

# One Month Certificate Course in School Leadership and Management



## Resource Book



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National Centre for School Leadership

# **One Month Certificate Course in School Leadership and Management**

## **Resource Book**



**NATIONAL UNIVERSITY OF EDUCATIONAL PLANNING AND ADMINISTRATION**



National University of Educational Planning and Administration (NUEPA)  
Declared by the Government of India under Section 3 of the UGC Act, 1956

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**First published: November 2016 (5H)**



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Published by the Registrar, National University of Educational Planning and Administration (NUEPA)  
17-B, Sri Aurobindo Marg, New Delhi & Designed by Chiranjn Advertising, East of Kailash, New Delhi-110065  
& Printed at Archana Printers, Okhla Phase-II, New Delhi-110020





## PREFACE

The prime vision of National Centre for School Leadership (NCSL), National University of Educational Planning and Administration (NUEPA) is to produce new generation leaders. NCSL has been continuously working towards translating this vision into reality. Among the four strands, one of the strands NCSL works on is Curriculum and Material development. The main objective of this strand is designing and implementing school leadership development as a continuous professional development activity for school heads in the country.

As support material, the Centre developed the Curriculum Framework for School Leadership and **Resource Book** as a guide for conducting Capacity building programmes for school heads taking their roles beyond managerial and administrative responsibilities to academic responsibilities.

Initially the Centre conceptualized a model of Capacity building programme which was for ten days on a face-to-face mode, followed by a one- year continuous engagement and on-site support. As per its mandate, NCSL has widened its scope of capacity building from a ten day capacity building model on school leadership to a one-month course leading to Certificate in School Leadership and Management. The one-month course could also be planned as a residential programme with the intention that the school heads could utilize their vacation to participate in the course while it is being offered in each state. The present **Resource Book** has been prepared with this certification as the main focus.

Thus, this **Resource Book** provides a medium that would take the participants through an intensive and interdisciplinary curriculum coupled with participatory processes, while adopting an interactive pedagogic approach. Based on the feedback received from the States, a new key area 'Leading School Administration' has been added to the content. This newly developed key area focuses on the administrative and financial aspects of leading a school.

The **Resource Book** consists of a rich package of audio-visual resource materials, case studies, extracts from reference books and slide presentations as accompaniment to the text. It is meant to be an ideal facilitator tool for State level institutions, university departments, state level Leadership Academies and Anchor institutes or any other institution. All resource material included in the **Resource Book** are either specially





designed by NCSL faculty or drawn from open educational resources freely available. The **Resource Book** itself is going to be made available as open education resource freely accessible to all those concerned with the area of development of school leadership. The **Resource Book** 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 faculty of National Centre for School Leadership, NUEPA for bringing out this **Resource Book** and hope that state governments, heads of schools as well as all others concerned with the area of school leadership will find it useful.

New Delhi

**Professor Jandhyala B.G. Tilak**  
Vice Chancellor (I/c) NUEPA



## ACKNOWLEDGMENTS

The National Centre for School Leadership (NCSL) is committed to building leadership capacities of school heads for change and development of elementary and secondary school education in India. As part of its agenda of professional preparation of the school heads on leadership, this Resource Book has been prepared to train the school heads as part of a One Month course leading to a Certificate in School Leadership and Management.

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

We acknowledge the enduring support and insights provided by the former Vice Chancellor of NUEPA, Prof. R. Govinda whose vision and expertise has helped in bringing out this Resource Book.

We express our gratitude to Prof. J.B.G Tilak, Vice Chancellor, NUEPA, for the encouragement, support and guidance offered in bringing out this Resource Book.

This Resource Book guides the Resource persons, facilitators, experts of School Leadership Academies in each state in implementing the One Month Course leading to a Certificate in School Leadership and Management.

We thank the 34 Principals from Delhi, Haryana, Madhya Pradesh, Bihar, Uttarakhand, Uttar Pradesh and Rajasthan who were part of the piloting of the Resource Book and the first batch of the programme (June 2014), the 41 principals of the second batch (June 2015) from the states of Uttar Pradesh, Rajasthan, Uttarakhand, Jammu and Kashmir, Chandigarh, and Punjab and 32 principals of the third batch (June 2016) from Uttar Pradesh, Madhya Pradesh, Bihar, Jharkhand, Jammu and Kashmir, Rajasthan and Chhattisgarh for their suggestions and feedback which contributed to finalizing this Resource Book.

We are grateful for the contributions of the National College for Teaching and Leadership (NCTL), U.K. We acknowledge TESS, India, for the modules that have been used in the Key Areas as part of the resources.

We acknowledge the contributions of Mr. Moloy Goswamy, General Manager and Mr. Dev Kumar, Visualizer/Graphic Designer from M/s Chiranjn Advertising, for designing the document.

Last but not the least, our heartfelt thanks to the entire publication team from NUEPA, Mr. Pramod Rawat and Mr. Amit Singhal in publishing this Resource Book for the One Month Course in School Leadership and Management.

**NCSL Team**







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Key Area	Session Resources	Resource Code
<b>KEY AREA-1</b>	Day 2_ Session 4_ Activity4.1_ Doing leader like things in a leader like manner_ppt	D2_S4_4.1
	Day 3_ Session 1_ Activity1.1a_ Case study for learning organization	D3_S1_1.1a
	Day3_ Session 1_ Activity 1.1b_ Learning organization_ppt	D3_S1_1.1b
	Day 3_ Session 1_ Activity 1.1c_ Learning Organization_ Write up	D3_S1_1.1c
	Day3_ Session 2_ Activity 2.1a_ Peter Senge_ Learning Organization_ppt	D3_S2_2.1a
	Day3_ Session 2_ Activity 2.1b_ Probing questions for 5 disciplines	D3_S2_2.1b
	Day 4_ Session2_ Activity 2.1_ Adolescent needs and challenges_ppt	D4_S2_2.1
	Day 4_ Session4_ Activity 4.1_ Non discrimination and respect for all_Video	D4_S4_4.1
	Day 4_ Session 4_ Activity 4.2_ I Can_video	D4_S4_4.2
<b>KEY AREA-2</b>	Day6_ Session2_ Activity2.1_ Johari Window Handout	D6_S2_2.1
	Day6_ Session3_ Activity3.1_ Transactional Analysis_ppt	D6_S3_3.1
	Day6_ Session3_ Activity3.2_ Questionnaire on Management styles	D6_S3_3.2
	Day7_ Session1_ Activity1.2_ Lead India Video	D7_S1_1.2
	Day7_ Session2_ Activity2.3_ Circle of Influence and concern_ppt	D7_S2_2.3
	Day7_ Session4_ Activity4.1_ Prioritizing your work_Handout	D7_S4_4.1
	Day7_ Session4_ Activity4.2_ Understanding the Time Management Grid_Handout	D7_S4_4.2
	Day8_ Session3_ Activity3.1_ Personal Development Plan_Handout	D8_S3_3.1
<b>KEY AREA-3</b>	Day9_ Session1_ Activity1.1_ School Chale Hum_video	D9_S1_1.1
	Day9_ Session1_ Activity1.2_ Tottochan-the little girl by the window_Handout	D9_S1_1.2
	Day9_ Session2_ Activity2.1_ Parrots training_video	D9_S2_2.1
	Day9_ Session2_ Activity2.2a_ Young Historians_Video	D9_S2_2.2a
	Day9_ Session2_ Activity2.2b_ Principles of active learning_ppt	D9_S2_2.2b
	Day10_ Session1_ Activity1.1_ Developmental needs of children_ppt	D10_S1_1.1
	Day10_ Session2_ Activity2.2_ How children fail_John Holt_Handout	D10_S2_2.2
	Day10_ Session3_ Activity3.1_ Module on Inclusion	D10_S3_3.1a, 3.1b, 3.1c





