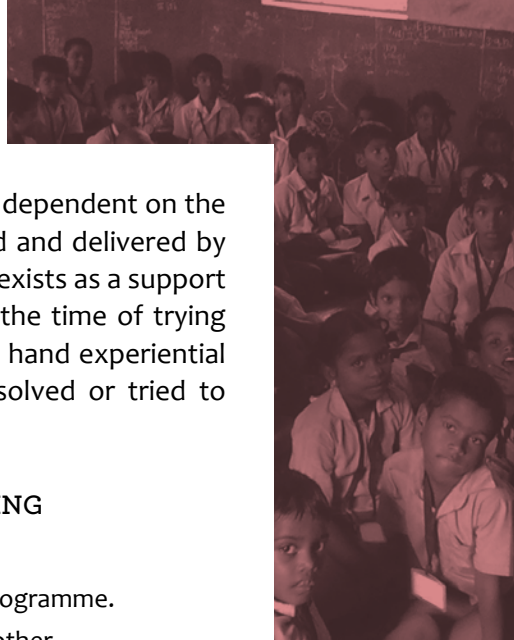
## STEPS IN THE CREATION OF PROFESSIONAL LEARNING COMMUNITY

- School heads would meet during the capacity building programme.
- During the programme, they would interact with one another.
- After completing the programme, they would get an opportunity to meet again during the Review and Feedback Workshop.
- In the interim period, they can arrange meetings and discuss the issues and challenges they are faced with. They can also discuss the sharing of resources and experiences.
- PLCs cannot be limited to the heads of school that have attended the workshop but can be extended beyond this and a forum can be created where the school heads (other than who participated in the workshop) could meet and discuss their experiences.

## REVIEW AND FEEDBACK MECHANISM FOR CONTINUOUS ENGAGEMENT

The review and feedback mechanism is envisaged as one -year cycle of onsite support and review and is planned as follows:

- The programme begins with a six- day capacity building programme, having face- to face interaction (Month 1).
- Heads of the School will get onsite academic and experiential support from the SRG and NCSL members (Month 2 & 3).
- After three months, NCSL and SRG members will conduct the first review and feedback workshop in which the school heads would share their experiences and challenges faced during three months (Month 4).
- After the first RFW, the school heads would again go to their respective schools and try out learning during the next three months (Month 5 to 7).
- The participants get together for sharing their experiences in the Second Review and feedback Workshop (Month 8).
- After the Second RFW, the participants would get onsite support from the SRG members and again assemble for the final retreat (Month 12).



## Schedule of the Continuous Engagement with School Heads for One -year duration

Month	1	2	3	4	5	6	7	8	9	10	11	12
Intervention	CB workshop	Provide On-site support		Review & feedback workshop #1	Provide On-site support			Review & feedback workshop #2	Peer visits			Retreat
Duration	5-6 days	At least once in 2 months		2 days	Twice in 3 months			2 days	2 visits in PLC's school per HM			2 days
Facilitator	NCSL	Designed & led by NCSL & SRG		2 days	SRG & DRG			Designed & led by SRG	DRGs & HMs themselves			Designed & led by NCSL & SRG To
Objective		To support the HMs as they carry the transformative agenda in their schools			To support the HMs as they carry the transformative agenda in their schools				The HMs initiate peer-learning as a part utilizing their PLC			congratulate and learn from each other's journey of change in each one's school
Outcome	Capacity building of HMs	(1)Hand-holding the School Heads as they attempt change in their schools. (2)Exhibit the competency of Reflective Practice as a School Head. (3)Create opportunities for SRGs & DRGs to perform a greater role for ownership building (4)To initiate Peer-learning processes that lead to forming PLCs.							The HMs & DRG's capacity building happens for becoming a more sustainable unit and lead the activities of PLC			

## ALTERNATE MODELS FOR PROVIDING ONSITE SUPPORT

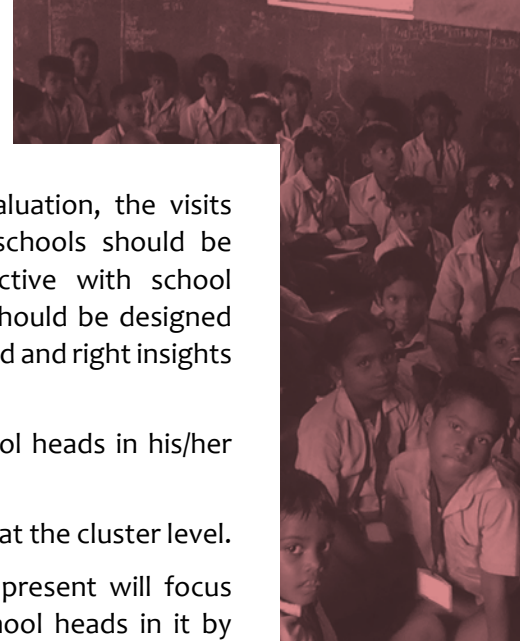
### Model 1: Onsite Support from Block and cluster levels to schools

The team, consisting of SRG, DRG and NCSL, will undertake the following activities:

- Study of reports of review meetings held at school, cluster and block level in the last three months (a quarter of the year).
- Few random visits to schools in the block to ascertain their understanding gained through review reports and enriching their suggestions made for future actions.







- c) In order to distinguish between monitoring and evaluation, the visits by SRG+DRG+NCSL to district/blocks/ clusters and schools should be compulsorily made participatory and highly interactive with school heads directly in that block. This interactive session should be designed systematically so that participatory approach is practiced and right insights into the implementation of the programme is sought.

The Cluster Resource Persons will work with all the school heads in his/her cluster and provide onsite support through:

- a) Regular weekly visits to schools and monthly meetings at the cluster level.
- b) The monthly meetings that are being conducted at present will focus extensively on school transformation and role of school heads in it by reviewing the work carried out by the school heads in the cluster. Cluster resource person will conduct these review sessions, in collaboration with school heads, in a participatory manner. Designing such a process will be done in collaboration with a few school heads.
- c) Organises seminars and discussion forums through which experts and resource persons of different subjects support in strengthening the content knowledge and pedagogical approach of the teachers in the cluster
- d) Develops method of continuing such pedagogical support with HM throughout the year in cluster, with a focus on developing teachers as resource persons having expertise in different curricular subjects from within the cluster of schools.
- e) These subject experts will lend their support and share their expertise with all schools in the cluster to support their peers.
- f) Similarly, HMs, with leadership strengths in various skills and abilities and knowledge about leadership, are prepared to become experts to lend support to their peer HMs to become effective leaders.

#### **Model 2: Peer Support by School Heads**

Fortnightly peer interaction among School heads within the cluster to discuss and share with each other about their school's experience, issues, etc.

This will be led by one of the school heads from within the group. Likewise, school heads will take turns so as to ensure that every school head gets an opportunity to conduct the peer interaction session. The responsibility for designing and conducting the sessions effectively lies with the school head leading the peer interaction for a particular meet. The peers will also give their

feedback on the effectiveness of the design and execution of the peer sharing and interaction at the end.

### **Model 3: Peer Mentoring**

The school heads will support and mentor each other by exchanging their experiences, discussing the issues and challenges and sharing the new knowledge acquired by meeting once in 15 or 20 days. Eventually, these HMs, together, will also design and implement a development programme for the entire cluster of schools to come together to work towards transforming all schools within the cluster, with a special focus on student learning.

### **Model 4: Onsite support through external mentoring and differentiated support by retired school heads / retired teachers / NGOs/ volunteer professionals**

By involving active retired school heads / teachers, with proven abilities in heading the school while in service, as subject teacher experts, as skill specialists, etc. Professionals from NGOs and volunteers working in other professional spaces can also lend their voluntary services to schools.

These retired teachers and other professionals will adopt two or three schools in the cluster to work with them throughout the year. Weekly visits are paid by these retired teachers / school heads to provide mentoring support.

A group of such retired school heads and/or teachers and professionals in the cluster can also form a group of mentors to provide differentiated support to schools within the cluster.