Key Area	Session Resources	Resource Code
	Day11_Session1_Activity1.3a_Headmistress of a rural school in Tamil Nadu _Case study	D11_S1_1.3a
	Day11_Session1_Activity1.3b_Home support for child's learning _ppt	D11_S1_1.3b
	Day11_Session4_Activity4.1_NCF-2005_Excerpts	D11_S3_3.1
	Day12_Session2_Activity2.1a_Observation and Feedback _ppt	D12_S2_2.1a
	Day12_Session2_Activity2.1b_Ask Describe Ask Model _Handout	D12_S2_2.1b
	Day12_Session3_Activity3.1_Professional Learning Communities _ppt	D12_S3_3.1
	Day13_Session1_Activity1.1a_Coaching and Mentoring _ppt	D13_S1_1.1a
	Day13_Session1_Activity1.1b_Module on Coaching and Mentoring	D13_S2_2.1b
<b>KEY AREA-4</b>	Day14_Session1_Activity 1.1_Understanding Team _ppt	D14_S1_1.1
	Day14_Session2_Activity 2.1_Group Dynamics matrix _Handout	D14_S2_2.1
	Day14_Session3_Activity3.1_Self Orientation to Team Work _Questionnaire	D14_S3_3.1
	Day14_Session4_Activity4.1a_Conflict Resolution Styles _Questionnaire	D14_S4_4.1a
	Day14_Session4_Activity 4.1b_Conflict Resolution Styles _ppt	D14_S4_4.1b
	Day 15_Session 1_Activity 1.2_Teams for Transformation _Video	D15_S1_1.2
	Day 15_Session2_Activity 2.1_Diamond 9 _Handout	D15_S2_2.1
	Day 15_Session 4_Activity 4.1_Motivating and Influencing Team Members _Handout	D15_S4_4.1
	Day 16_Session 1_Activity 1.1_Planning for the Team _Handout	D16_S1_1.1
	Day 16_Session 2_Activity 2.2_What if I and what if we _Video	D16_S2_2.2
<b>KEY AREA-5</b>	Day 16_Session 1_Activity1.1_Knowing about innovations _ppt	D16_S1_1.1
	Day 16_Session 1_Activity 1.2a_Audio talk by Vijay Chand Sherry	D16_S1_1.2a
	Day 16_Session1_Activity 1.2b_Reflective Questions on audio talk by Vijay Chand Sherry	D16_S1_1.2b
	Day 16_Session 2_Activity 2.1_Case study on Innovations _Handout	D16_S2_2.1
	Day 17_Session1_Activity 1.1_Innovations in Learning and Teaching By Arvind Gupta _Video	D17_S1_1.1
	Day17_Session1_activity1.1_Reflective questions on Innovations in Teaching and Learning By Arvind Gupta _ppt	D17_S1_1.1
	Day 17_Session 2_Activity 2.1_Innovation in creating eco-friendly school physical environment _video 1&2	D17_S2_2.1





Key Area	Session Resources	Resource Code
	Day 17_Session 3_ Activity 3.1_ Resistance to change_video	D17_S3_3.1
	Day 17_Session 4_ Activity 4.1a_ Reward and recognition_ppt	D17_S4_4.1a
	Day 17_Session 4_ Activity 4.1b_ Socrates dialogue	D17_S4_4.1b
	Day 18_Session 1_ Activity 1.1_ Classroom teaching ranging from elementary to secondary classes_video	D18_S1_1.1
	Day 18_Session 2_ Activity 2.1_ Situation analysis_Handout	D18_S2_2.1
<b>KEY AREA-6</b>	Day19_Session 1_ Activity 1.1a_ Leading Partnership_ppt	D19_S1_1.1a
	Day19_Session1_ Activity 1.1b_ Reflective Exercise_Handout	D19_S1_1.1b
	Day19_Session 2_ Activity 2.1_ Perception and Expectations_ ppt	D19_S2_2.1
	Day 19_Session 3_ Activity 3.1a_ Parental involvement in school education_PPT	D19_S3_3.1a
	Day 19_Session3_ Activity 3.1b_ Epstein's Framework_Handout	D19_S3_3.1b
	Day 19_Session 4_ Activity 4.1_ Case study	D19_S4_4.1
	Day 20_Session1_ Activity 1.1_ Simulation scenario	D20_S1_1.1
<b>KEY AREA-7</b>	Day 21_Session1_ Activity 1.1a_ Power Point Presentation on Decision making process	D21_S1_1.1a
	Day21_Session 1_ Activity 1.1b_ Decision Making Tool	D21_S1_1.1b
	Day21_Session 1_ Activity 1.1c_ Chapter-1 from Blink: The power of thinking without thinking By Malcolm Gladwell	D21_S1_1.1c
	Day 21_Session2_ Activity 2.1_ Management of Human and physical resources_ppt	D21_S2_2.1
	Day 22_Session2_ Activity 2.1a_ Simulation exercise Instructions_Handout	D22_S2_2.1a
	Day 22_Session 2_ Activity 2.1b_ Data on Excel sheet	D22_S2_2.1b
	Day 22_Session 3_ Activity 3.1_ Handout on Data Interpretation	D22_S3_3.1
	Day 22_Session 4_ Activity 4.1_ Research excerpt on assessment as evidence for teaching practice	D22_S4_4.1
	Day 23_Session 1_ Activity 1.2_ Chapter-17 from Muthuswamy and Brinda (2015)_ Fixation of Pay_Handout	D23_S1_1.2
	Day 23_Session3_ Activity 3.2_ Personal claims_Handout	D23_S3_3.2
	Day23_Session 4_ Activity 4.1_ Cashbook page_Handout	D23_S4_4.1
<b>CONSOLIDATION AND SDP</b>		
	Day 24_Session2_ Activity2.1_ Module on School Development Plan	D24_s2_2.1
	Day 25_Session 2_ Activity 2.1_ One Year Engagement_ppt	D25_S2_2.1
	Day 25_Session 3_ Activity 3.1_ Power of One_video	D25_S3_3.1



# SCHOOL TRANSFORMATION: THE GUIDING SPIRIT







## 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 has become vital to meet such challenges. 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 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 usual training

programmes and School Leadership Development (SLD). SLD adopted by NCSL is different from the conventional training model.

- It seeks to pursue a curriculum close to real school-world challenges to improve schools.
- Begins the real work of transforming schools through long-term, continuous engagement and not as one-time orientation and short term programmes. The element of on-site follow up

### ***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*

provision is strong in School leadership Development.

- 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.







## 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 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 play scenarios, written materials and audio-visual aids.
- provides plenty of opportunities for reflection, for exploration of alternative issues, for change and improvement, for developing an understanding of what works best in different situations, for translating school-based vision into real school practices and to form the foundation of a transformed school system.

### **School Leadership Development: NCSL Approach**

- Conceptualized at National level 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
- Developed curriculum that meets differential leadership requirements of School Heads
- Ensures sustainability by building institutional and human capacity in the area of school leadership development in the States
- Provides 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

- validates sustainability, ensures ownership of the State delivery of the programme and transaction of curriculum through direct engagement with the States by constituting a critical mass of experts and specialists called as State Resource Group.
- visualizes institutionalization of the programme within the States through establishment of Leadership Academies and Anchor Institutions
- provides sufficient space and flexibility for the States to contextualize, adapt and implement curriculum framework according to state-specific leadership requirements through various workshops and meetings.
- 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)

- is designed as an application-based, skill-based and need-based programme
- provides for on-site support coupled with feedback to support leadership development among the school heads at the State and District level

### **What is the scope of this Resource Book?**

The National Centre for School Leadership had brought out a Resource Book based on the 10 day model of capacity building of the school heads in 2014. This Resource Book for the One Month Course on School Leadership and Management goes beyond the 10 days model and offers a capacity building model for a total of 25 days leading to a Certificate in School Leadership and Management.