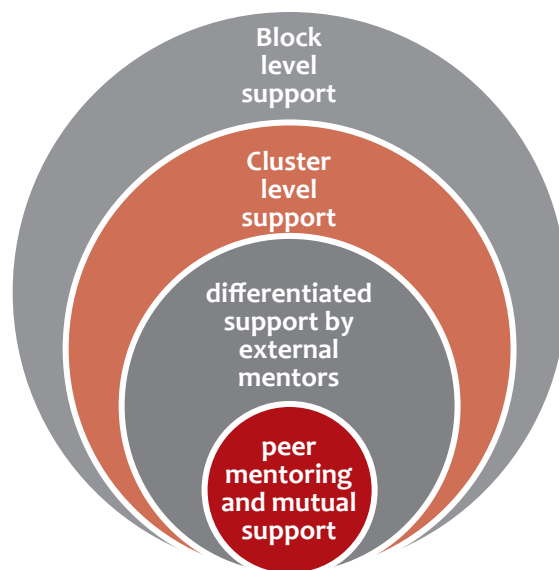
These mentors will also closely interact with the cluster resource person to align themselves and collaborate with cluster resource person in implementing the school leadership development programme and achieve school transformation by participating in cluster level review meetings.

### **Model 5: Integrated model of providing onsite support**

Providing onsite support can also be using technology such as Google groups, mobile network connections, Skype, video conferencing and blended approach, with face-to-face and onsite support.







## SUGGESTIVE SCHEDULES OF THE REVIEW AND FEEDBACK WORKSHOPS

The 2-day review workshop and retreat sessions would focus less on receiving new ‘technical’ knowledge, and more on learning from the experiences of peers. For this, the following design has been worked out:

Day-Session	Title	Objective	Outcome	Time
1.1	Welcome & Introduction to the retreat	Share objectives to set the tone of the workshop	The HMs know what to expect in the 2 days, feel on-board with the objectives, feel prepared for the workshop	9:30-10:00 am
1.2	‘My journey with my school in the 6 weeks’ -Individual reflection	To create a space where HMs can engage in individual, guided reflection on my Achievements, Failures & learning.	The HMs put up their journey exhibits on the walls to share with peers, on the walls marked for each key area, i.e., 6 walls.	10:00 – 1:00 pm

1.3	Reading exhibit of peers	To create opportunity to initiate peer sharing and, in turn, peer-learning.	HM would go around reading peer's journey, asking questions, congratulate each other	2:00 – 4:30
1.4	Individual thinking on 'What I learnt from others for my school'	To give time so that HMs can absorb the new ideas and reflect on their own journey, focusing on solutions they have learnt from peers.	Each HM articulates own learning while reading peer's journey, highlight one thing they will try in their schools( which they had not been doing)	4:30 – 5:00
2.1	Forming groups and problem solving on solutions + additional sources (short reading/case study/video)	To more systematically identify the 'right' resources (i.e., going through similar struggles) to engage in problem solving	The HMs sit together in groups of each Key Area (KA), solving the issue that each one faces. Also may refer to new sources, if needed.	9:30 – 01:00
2.2	Individual consolidation of action plan practicum	To provide a closure to the retreat	The HMs renew/ revise/ design new practicum, with action plan, for their schools	2:00 – 4:00
2.3	Way forward	To enable HMs to lead such meets in future	HMs identify the right people to be in touch with in the next six months for their KA. and fix dates and plan for other KA meets	4:00 – 5:00



## CONCLUSION

The emphatic goal of the school leadership development programme at NCSL-NUEPA is transformation of schools. This calls for transformation of school heads from administrators to school leaders. To achieve this goal it is apparent that there is a need for a paradigm shift in the ways training programmes were organized to a more intense and sustained interaction with our prime beneficiaries-the school heads so as to bring about this transformation. This handbook is a resource to develop leadership capacities among the school heads that would equip them to meet the multifarious school challenges of the present world.

It is a resource specifically to equip current school leaders to transform schools of today and prepare them to meet the challenges of new age schools. Deriving its base from the NCSL-Curriculum Framework, it is combination of theoretical and practical resources developed for the school heads so as to enable them to apply the new knowledge and skills in their own schools. Through a number of instructional techniques like group discussions, role play, audiovisual aids and experiential learning activities, the Handbook as a resource promises lots of opportunities for reflection and exploration of alternatives for problem solving and decision making leading to their application to the school context. The handbook is a guiding document to enable translation of the NCSL vision-that every child learns and every school excels, into reality.

In tune with NCSL objectives of direct engagement with the State machinery, the handbook acts as a practical guide for delivery of the 10-day and 6-day capacity building programmes in the States and UTs of India. It is designed in sync to the NCSL approach of a one year engagement with the school heads.

As part of its contents, it has sections detailing the preparatory work the school heads need to do; process based learning resources based on the six key areas in the curriculum; and specifications on the one year continuous engagement. The handbook provides sufficient space and flexibility for the States to contextualize, adapt and implement NCSL-curriculum framework as per the state-specific leadership requirements.

In accordance with the vision of NCSL to establish leadership capabilities among the school heads even in the remotest places in the country, the handbook as a document has been designed in such a way that it can be easily navigated through and used as a resource book even without any specific training on mode of delivery. Thus it is believed that the Handbook as a document caters to the diversity in the schools and acts as an ideal resource material to enable NCSL to reach out to thousands of school heads in the country-helping them to transform schools through transforming the self.





‘शिक्षक से सीधी बात’  
क्या आप कक्षा में जा रहे हैं?

## तो ठहरिये

आप अपने आप से पूछिये

- किसको पढ़ाना है?
- क्या पढ़ाना है?
- क्या आप प्रसन्नचित है?
- कल के कार्य का शुद्धिकरण कर लिया है?
- सहायक सामग्री तथा पथ योजना लेकर जा रहे हैं?

यदि हाँ तो  
जाइये

**भावी राष्ट्र आपकी प्रतीक्षा कर रहा है.....**

क्या आप कक्षा से लौट रहे हैं?

- क्या आपने बच्चों को नया ज्ञान दिया?
- क्या छात्रों की आपके प्रति श्रद्धा और गहरी हुई?
- क्या आपके मन में छात्रों के प्रति प्रेम जगा?
- क्या आपने अपने छात्रों को किताबी ज्ञान के अतिरिक्त व्यावहारिक ज्ञान भी दिया?

यदि हाँ तो

**“आप गर्व से कह सकते हैं, कि आपने राष्ट्र के प्रति अपना दायित्व पूरा किया”**

लोकेन्द्र शर्मा (स.अ.)  
उ.प्रा.वि. अलीपुर खुर्द, बघरा,  
मुजफ्फरनगर

Class 2



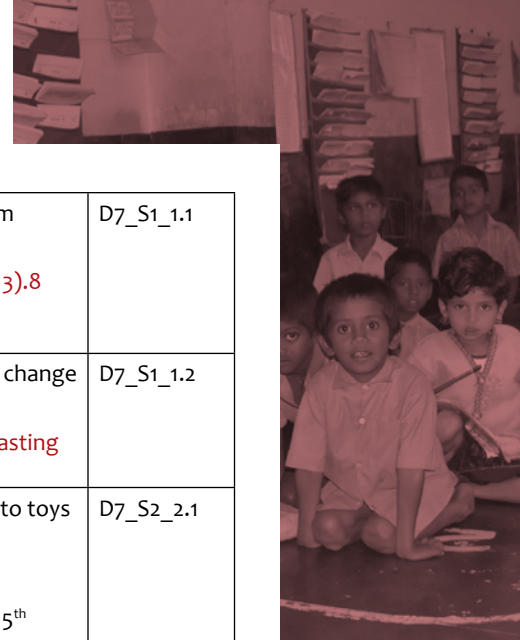
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	Day 2 – Session 1- Activity 1.1 – Excerpts from School that Learn  Reference: Senge, P. (2005). Schools that learn from ‘The fifth discipline’, retrieved from <a href="http://www.integral-focus.com/pdf/Senge.pdf">http://www.integral-focus.com/pdf/Senge.pdf</a> on 15th December, 2013	D2_S1_1.1b
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Key Area 2	Day 3-Session 1-Activity 1.1-Lead India Video and De-Brief  Reference: <a href="https://www.youtube.com/watch?v=KK_oT7lYnqw">https://www.youtube.com/watch?v=KK_oT7lYnqw</a> , accessed on 23 <sup>rd</sup> November 2013	D3_S1_1.1
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	Day 3- Session 2-Activity 2.1- Module on ‘Prioritizing your work and managing your time effectively’  Reference: Extracted from TESS-India Leadership Development Unit 2 Managing and Developing Self <a href="http://www.tess-india.edu.in/learning-materials/leadership">http://www.tess-india.edu.in/learning-materials/leadership</a> accessed on 10th October 2013	D3_S2_2.1
	Day 3-Session 2-Activity 2.3- Time Management Grid  Reference: Extracted from TESS-India Leadership Development Unit 2 Managing and Developing Self <a href="http://www.tess-india.edu.in/learning-materials/leadership">http://www.tess-india.edu.in/learning-materials/leadership</a> accessed on 10th October 2013	D3_S2_2.3
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Key Area 6	Day 8- Session 2- Activity 2.1- Text for Individual Reflection on Home School Partnership <a href="http://www.state.nj.us/education/title1/tech/module4/epstein.pdf">http://www.state.nj.us/education/title1/tech/module4/epstein.pdf</a> accessed on 5th February 2014	D8_S2_2.2
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## Photographs