The course is specifically made for one month based on the rationale that it can be endorsed as a Summer programme running for one month duration during summer vacations when the school heads are relatively free from their administrative and academic work. Yet it is left to the discretion of the state to run the course as per its mandate and convenience.

The Resource Book acts as a facilitator's tool for the State Resource Group members who will build the capacity of the school heads through the One month Certificate course. As a facilitator's tool it attempts to develop understanding of perspectives of school leadership, develop personal and professional self, transforming teaching learning process, building and leading teams, leading innovations, leading partnerships and leading school administration.

### **New additions in the Resource Book**

The current Resource Book has built its base on the

16 day Handbook, but is enriched further with session designs and resources to generate content that would serve as an ideal facilitator tool for the experts and resource persons from the Leadership Academies and Anchor institutions to implement the school leadership programme in the States preferably during the summer vacations.

### **1. Key area-7: Leading School Administration**

The key area-7 on 'Leading School Administration' has been added into the Curriculum Framework taking into consideration requests from the school heads of the first batch of the One Month Course that was held at NUEPA in 2014, and the other school heads across the states who had been participants of the 16 day school leadership programme offered by NUEPA. This Resource Book for the One Month Certificate course on school leadership and management therefore along with session design and resources of six key areas contains added session designs and resources for the 7th key area on Leading School Administration.

### **Scope of Key Area-7**

The scope of key area-7 'Leading School Administration' is on understanding school Administration and Finance. It focuses on the administrative and financial aspects of leading a school. It helps to facilitate the school heads in understanding administrative rules and guidelines issued by the respective state governments, as well as an understanding of school finances, budgeting and utilization of funds. While leading a school, management of physical and human resources is important, hence, this key area also explores the various dimensions of effectively dealing with physical and human resources. Another important feature of this key area is to help the school heads build an effective database system, and lead school transformation with informed decision-making.



## 2. New themes added from the NCSL curriculum framework to suit both primary and secondary level school heads

The One Month Resource Book has session designs incorporating new themes from different Key areas of the NCSL curriculum framework. New interesting videos, PowerPoint presentations and role plays have been developed as resources to cover the entire course schedule of one month duration (25 days). Resources in the form of case studies and videos have been added to cater to the learning needs of school heads belonging to both elementary and secondary schools.

### Content of the Resource Book

The Resource Book for the One month course has sessions planned and resources developed for a total of 25 days. The 7 key areas along with the 'Consolidation and School Development Plan' have been distributed within the 25 days. The weightage with respect to number of days for each key area is illustrated below:

Key area	Name of Key area	Days
Key area-1	Perspective on School Leadership	5 days
Key area-2	Developing Self	3 days
Key area-3	Transforming Teaching Learning process	5 days
Key area-4	Building and Leading Teams	2 ½ days
Key area-5	Leading Innovations	2 ½ days
Key area-6	Leading Partnerships	2 ½ days
Key area-7	Leading School Administration	2 ½ days
	Consolidation and SDP	2 days
	<b>Total</b>	<b>25 days excluding Sundays</b>

### Process of Piloting of the Resource Book

This Resource Book has been piloted successfully on the first batch of one month summer programme participants (2014 batch) which included 34 school principals of the secondary schools from the Hindi speaking states. The pilot states who participated in the programme were Bihar, Rajasthan, Uttarakhand, Uttar Pradesh, Madhya Pradesh, and Delhi. The programme was held at NUEPA. This Resource Book with the additional key area-7 (Leading School Administration) has been further validated and tried on the second batch of One Month Certificate Course participants of June 2015.

### Facilitator Tool for Leadership Academies and Anchor Institutions in the States

As part of its agenda of institutionalizing the programme in the states, and for the purpose of sustenance of the programme following a decentralized approach to leadership development, The Centre proposes to set up

- Leadership Academies at the State level
- Anchor Institutions at the District level

The One Month Course on School Leadership and Management is envisioned as a flagship programmes of the Leadership Academies and Anchor institutions that will be established in states and UTs.

The Leadership Academies and Anchor Institutes will have resource persons (State resource group members) who will facilitate the delivery of the programme in the States. Their role will be mainly to build the capacities of School Heads to enable them to become School Leaders. The SRG members will be guided by the National Curriculum Framework on School Leadership and the Resource Book on the One Month Certificate Course.





The purpose of the Resource Book is also 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. Therefore, the Resource Book addresses the leadership requirements of Heads of diverse category of schools encompassing all stages of school education.

### **Programme Delivery**

The Programme through the One Month Certificate Course intends to

- Plan, design and implement a 25 days face to face One Month Certificate Course on School Leadership and Management
- Conduct review and feedback workshops
- Form Professional Learning Communities in every district and block
- Build shared vision for leading change process collaboratively
- Deliver face to face and blended programmes that are bound to be highly interactive.
- Guide School Heads through the process of improvement
- Energize the group and create environment with positivity and enthusiasm for helping School Heads grow personally and professionally
- Change mind sets and work attitudes
- Engage continuously with the school heads for at least one year and then expect changes to happen





## Organization of the Resource Book

The Resource Book presents details on all seven key areas drawn from the Curriculum Framework 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
Key Area 7	Leading School Administration

Each key area can be addressed as a self contained package. States can contextualize resources within each key area to suit their leadership needs. Within each package are:

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

The Resource Book offers a wide choice to facilitators to select activities from the resource packages offered under each key area. This basket of offering would help the facilitators to decide which methodology would work best for the target group understanding the fact that the participants' learning needs would vary depending on their school contexts and the situations under which they operate. Also, the Resource Book responds to the premise that not all adult learners would respond to the same kind of stimulation. Adults learn differently. Some techniques and methods may be very beneficial to one person, but not to others. Therefore offering a range of methodology

to suit different learning needs of the participants would ensure the wholesomeness of the One Month course and also enhance its rigor.

### The Resource Book is divided into three parts

1. Preparatory activity: Understanding “**My School**”: it is a reflective exercise for school heads for mapping their current school situation.
2. Session-wise, day to day activities based on the seven 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 onsite engagement post the face-to-face capacity building programme

### School Leadership Development: Preparatory Activity

The course is initiated by sending the Preparatory Activity to the school heads in advance before they arrive for the course. The preparatory exercise has reflective questions revolving around their daily life activities, their school, teachers and students. It functions as a reflective exercise for the school heads and by sending the exercise well in advance before commencement of the course. It provides scope for the school heads to revisit and reflect on a typical day that they spend in their school, develop an insight about themselves in the role of a school head, reflect on the school they belong, as well as the community and children. The Preparatory Exercise, encourages the school heads to reflect on the uniqueness of their school, the challenges they face and the changes they would like to see in future. The exercise would also enable to analyze their reflections and help to prepare them for the course.

### The Face-to-Face Programme Design (25 days)

The School Leadership Development Programme is





proposed as a One Month residential face-to-face capacity building programme followed by onsite engagement and follow up. The first day is devoted to conducting reflective activities based on the preparatory exercise and for ice-breakers while the last two and a half days are devoted to reflections, consolidation of learning drawn from the course.

On the last day of the course, the school heads would be ready with a well crafted School-based development plan that would set the stage for 'course of future action' after the school heads go back to their respective schools.