Courtesy	Location/Source	Used in
Dr. B.K. Panda	Tribal School in Odisha	Day 1
Mr. Manmohan Singh	Government Primary School in Reiek, Mizoram	Introduction, Day 1, 2, 7
Kaivalya Education Foundation	<a href="http://www.kefindia.org/kaivalya-education/photogallery/onsite-field-support">http://www.kefindia.org/kaivalya-education/photogallery/onsite-field-support</a>	Day 4, 5
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Prof. K.Sujatha	Government High School, Goragunte Palya, Karnataka	One Year Engagement
Mr. Salman U Khan	Capacity Building Programme for School Heads, District Allahabad (23 <sup>rd</sup> to 29 <sup>th</sup> December 2013), NCSL	Day 6
Mr. Vishnu Pareek	Capacity Building Programme for School Heads, District Allahabad (23 <sup>rd</sup> to 29 <sup>th</sup> December 2013), NCSL	Key Area 5 Separator
Naya Kadam Nayi Kahani Taranagar, Piramal Foundation for Education Leadership	<a href="https://www.facebook.com/photo.php?fbid=606471542766998&amp;set=t.100000661276648&amp;type=3&amp;theater">https://www.facebook.com/photo.php?fbid=606471542766998&amp;set=t.100000661276648&amp;type=3&amp;theater</a>	Day 8
Dr. Rashmi Diwan and Dr. B.K.Panda	Workshop on School Development Plan in Raichur, Karnataka	Day 1, 2

## Illustration for Poems

Number	Courtesy	Poems
1	Dr. N. Mythili	<i>Jawab do</i>
2	Dr. Kashyapi Awasthi	<i>Kar Lo Jo Chaho</i>
3	Dr. N. Mythili	<i>Kitabein kuch kehti hain</i>
4	Dr. N. Mythili	<i>Bachhon ki padhai</i>
5	Dr. Kashyapi Awasthi	<i>Bas chand kadam</i>
6	Dr. Kashyapi Awasthi	<i>Shikshak Se Seedhi Baat</i>



## Appendix 1

### PROGRAMME DESIGN FOR 6-DAY CAPACITY BUILDING OF SCHOOL HEADS

Preparatory Activity :School Leadership Development Programme	
The preparatory activity would be filled by school heads before coming to the Capacity Building programme	
Themes	Duration
Day 1: KA 1:Perspective On School Leadership	
Introduction and Programme Outline	90 Minutes
Understanding School Leadership: Multiple roles and responsibilities And putting Child first	90 Minutes
School as a Learning Organization	90Minutes
Understanding School as a Learning Organization	90Minutes
Day 2: KA 2 and KA 3: Developing Self and Transforming Teaching Learning Process	
Understanding My Leadership style	90 Minutes
Prioritizing Work as a School Head	90 Minutes
School and purpose of education	90 Minutes
Understanding developmental needs of children	90 Minutes
Day 3: KA 3 and KA 4: Transforming Teaching Learning Process and Building and Leading Teams	
Observation and Feedback to Teachers	90 Minutes
Being a Coach and a Mentor to teachers	90 Minutes
Understanding Teams	90 Minutes
Creating spaces for dialogue with a purpose: Staff Meetings	90 Minutes

Day 4: KA 6 and KA 5: Leading Partnerships and Leading Innovations	
Understanding Partnership: Identifying Stakeholders and Their Engagement	75 Minutes
Home-School Partnership	90 Minutes
Innovation- heart of a learning organization	90 Minutes
Reimagining the school through innovations	90 Minutes
Day 5: Consolidation and Applying to School Situation	
Consolidation of Learning	45 Minutes
Creating School Development Plans based on any One school's profile	150 Minutes
Presentation & Peer review	120 Minutes
Developing criteria of a 'good' SDP	75 Minutes
Day 6: Drawing School Development Plan and Way Forward	
School Development Plan for My School	120 Minutes
Discussing Way Forward	120 Minutes
Debrief and Feedback of the Workshop	90 Minutes
Closure	30 Minutes



# Curriculum Framework on School Leadership Development

The Curriculum Framework outlines six key areas, based on different components required for achieving the goal of developing school leadership in elementary schools. The key areas have clearly defined objectives and content areas that are necessary for bringing about school transformation and professional growth of school leaders.



All the six key areas are closely knit with a view to building a holistic perspective on school transformation and the critical role of the school leader in achieving this goal. The framework considers the school as a learning organization that proactively nurtures children and facilitates all-round growth and development. The curriculum centres on its ability to develop a positive self-concept (self-image) among school heads and encourage them to become reflective practitioners guided by the values of equality and non-discrimination.

Given the diversity of schooling contexts in India, this framework provides space to explore and understand Special Focus Areas – so that the specific

challenges in mountainous, desert and tribal areas, the regions experiencing heavy rainfall leading to annual floods, or areas exposed to social conflict or frequented by natural or man-made disasters are understood and addressed. Equally, the specific challenges faced by small and multi-grade schools also merit special attention

## KEY AREA 1: PERSPECTIVE ON SCHOOL LEADERSHIP

This seeks to develop an understanding of leadership and its impact on school transformation. It builds a conceptual understanding of school as a learning organization, as a place for promoting growth and development of children and as a ground for continuous experimentation and change. It focuses on building a vision for change and transformation of school.

### OBJECTIVE

- Understanding school leadership and building a vision for change and improvement

#### Unit 1: School as a Learning Organization

- School as a social institution
- Dynamic nature of the school as an organization
- Interactive processes in school
- School as a ground for learning and development

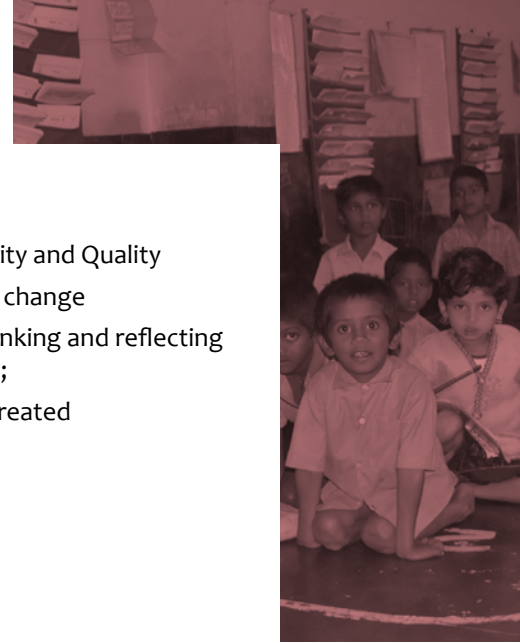
#### Unit 2: School Leadership: Multiple Roles and Identities

- Leader as a visionary
- Leader as an initiator of change
- Leader as a person who inspires and who is resolute, people-centric and a life-long learner
- Leader as a reflective practitioner
- Significance of leadership for enhancing school effectiveness

#### Unit 3: Developing a Vision for School

- Vision for school transformation
- Assessing and understanding the context and constraints
- Translating vision through school development plan
- Tracking change through periodic review and revision





#### Unit 4: Understanding Transformation

- Guiding principles for school transformation: Inclusion, Equity and Quality
- School as collective: Ideas, capabilities and goals for school change
- Dynamics of transforming oneself: Attitude and actions; thinking and reflecting and engaging with parents, Teachers, community members;
- Dealing with change: Resistance faced and opportunities created

#### Unit 5: Child First

- Understanding childhood
- Holistic development of the child
- The rights of a child in school
- Practicing equality, non-discrimination and respect for all
- School as a safe and secure place

#### Unit 6: Transforming the Work Ethos

- Keeping the goal in view and moving towards it
- Accepting and accommodating multiple perspectives
- Creating processes for meaningful interaction
- Being open to change and correction
- Fostering sense of shared commitment

### KEY AREA 2: DEVELOPING SELF

The focus of this area is to develop a positive self-concept with respect to capabilities, attitudes and values; areas for self-improvement through reflective interaction and critical role of a leader in creating scope and opportunities for continuous learning and development of self and others.