A snapshot of the one month course design has been given below:

DAYS	Theme	Duration
<b>KEY AREA 1: PERSPECTIVE ON SCHOOL LEADERSHIP</b>		
<b>Day 1</b>	Welcoming the participants	0930-1100hrs (90 minutes)
	Introducing Self and School	1130-1300 hrs (90 minutes)
	The Joy of Being - the joy of learning	1400-1530hrs (90 minutes)
	Sharing road map to school leadership	1545 - 1715hrs (90 minutes)
<b>Day 2</b>	Understanding school leadership	0930-1100hrs (90 minutes)
	School leadership-multiple roles and contexts	1130-1300 hrs (90 minutes)
	Key purpose of schools and role of school heads	1400-1530hrs (90 minutes)
	Doing leader like things in leader like manner	1545 - 1715hrs (90 minutes)
<b>Day 3</b>	School as a learning organization	0930-1300 hrs (210 minutes)
	Learning about systems thinking	1400-1715 hrs (195 minutes)
<b>Day 4</b>	Child first	0930-1100hrs (90 minutes)
	Holistic development of child/adolescents	1130-1300 hrs (90 minutes)
	Providing safe and secure environment at school	1400-1530hrs (90 minutes)
	Practicing equality, non discrimination and respect for all	1545 - 1715hrs (90 minutes)
<b>Day 5</b>	Understanding transformation	0930-1100hrs (90 minutes)
	Leading school towards transformation	1130-1300 hrs (90 minutes)
	Developing vision for school	1400-1715 hrs (195 minutes)
<b>KEY AREA 2: DEVELOPING SELF</b>		
<b>Day 6</b>	Reflective Exercise: Who am I?	0930-1030hrs (60 minutes)
	Discovering Oneself: Johari Window	1030-1300 hrs (135 minutes)
	Interactions between self and others: Transactional Analysis	1400-1730hrs (195 minutes)
<b>Day 7</b>	Perspective on Developing Self: Lead India Video	0930-1030hrs (60 minutes)
	Self in the context of school: Circle of Concern and Influence	1030-1115hrs (45 minutes)
	Prioritization of Concerns: Presentation and consolidation	1130-1430hrs (120 minutes)
	Self in the context of school: Time management grid	1430-1730 (165 minutes)



DAYS	Theme	Duration
Day 8	Retirement Day Speech	0930-1200hrs (135 minutes)
	Linking to School Vision	1200-1300hrs (60 minutes)
	Continuing Professional Development	1400-1730hrs (195 minutes)
<b>KEY AREA 3: TRANSFORMING TEACHING LEARNING PROCESS</b>		
Day 9	School and Purpose of Education	0930-1100hrs (90 minutes)
	Creating joyful and active learning environment	1130-1300 hrs (90 minutes)
	Creating inviting and flexible classroom spaces	1400-1530hrs (90 minutes)
	Planning a session using joyful learning methods	1545 - 1715hrs (90 minutes)
Day 10	Understanding developmental needs of child and adolescents	0930-1100hrs (90 minutes)
	Teaching-Learning as joint exploration by teacher and learner	1130-1300 hrs (90 minutes)
	Understanding inclusion	1400-1530hrs (90 minutes)
	Creating a culture of inclusion in school and classrooms	1545 - 1715hrs (90 minutes)
Day 11	Home support for child's learning	0930-1300hrs (180 minutes)
	Strengthening feedback between parents and teachers	1400-1530 hrs (90 minutes)
	Neighbourhood as a learning space: thinking beyond textbooks	1545-1715hrs (90 minutes)
Day 12	Professional development of teachers- reflective practitioners	0930-1100hrs (90 minutes)
	Professional development of teachers- observation and feedback	1130-1300 hrs (90 minutes)
	Teacher leaders-creating and sustaining professional learning communities	1400-1700hrs (180 minutes)
Day 13	Teacher Leaders: How to Coach and Mentor?	1000-1300hrs (180 minutes)
	Teacher issues and challenges	1400-1630hrs (160 minutes)
	Consolidating and drawing learning for own school context	1630-1730hrs (60 minutes)
<b>KEY AREA 4: BUILDING AND LEADING TEAMS</b>		
Day 14	Understanding Team (What is a team?)	1000-1130hrs (90 minutes)
	Group dynamics	1145-1300 hrs (75 minutes)
	Self Orientation to Team Work	1400-1530hrs (90 minutes)
	Conflict Resolution	1545 - 1715hrs (90 minutes)
Day 15	Teams for Transformation	0930-1130hrs (120 minutes)
	Prioritizing Themes for Staff Meeting	1200-1300 hrs (60 minutes)
	Conducting Developmental Staff Meeting	1400-1615hrs (120 minutes)
	Motivating and Influencing Team Members	1615- 1715hrs (60 minutes)





DAYS	Theme	Duration
Day 16	Planning for the Team	0930-1100hrs (90 minutes)
	Being a Team Leader and Forming Teams	1130-1300 hrs (90 minutes)
<b>KEY AREA 5: LEADING INNOVATIONS</b>		
Day 16	Innovations- significance for school improvement: in search of new ideas	1400-1530hrs (90 minutes)
	Looking beyond the normative framework	1545 - 1730hrs(90 minutes)
Day 17	Nurturing Innovation: Creating spaces for experimentation and research, ensuring adequate resources and academic support	0930-1100 hrs (90 minutes)
	Building a Culture of Innovation in the school	1130-1300 hrs (90 minutes)
	Understanding and Addressing Resistance to Change	1400-1530hrs (90 minutes)
	Rewards and recognition for new ideas and actions, identifying and documenting innovations in schools	1545-1730 hrs (90 minutes)
Day 18	Reimagining schools: innovation at classroom level	0930-1100hrs (90 minutes)
	Reimagining schools: school level activities	1130-1300 hrs (90 minutes)
	Innovation at School level	1400-1730hrs (195 minutes)
<b>KEY AREA 6: LEADING PARTNERSHIP</b>		
Day 19	Leading partnership	1000-1130hrs (90 minutes)
	Dealing with differing perceptions and expectations of parents and teachers	1145-1300 hrs (75 minutes)
	Encouraging parent involvement in school management	1400-1530hrs (90 minutes)
	Creating Spaces for home-school interactions	1545 - 1715hrs (90 minutes)
Day 20	Understanding school-community relationship and relationship with local authority	1000-1130 hrs (90 minutes)
	Balancing demands of school development with system-level requirements	1145-1545 hrs (180 minutes)
	Networking with different stakeholders	1600-1730hrs(90 minutes)
Day 21	Creating professional community with other school heads	1000-1300hrs (180 minutes)
<b>KEY AREA 7: LEADING SCHOOL ADMINISTRATION</b>		
Day 21	Decision-Making Process Effective Management of	1400-1545 hrs (105 minutes)
	Human and Physical Resources	1600-1745 hrs (105 minutes)
Day 22	Recognizing data: More than one lens	0930-1045 hrs (75 minutes)
	How to read data	1100-1300 hrs (120 minutes)
	Graphical Interpretation of Data	1400-1515 hrs (105 minutes)
	Assessment as Evidence for Improving Teaching Practice	1545-1715 hrs(90 minutes)





DAYS	Theme	Duration
Day 23	An overview of School Administration	0930-1130 hrs (120 minutes)
	Understanding school administration: a practical exercise	1145-1315 hrs (90 minutes)
	An Overview of School Finance	1400-1545 hrs (105 minutes)
	Understanding school finance: a practical exercise	1600-1800hrs(120 minutes)
<b>CONSOLIDATION AND SCHOOL DEVELOPMENT PLAN</b>		
Day 24	Consolidation of learning	0930-1015hrs (45 minutes)
	Creating school development plan based on any 1 school's profile	1030-1300 hrs (150 minutes)
	Presenting SDPs and peer review	1400-1600hrs (120 minutes)
	Developing criteria of a good SDP	1615 - 1715hrs(60 minutes)
Day 25	School development plan for my school	0930-1130hrs (90 minutes)
	Discussing Way Forward	1200-1400 (120 minutes)
	Debrief and Feedback of the Workshop	1500-1630hrs (90 minutes)
	Closure	1645 - 1715hrs (30 minutes)

Though this Resource Book has sessions and resources for the entire 25 days, it is suggested that slots for the following interventions be also made during the 25 days so as to make the One month Certificate course practice based and also interesting.