#### OBJECTIVE

- Understanding self, its relation with others and the school, and developing self

#### Unit 1: Understanding Self

- Understand oneself: As an individual and as a professional in school
- Understanding meaning and purpose in work life
- Developing positive self concept and self esteem



## Unit 2: Self in Relation to Others

- Locating oneself in the social context of school
- Dealing with conflicting expectations and multiple role perception
- Circle of influence and circle of concern

## Unit 3: Self in the Context of School

- Convergence between goals of self-development and institutional goals
- Multiple roles in relation to school functioning
- Reflections on aligning professional goals and practices

## Unit 4: Developing Professional Self

- Working and relating with people
- School as a place for social learning and growing together
- Creating a sense of collective responsibility: Social, moral and ethical

## KEY AREA 3: TRANSFORMING TEACHING-LEARNING PROCESS

This deals with developing capabilities in the leader to transform the teaching-learning setting by understanding the school as a place for exploration and creativity and making classroom processes more creative and child-centric. To this end, it intends to build capabilities in school heads to transform the teaching-learning processes in their schools.

### OBJECTIVE

- Transforming teaching- learning process into child-centered creative engagement

## Unit 1: School and Purpose of Education

- Nurturing spirit of inquiry
- Education for critical thinking
- Education for empowerment
- Developing responsible citizens

## Unit 2: Understanding Child - Centred Pedagogy

- Learning and Developmental needs of the growing child
- Child as an active learner and constructor of knowledge
- Making learning a joyful and creative experience for teacher and learner.



- Teaching-learning as a joint exploration by teachers and learner
- Learning in an inclusive socio-culturally diverse setting.

### **Unit 3: Creating Conducive Teaching-Learning Conditions**

- Attractive and lively school and classroom environment
- Creative organization of classroom spaces and materials
- Strengthening opportunities for active learning
- Inclusive environment: Mutual respect, acceptance and a sense of common identity
- Warm, safe and caring environment in classrooms

### **Unit 4: Enhancing the Effectiveness of Classroom Processes**

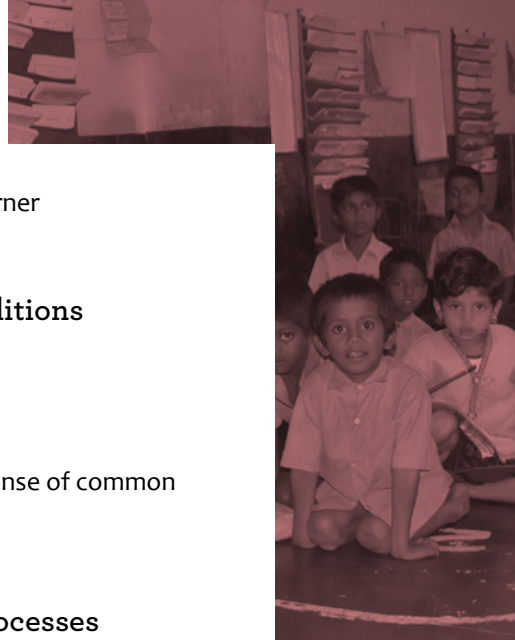
- Observation, Feedback and Supervision
- Direct engagement with children and keeping track of the progress of the individual child
- Collaborative practices for improving classroom activities
- Coaching and mentoring
- Technology in teaching-learning process
- Encouraging freedom to explore and experiment

### **Unit 5: Developing Teacher as a Professional**

- Teacher: The key to school transformation
- Promoting Teacher leadership
- Teacher as a reflective practitioner
- Facilitating Teacher-Student interaction inside and outside the classroom
- Addressing teacher issues and concerns
- Promoting professional growth of teachers

### **Unit 6: Enriching Teaching-Learning Process: looking beyond the classroom**

- Understanding the child through the eyes of the parent
- Home support for child's learning
- Enriching school experience through community knowledge and creativity
- Strengthening feedback cycle between parents and teachers: Schooling experience and learning.
- Neighbourhood as learning space.



## KEY AREA 4: BUILDING AND LEADING TEAMS

This addresses the skills required to build and sustain effective teams. It focuses on understanding group dynamics, processes of collaboration, teamwork, conflict resolution and creating opportunities for the professional development of team members.

### OBJECTIVE

- Facilitating collaborations and working in teams

#### Unit 1: Building Teams

- Understanding strengths and capabilities of the team members
- Studying group dynamics
- Creating processes for collaboration and cooperation
- Matching responsibilities and abilities

#### Unit 2: Promoting Team Work

- Planning together
- Fostering professional discussions and dialogue
- Acting together
- Staff meetings as a platform for deep engagement in productive ideas
- Establishing review and feedback mechanisms

#### Unit 3: Being a Team Leader

- Creating opportunities for effective team work
- Establishing effective communication processes for team
- Decision-making in team work
- Executing work through teams
- Conflict resolution



## KEY AREA 5: LEADING INNOVATIONS

This seeks to transform structures and programmes of the school through continuous change and innovation. The focus is on creating conditions, systems, structures and processes that support new ideas and actions through collective effort and building a culture of innovation.

### OBJECTIVE

- Facilitating transformation through innovative actions

#### Unit 1: Innovations – Heart of a Learning Organization

- School head: A key driving force for innovations
- In search of new ideas: Dialogue and brain storming
- Innovations: Significant to school improvement
- Looking beyond the normative framework

#### Unit 2: Building a Culture of Innovation in the School

- Nurturing Innovations: Creating spaces for experimentation and research
- Ensuring adequate resources and academic support
- Respecting individuality and accommodating diverse perspectives
- Understanding and addressing resistance to change
- Rewards and recognition for new ideas and actions
- Identifying and documenting innovations in school

#### Unit 3: Reimagining the school through innovations

- Innovations at the School Level: Changing the organization of curriculum, annual calendar, work distribution, budgets, Mid-day Meals, managing finances and raising funds, optimal utilization of existing resources, conducting annual functions, organizing community meetings and staff meetings
- Innovations at Classroom Level: Improvising the teaching-learning process, the classroom organization, time-table preparation, classroom management
- Students as innovators, teachers as innovators, community as innovators



## KEY AREA 6: LEADING PARTNERSHIPS

Leading school transformation involves building partnerships with people both inside and outside the school. This key area focuses on the need for developing meaningful relationships between school and parents, community members, officials in education departments and other schools in the neighbourhood. The purpose is to enable school leaders to skilfully create opportunities for establishing partnerships with multiple stakeholders.

### OBJECTIVE

- Facilitating partnerships with parents, community and education functionaries for school transformation

#### Unit 1: Home-School Partnership

- Creating spaces for home-school interactions
- Learning and development as joint responsibility of teachers and parents
- Dealing with differing perceptions and expectations of parents and teachers
- Encouraging parent involvement in school management
- School as a platform for parent learning.

#### Unit 2: Working with the Community

- Understanding school-community relationship
- Creating spaces for community involvement in the school
- Institutionalising community participation through School Management Committee
- Role of community in School Development Plan
- School as a social learning space for the community
- Working with mutual understanding and respect with local leadership

#### Unit 3: Working with the System

- School as part of the education system
- Interfacing effectively with educational administrators
- Balancing demands of school development with system-level requirement
- Linking with local resource support institutions
- Sharing, adapting, participating and exchanging best practices amongst community of schools



# National Centre for School Leadership-NUEPA

Transforming schools into effective centres of delivering quality education demands a strong and well informed leadership that is capable of engaging in a process of change and innovation. While NUEPA has been bringing together heads of the schools as well as administrators periodically for orientation and exchange of experiences, it is felt that the effort needs to be augmented significantly. Establishment of the National Centre for School Leadership (NCSL) in NUEPA is a step towards addressing this need on a sustainable basis.

The leading priority for NCSL, therefore is to build leadership capacities for change, eventually leading to transformation of schools. To achieve this mission, the Centre will engage in capacity building programmes for the school heads, based on a curriculum that is grounded on the needs and issues of the states and the diversity therein, in the area of school education. The Centre will also encourage networking among schools and related resource institutions so as to facilitate meaningful exchange of experiences, lateral learning and shared problem-solving. It will also organize and promote research on leadership and governance of school education with a view to encourage evidence-based decision-making at systemic and institutional levels. The Centre will also function as a repository of information for all developments in the areas of leadership and governance in school education.

The leadership programmes would cover existing and freshly inducted school principals and administrators as well as senior teachers from elementary to higher secondary levels, functioning in both government and government-aided sectors. The essence of the programme is to build leadership at all levels - institution, village, district, state and national level - to transform the way in which schools and school education systems are managed and led.





“हर बच्चा सीखे,  
हर विद्यालय उज्ज्वल हो”



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