- Special guest lectures on topics like Transactional analysis (Leading self); on 'creative and attractive school and classroom environment' (Transforming teaching learning process); innovations in schools (Leading innovations);
- Guest lectures on Aesthetics and Art education in schools followed by a Cultural programme in the evening to develop sensitivity among the school heads towards Art and Aesthetics. The intention of this exercise is to inspire the school

heads to understand the importance of art in schools and making art an important component of learning and integrating art education in the school curriculum

- Guest lectures by practitioners / experts from NGOs on school leadership
- Guest lectures by state education department officials on State specific administrative and financial rules which may be relevant for school heads for effective administration
- Slots for library reading
- Slots for field visit to Science centers/Model schools/Museums/ other places of learning available within the state

**CERTIFICATION:** The programme leads to a Certificate with evaluation of participants on the





basis of a test that is designed based on the key areas to assess their knowledge, skills and attitudes. The facilitators can develop the format of the test. The test carries 100 marks convertible to a grade sheet as given below.

**Grade Sheet**

Range(%)	Letter Grade	Grade Point
85 and above	O	9
75-84	A+	8
70-74	A	7
65-69	A-	6
60-64	B+	5
55-59	B	4
50-54	B-	3
45-49	C+	2
40-44	C	1
Below 40	C-	0

The passing grade will be B plus. The programme comes to an end with the Valedictory session wherein certificates may be presented to the school heads along with the grades sheet. Certificate stating that the school heads have

qualified the ***‘One Month Course leading to a Certificate in School Leadership and Management’*** can be provided to the participants.

### **Continuous Engagement with School Heads**

Unlike conventional training programmes, School Leadership Development ensures continuous engagement with the school heads for a period of one year, during which they would be provided onsite support by State Resource Group members. The State resource group members would also conduct the post capacity building activities for the school heads by organizing review and feedback workshops. During these workshops the school heads would be provided opportunities to interact with other school heads and also share their experiences. This will be the phase when School Heads have gone back to their respective schools and would require meticulous hand holding and peer support to enable them to implement the transformative agenda. The one-year engagement with the school heads can be understood in a snapshot as 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 and feedback workshop #1	Provide On-site support	Review and feedback workshop #2	Peer visits	Retreat					
Duration	One month	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 Resource Book?

The Resource Book for the One month Certificate course is a facilitator tool for guiding School Heads through the leadership development. The following points may help the facilitators during the implementation of the course

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. The Preparatory Exercise provided in this Resource Book could be used for this purpose.
2. Use the Preparatory Exercise to examine the 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. Use the Resource Book to conduct sessions on each key area.
4. Study the objectives and the expected outcomes for each session as provided under each key area. This would help understand the scope of each session.
5. Plan in advance and do additional reading while preparing for each session. The duration of each activity is provided in the session designs. This gives an estimate of the time each activity would take during the facilitation process. Ensure that the sessions are interactive and has scope for active participation by each participant.
6. At the end of face-to-face Programme for One Month Certificate, the facilitators must prepare for engaging with the participants onsite for at least one year.
7. Conduct workshops/meetings at regular intervals (at least twice a year) for feedback and review of the programme to measure progress of school transformation and to steer development of School Heads as leaders.
8. During the capacity building programme, it is important for the facilitator 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 by itself.
9. The activities, case studies, quotes, videos, pictures used in the Resource Book should only be taken as exemplars; the facilitator should feel free to replace them with context and state specific resources.
10. The Resource Book is currently being published in the English version; this could be translated and contextualized in the state local language. NCSL would be interested in guiding the state level translation experts during this process.





## PREPARATION FOR THE CAPACITY BUILDING PROGRAMME

### **Note to the Facilitator\***

As part of the preparatory phase for the One month 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 enable them get in tune with the forthcoming school leadership development programme. For this, we have designed a Preparatory exercise which has in it inbuilt reflective questions that provides scope for them to reflect on their own schools and their respective roles as a school head/Principal.

- 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 to be used as a reflection exercise and will remain with the school heads 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 One month capacity building programme.

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*\* In the Resource Book, 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 One Month Course on School Leadership and Management for Secondary school Heads!

Before we meet for the Capacity Building programme on School Leadership and Management, we would request you to pause for some time and reflect on the routine of your school and your role as a school head. Please answer a few simple questions placed before you. This would be a wonderful way for us to know more about you and your school. It will also be a

unique opportunity for you to express yourself.

This tool seeks a few basic data about your school, a few of your personal and professional details and reflections on the uniqueness of your school and your aspirations as a school head. We intend that your reflections on this tool would help in enriching discussions and derive learning during the one month programme.

Here are the questions for you to ponder on.....

### About my school

Name of the school	
Category of the school	
Address of the school	
Location (rural/urban)	
Total number of regular teachers	
Total number of para teachers	
Total enrolment in the school	
• enrolment of girls	
• enrolment of boys	

### About myself

My name is	
I am working in the present school as school head since	
My age is	
I am Male/ Female	
My educational qualification is	
My years of experience as a school teacher is	
My other professional achievements are	
My contact number is	
My e-mail id is	





### Me and My School

Write a descriptive account of you and your school in about 1000 words. Given below are 10 pointers. Please ensure that your essay responds to the below given pointers.

1. Describe the way you spend your day as a school head.
2. What is one thing special about your school that you would like to share with every one?
3. Describe the three challenges that you face as a school head?
4. What is that one unique quality about yourself that you like the most?
5. What is that one thing I want to change about myself to be more effective as a school head?
6. Have you felt the need for guidance from someone at times of difficulty as a school head? If so, what was the difficulty and whom did you seek help from?
7. What kind of changes do you want to see in your school? (You might want to discuss this with your teachers to write here).

8. Share a brief profile of the community and the children that the school caters to.
9. How do you divide your time between administrative matters and academic activities of your school?
10. How do you involve your fellow colleagues in the matters related to your school?

### My School Profile

#### I. Teacher's Profile

- A. Number of Regular Teachers in Upper Primary Sections (Class VI –VIII) .....
- Number of Contractual Teachers in Upper Primary Sections (Class VI –VIII).....
- B. Number of Regular Teachers in Secondary Sections (Class IX –XII) .....
- Number of Contractual Teachers in Secondary Sections (Class IX –XII).....

In the past two years, if Teachers have attended any in-service training?

If yes, please give the details:

Elementary Teachers (total number)	Training Conducted by which organization?	Nature of training (subject –specific or any other)
Secondary Teachers (total number)		





## II. School Instructional Hours

Secondary

.....

A. Number of Instructional Days (previous academic year)

Elementary .....

Secondary .....

B. Teacher Working Hours, that is, number of hours teachers stay in school (current year). For e.g. 5 hours and 40 minutes, then write 5.40

Elementary .....

C. Number of Hours you spend in the school along with children .....

D. Number of hours per week the children interact with Nature around them

(during school hours).....

## III. School Management Committee

Has the SMC been constituted in your school?

Yes ☐ No ☐

S.No.	Details of Members/ Representatives	Male	Do they attend the Meetings? (Yes/No)	Female	Do they attend the Meetings? (Yes/No)
	<b>Total Members</b>				
1.	Representatives of Parents/Guardians/PTA				
2.	Representatives/Nominees from local government/ urban local body				
3.	Member from educationally backward minority community				
4.	Member from any women group				
5.	Member from SC/ST community				
6.	Nominee of the District Education Officer (DEO)				
7.	Member from Audit and Accounts Department (AAD)				
8.	Subject Experts (one each from science, humanities and arts/crafts/culture) nominated by District Programme Co-ordinator (RMSA)				
9.	Teachers (one each from social sciences, science and mathematics) of the school				
10.	Vice-Principal/Assistant Headmaster, as member				
11.	Principal/Headmaster, as Chairperson				
12.	Chairperson (if Principal/Headmaster is not the Chairperson)				

Number of SMC meetings held during the academic year (current year) .....

Has the SMC prepared the School Improvement Plan?

Yes ☐

No ☐

## IV. Parent Teacher Association

Has your school constituted the Parent-Teacher Association?

Yes ☐

No ☐

If yes, the number of PTA meetings held in the academic year (current year) .....





# KEY AREA-1



## PERSPECTIVE ON SCHOOL LEADERSHIP





## FACILITATOR CHECKLIST PERSPECTIVE ON SCHOOL LEADERSHIP

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

### **Materials**

1. Cards
2. Small flower buds
3. Blank sheets of paper
4. Sketch pens and crayons
5. Charts

### **Resources**

#### **Day-2**

Power Point presentation on 'Doing leader like things in a leader like manner' (D2\_S4\_4.1)

#### **Day-3**

1. Case studies for learning organization (D3\_S1\_1.1a)
2. Power Point presentation on 'Learning organization' (D3\_S1\_1.1b)
3. Write up on 'Learning Organization' (D3\_S1\_1.1c)
4. Power Point presentation on 'Peter Senge \_ Learning Organization' (D3\_S2\_2.1a)
5. Write up on 'Probing questions for 5 disciplines' (D3\_S2\_2.1b)

#### **Day-4**

1. Power Point presentation on 'Adolescent needs and challenges' (D4\_S2\_2.1)
2. Non discrimination and respect for all \_video (D4\_S4\_4.1)
3. Video 'I Can' (D4\_S4\_4.2)



## KEY AREA-1 PERSPECTIVE ON SCHOOL LEADERSHIP

### INTRODUCTION

This is an overarching area and, in a nutshell, 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 for every child through shared vision and team work.

### AN OVERVIEW OF THE DAY

Day 1		
Session	Name	Duration
1	Welcoming the participants	90 mins
2	Introducing self and school	90 mins
3	The Joy of being-the joy of learning	90 mins
4	Sharing road map to school leadership	90 mins

### SESSION WISE DETAILS

#### SESSION 1 : WELCOMING THE PARTICIPANTS

Session 1	0930 Hrs to 1100 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Welcoming the participants	90	Participants feel at ease and get to know each other

#### ACTIVITY 1.1: WELCOMING THE PARTICIPANTS

##### How to conduct the activity?

##### Method

The team of facilitators present a small flower bud

and card with inspiring quotation to each participant. The card will have the name of each participant written on it. The activity is to make all participants feel at home and involved in the programme. This will be followed by a round of self introduction and a welcome address.





## SESSION 2 : INTRODUCING SELF AND SCHOOL

Session 2	1130 Hrs to 0100 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Introducing self, sharing the individual school context and the special nature of each school	45	Learning about each other, understanding others school context and some special aspect of self and school
Know Me	45	

### ACTIVITY 2.1:

#### INTRODUCING SELF AND SCHOOL

##### How to conduct the activity?

##### Method:

Large Group involvement, open, informal talk

##### SUGGESTED STEPS

- Play music and pass any item (could be bottle, ball, cup etc) to play the game of ‘Passing the parcel’”
- Prepare few chits with incomplete statements/ questions and put them in a basket.
- The chits could have incomplete statements like:
  - One special thing about me is .....
  - I like myself because .....
  - My school is .....
  - I am .....
  - I practice.....
  - I feel proud about .....
  - I am concerned about .....
  - I want to improve on .....
  - I am not able to .....

Students in my school are.....

.....

The three most appreciable things about me are .....

My adventurous journey .....

.....

- As the music stops, the participants can choose one chit.
- The participants will have to complete the statement in the chit and present it before the others
- The participants could talk informally about anything- themselves/their school/their experiences etc
- The activity creates an informal and collegial environment where everybody gets familiar with each other.
- Facilitators could also join the game and play.
- This exercise is an ice-breaking activity.

##### NOTES FOR THE FACILITATOR

Since this is the first day, this activity is basically designed to enable the group to know more about each other and to develop collegiality





## ACTIVITY 2.2: KNOW ME

### How to conduct the activity?

**Method:** This is an individual activity which involves small and large group sharing

### SUGGESTED STEPS

- Ask each participant to pick any object in the room. Let them note as many things as possible about the object which they feel resembles or describes them.
- Share with the group why they chose the object and how the object characterizes them.
- Ask the participants to identify as many leadership characteristics of the object as possible.
- Share it within your small group. From amongst the different objects chosen by the participants chose any one object which you feel has maximum leadership characters.
- Share it with the larger group and give reasons for choosing the object
- Dialogue with the participants on whether leadership is an inborn quality or nurtured.

### REFLECTIVE QUESTIONS

Do you believe that leadership can be nurtured or you think it is an inborn ability?

### NOTES FOR THE FACILITATOR

This activity is to set the tone and make the participants open up and interact closely with each other. However it is important at the end of the discussion to draw home the message that if objects can also have leadership characters, why not humans.

### KEY MESSAGES

- Leaders may be born but leadership is groomed and leadership qualities can be nurtured.

## SESSION 3: THE JOY OF BEING-THE JOY OF LEARNING

Session 3	1400 Hrs to 1530 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Fun of reflection – preparatory exercise	60	Discussion on self change to aspirations for school change
The spider web game	30	

## ACTIVITY 3.1: FUN OF REFLECTION – DISCUSSION ON PREPARATORY EXERCISE

### How to conduct the activity?

**Method:** Individual exercise, pair work, large group discussion

### SUGGESTED STEPS

- The participants would have already filled up their Preparatory exercise and would have reflected on the changes they wanted to bring about in themselves and their schools.
- Facilitator gives an individual exercise and asks each participant to reflect on the three most significant changes that they would like to bring in themselves and the school.
- Participants may also reflect on why they thought these changes was significant.
- Participants may share their thoughts in the large group discussion.
- Give enough space to participants for the sharing. Participants may then be asked to narrow down to one change which they feel is most important and is top priority.
- The participants may then reflect and write what challenges them or stops them from really







making efforts in changing themselves and the school.

### REFLECTIVE QUESTIONS

- How do you visualize a changed/transformed self?
- How do you foresee your efforts in the change process?

### NOTES FOR THE FACILITATOR

The exercise is to enable the participants to reflect on the Preparatory exercise that was sent to them prior to the beginning of the course and think about one change that they want to bring in themselves and school. Reflection time, discussion and dialogue will be important processes to be followed during this session.

### KEY MESSAGES

Change begins from the self and by questioning and challenging the self

### ACTIVITY 3.2: THE SPIDER WEB GAME

#### How to conduct the activity?

**Method:** This is a Group Exercise done with about seven/nine/eleven number of participants per group.

#### SUGGESTED STEPS

- Ask the participants to make a group of seven/nine or eleven members depending upon the total number of participants.
- Facilitators need to take care that the total

number of participants within each group should have odd numbers for effective results

- Ask participants to stand in a circle with their hands crossed in front.
- Now each participant should hold the hand of their alternate neighbour in a crossed position.
- No two participants standing adjacent to each other can hold hands; a spider web like structure would be formed with each participant forming a webbed formation with each other.
- Now ask participants to remove the tangles without leaving their hands and to form a circle.

### REFLECTIVE QUESTIONS

- Have we faced situations in life as complex as this spider web?
- How have you solved such complex problems?

### NOTES FOR THE FACILITATOR

Though it is a fun game, the facilitator should carefully debrief the activity and elicit from the participants what process they followed to solve the puzzle, analyze the reason why in some groups it could be solved while in others it could not be solved; also analyze in each group who led, who gave the instructions and who followed them etc.

### KEY MESSAGES

Any problem howsoever challenging and complex can be solved through initiation, collaboration and goal clarity.

## SESSION 4: SHARING ROAD MAP TO SCHOOL LEADERSHIP

Session 4	1545 Hrs to 1715 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Fun Game on change	30	Change is a tough game
Road map to school leadership	60	Defining strengths and improvement areas for self and school and collaboratively arriving at the road map to school leadership





#### **ACTIVITY 4.1: FUN GAME ON CHANGE**

##### **How to conduct the activity?**

**Method:** Individual exercise

##### **SUGGESTED STEPS**

- Ask the participants to carefully follow the facilitator's instructions.
- Instruct that any delay in taking the instruction will not be allowed since this is a time bound activity.
- Ask participants to bring five changes to themselves physically within a limited time.
- The facilitator should quickly start bringing about some changes in themselves physically.
- The facilitator may gradually increase the number of changes from 5 to 10 and then 15.
- Observe carefully what the participants have been doing.
- Discuss on what made them decide whether to follow the facilitator or not.

##### **REFLECTIVE QUESTIONS**

- Is change all about following?
- Is change need based?
- Is change individualistic?

##### **NOTES FOR THE FACILITATOR**

This session is to make participants define the change they want to see, look back and forth at their own convictions and their role in bringing changes.

#### **ACTIVITY 4.2: ROAD MAP TO SCHOOL LEADERSHIP**

##### **How to conduct the activity?**

**Method:** Individual exercise – Dialogue - Small group exercise – Display

##### **SUGGESTED STEPS**

- In the previous session the participants have already undergone the process of visualizing change within self.
- The facilitator should help them see the relation between the change in self and change in surroundings.
- The facilitator asks the participants to list out the strengths and growth areas of their school.
- The facilitator asks the participants to reflect on how to utilize the strengths to improve upon the growth areas of their school.
- The facilitator should also lead the participants towards knowing and understanding the preparedness of self as a leader and school towards change.
- The facilitator may take rounds while the activity is going on and dialogue with the participants to help them reflect on the three most significant changes they have listed, the preparedness required for it and their individual strengths and growth areas.
- The participants may then identify the important learning they would want to take back to their schools after the One Month Certificate Course on School Leadership and Management.
- The facilitator gives space to the participants to arrive at the programme expectations and displays them on the chart.
- The facilitator lets all participants add as many expectations as they can from the programme.
- The facilitator may also share the expectations from the school heads in terms of participation





during one month course, the norms for collaborative work and the commitment to change and improve once they are back to their school.

### REFLECTIVE QUESTIONS

- Do you foresee changes in your school/in others with the change in yourself?
- Can you capitalize on your strengths to mobilize the changes you have envisaged? How
- Do you see the constraints to implement these changes as permanent or temporary?

- How do you foresee your role in minimizing the constraints?
- Do you believe that every individual has an area of influence which could be maximized for leading changes?

### NOTES FOR THE FACILITATOR

This session is designed to help the participants identify their personal strengths and improvement areas alongside their schools potentials and constraints. The session is designed so as to support and encourage them to realistically plan the transformational path for their schools.

### AN OVERVIEW OF THE DAY

Day 2		
Session	Name	Duration
1	Understanding School Leadership	90 mins
2	School leadership: Multiple roles and contexts	90 mins
3	Key purpose of schools and role of school heads	90 mins
4	Doing Leader like things in leader like manner	90 mins





## SESSION WISE DETAILS

### SESSION 1: UNDERSTANDING SCHOOL LEADERSHIP

Session 1	0930 Hrs to 1100 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Leadership and trust	40	Trust building necessary for leadership
Understanding school leadership – Art activity	50	Conceptualize leadership in the context of school education and their role as school heads

#### ACTIVITY 1.1: LEADERSHIP AND TRUST

##### How to conduct the activity?

**Method:** Pair Exercise

##### SUGGESTED STEPS

- Divide the participants into three groups – A, B and C.
- Ask participants from group A to form pairs with group C. The members of group B would be the observers/audience.
- Now blind fold one member of the pair. The other member has to hold the hand and guide his/her companion to a certain spot within the campus/room carefully, ensuring that the partner does not hit themselves against any object.
- The partners are not allowed to speak to each other. They have to hold hands and walk across.
- After 5-7 minutes they may change roles and the one who was leading would have to be blind folded while the other would lead.
- Debrief with the participants on what it takes to trust another person

##### NOTES FOR THE FACILITATOR

The facilitator should debrief on the need for trust building in leadership and how it feels when you

have to trust someone in your life/profession/career, etc.

#### ACTIVITY 1.2:

##### UNDERSTANDING 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 can draw the image keeping in mind what leadership means to them.
- Participants may now think about the image they have drawn and their role in school.
- Each participant may depict what 'school leadership means to them' through drawing or through written forms of expression
- The facilitator can then enable the participants to arrive at their own understanding and / or definition of school leadership.
- The responses could be revised / evolved or revisited as our understanding about leadership advances.





## REFLECTIVE QUESTIONS

- Does the role you play as school head, conform to your definition of school leadership?
- Which one do you want to revisit, the definition you have arrived at, or your role? Which among these would actually help you to lead your school?

## 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 artistic ability. The drawing can be a simple representation/idea, as it is the idea that counts. It is suggested that the facilitator also engage in the activity along with the participants.

## SESSION 2 : SCHOOL LEADERSHIP: MULTIPLE ROLES AND MULTIPLE CONTEXTS

Session 2	1130 Hrs to 1300Hrs	
Activities	Duration (Mins.)	Expected Outcome
Identifying Multiple roles of School	90	Reflecting on daily activities and identifying multiple roles in multiple contexts and their impact on school improvement

### ACTIVITY 2.1: IDENTIFYING MULTIPLE ROLES OF SCHOOL HEADS

#### How to conduct the activity?

**Method:** Individual exercise and Large Group Discussion

#### SUGGESTED STEPS

- Ask the participants to write down the different roles that they play on a routine day as school heads
- In a large group sharing, put down on board all the different roles as mentioned by the school heads
- Discuss with them regarding the other roles that they perform their schools
- Categorize these major roles into managerial, academic, relationship building, resource allocation, mobilization, regulatory, developmental etc
- Ask participants to reflect on the role they would need to focus more so as to have

maximum impact on school improvement.

- Direct participants focus towards the role that impacts students' learning better.

## REFLECTIVE QUESTIONS

- What is the key goal of a school head?
- What is the purpose of school?
- How much time is being spent on academic activities?
- Are school heads academic leaders?

## NOTES FOR THE FACILITATOR

Give sufficient time for reflection and dialogue on the multiple roles played by the school heads, the dominant roles from among these and their impact on school improvement. This session intends to suggest that while the school heads need to invest time in improving school environment, physical facilities, community participation etc they also need to invest sufficient time in the area of teaching-learning as this has direct impact on the performance of students.







### SESSION 3: KEY PURPOSE OF SCHOOLS AND ROLE OF SCHOOL HEADS

Session 3	1400 Hrs to 1530 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Key purpose of schools and role of school heads	90	School heads relate their roles and see its impact on school improvement and students learning

#### ACTIVITY 3.1: KEY PURPOSE OF SCHOOLS AND ROLE OF SCHOOL HEADS

##### How to conduct the activity?

**Method:** Large Group Discussion

##### SUGGESTED STEPS

- The previous session has helped school heads reflect on the multiple roles and its impact on school improvement. Ask participants to write down their dreams for their schools – with respect to the knowledge, skills, attitudes they would want to develop in their children.
- Discuss in large group and arrive at a consensus
- Ask participants to reflect on what is required from them as school heads to realize their dreams

- Ask them to check with their current roles and to reflect on the time spent on doing each role to realize their dreams
- Ask the participants to reflect on the leader like things that they would be expected to do if they want to realize their dreams?

##### REFLECTIVE QUESTIONS

- What is key purpose of School?
- What is the fundamental responsibility of a school head?

##### NOTES FOR THE FACILITATOR

Show the evidence based data shared by the school heads on the different roles and the time spent on each and logically lead them to their key fundamental responsibility of academic leadership.

### SESSION 4: DOING LEADER LIKE THINGS IN A LEADER LIKE MANNER

Session 3	1545 Hrs to 1715 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Doing leader like things in leader like manner	90	Knowing what it means to be a leader and lead transformation

#### ACTIVITY 4.1: DOING LEADER-LIKE THINGS IN LEADER-LIKE MANNER

##### How to conduct the activity?

**Method:** Power point presentation and interaction with participants

##### SUGGESTED STEPS

- Show the power point presentation to the participants (*D2\_S4\_4.1\_Doing leader like things in a leader like manner*) and simultaneously discuss with them.
- Pause while different questions are being flagged for the participants so as to give them time to internalize





- Discuss on how leaders have ‘done things differently’ which is different from ‘doing different things’.
- Share hand-outs of case studies at the end of the session and ask them to do a homework on how

the different school principals have done wonders to their schools.

### REFLECTIVE QUESTIONS

What are the leader-like things that you can carry out in your school?

### AN OVERVIEW OF THE DAY

Day 3		
Session	Name	Duration
1	School as a learning organization	180 mins
2	Learning about Systems thinking	180 mins

### SESSION 1: SCHOOL AS A LEARNING ORGANIZATION

Session 1	0930 Hrs to 1300 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Questioning our assumptions and beliefs	180	Understanding the importance of personal mastery and mental models in learning organization

#### ACTIVITY 1.1: QUESTIONING OUR ASSUMPTIONS AND BELIEFS

##### How to conduct the activity?

**Method:** Case study and Power-point presentation followed by individual reading

##### SUGGESTED STEPS

- Let the participants reflect upon ones beliefs, notions and assumptions (Mental models),
- Use reflections on mental models to understand one self and to develop personal mastery and to relate oneself with others effectively for learning and working together.
- For example questioning an assumption can be: “Not only answers can be wrong, but

sometimes questions can also be wrong. So we do not get the expected or correct answer”. – Comment

- Give a case study to read on Mental Models (*D3\_S1\_1.1a\_CasestudiesforLearningOrganization*)
- Show the Powerpoint presentation and ask the participants to relate to the case study (*D3\_S1\_1.1b\_LearningOrganization\_PPT*)
- In order to reinforce the idea, facilitator gives a small write up (*D3\_S1\_1.1c\_LearningOrganization\_Write up*) on mental models to read and confirm their understanding.
- Resume the dialogue once again
- Repeat this exercise for all disciplines – cover three disciplines in a session





### REFLECTIVE QUESTIONS

- Why do children not learn? What are my assumptions in this regard? How true is it? What are the assumptions of my teachers?
- I look at the issue from that of parents' perspective, though I also work in government school, why I do not wish to send my children to a government school to study?

- In that case what should be my role as a school leader? How do these concepts on learning organization help to change my school as well as myself?

### NOTES FOR THE FACILITATOR

Facilitate participants to identify one's own assumptions, beliefs, etc with respect to understanding a situation in the school by questioning those assumptions, beliefs, and so on.

## SESSION 2 : LEARNING ABOUT SYSTEMS THINKING

Session 2	1400 Hrs to 1715 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Learning about Systems thinking	195	Reflecting on school as a whole system and thinking from holistic perspective.

### ACTIVITY 2.1:

#### LEARNING ABOUT SYSTEMS THINKING

#### How to conduct the activity?

**Method:** Large group discussion - Dialogue

#### SUGGESTED STEPS

- Start the session with an example to bring the difference between whole and parts and then engage in a dialogue with participants

Example: Four legs make a chair, 4th quarter makes a one rupee but will have no separate identity from that of the coin. On the other hand, coin encompasses the 4th quarter to give wholeness to the fourth quarter.

- Discuss the logic of 'Particular to general', 'Parts to whole' and 'Whole to parts'. Use the case study- (D3\_ S1\_ 1.1a\_Case studies for Learning Organisation')

- Read and reflect
- Identifying a critical point in the case from which all things about school is understood.
- Initiate the dialogue around systems thinking and shared vision.
- Show the Powerpoint presentation (D3\_S2\_2.1a\_Peter Senge\_Learning Organization) and resume the dialogue once again

### REFLECTIVE QUESTIONS

- What exactly does it mean when we say 'Learning Organization'? How can we make school a Learning Organization? What is your role as a school head?
- How do we know if a school is a learning organization? What factors do you recognize in a school to call it a Learning Organization?

### NOTES FOR THE FACILITATOR

The session uses a powerful method consisting of a





mix of questions, reflection and dialogue. The questions are provided in (*D3\_S2\_2.1b\_Probing questions for 5 disciplines*).

#### KEY MESSAGES

In every organization, individual learning happens as also organizational learning.

#### AN OVERVIEW OF THE DAY

Day4		
Session	Name	Duration
1	Child First	90 mins
2	Holistic development of child/adolescents	90 mins
3	Providing safe and secure environment at school	90 mins
4	Creating environment of respect and non discrimination	90 mins

#### SESSION WISE DETAILS

##### SESSION 1: CHILD FIRST

Session 1	0930 Hrs to 1100 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Child first	90	Understanding the key purpose of school

#### ACTIVITY 1.1: CHILD FIRST

##### How to conduct the activity?

**Method:** Large Group Discussion, Individual Activity and Small Group Sharing

##### SUGGESTED STEPS

Invite discussion on the following questions:

- What is the key purpose of school?
- Why should we place the student at the centre of all school activities?
- Why do we need to understand about childhood/adolescents?
- Create a dialogue around these questions and write down the views of participants on the black board.
- Make a small group of five.
- Ask each participant to recall their own experiences. What is that one memory which comes first to you when you think of your school days? What were your hopes and fears? What specific incidents do you remember that made you feel happy or sad in school?
- Ask the participants to share within their small groups.





- Capture findings under two headings – positive experiences (what caused them) and negative experiences (what caused them).
- Each group could also capture experiences pictorially -showing the positive and negative experiences of school.
- Ask one person from each group to share their thoughts with the larger group.
- Ask groups to reflect on the influence of school in their personal development.
- **REFLECTIVE QUESTIONS**
- Why are some students unhappy in school and others happy?
- What can the school do to make ALL students

feel positive / happy about school?

- What do you think is the fundamental role of a school?
- Do students feel vulnerable in school? What could be the cause?

#### NOTES FOR THE FACILITATOR

Give sufficient time to the participants to recall their school experiences and further to reflect on the above questions.

#### KEY MESSAGES

Every day, every child in every classroom learns. As teachers/school heads we need to understand the children and provide suitable conditions so that their learning is joyful.

### SESSION 2 : HOLISTIC DEVELOPMENT OF CHILD

Session 2	1130 Hrs to 1300 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Holistic development of child /adolescence	90	Leading school towards the all round development of child

#### ACTIVITY 2.1: DISCUSSION ON ADOLESCENT NEEDS AND ISSUES

##### How to conduct the activity?

**Method:** Large group discussion, Power point presentation

##### SUGGESTED STEPS

- Prepare a photo montage or collage of adolescents.
- Ask participants to write short stories on any one picture which attracted them. Participants may share their story and the reason why they have written such a story. Find out if somebody else has interpreted the same picture

differently

- Brainstorm on what led to the differences.
- Try to get the whole group to gather their experiences under the following subheadings – physical, social, emotional, intellectual.
- Share a Power-point presentation on Adolescent needs, issues and how schools should identify, understand and address these needs (*D4\_S2\_2.1\_Adolescent needs and challenges*). Then get the groups to complete a table with three columns: **Experience / Possible impact on the individual student / what the school can do to give better experiences.**



- Get feedback from groups and then initiate a general discussion about how to keep children in the focus and addressing the school activities for the holistic development of the children.
- Brainstorm on how you would support students through the adolescent phase

### REFLECTIVE QUESTIONS

- How could schools plan around the holistic development of students?
- How can the adolescence phase negatively impact students' learning?
- Should staff be ready to give importance to adolescence phase of children or are they not

accountable?

- How can schools become adolescent-friendly?
- What particular issues are students facing in India as we live in a more globalised world?
- What role do media play during the adolescence phase of the child?

### NOTES FOR THE FACILITATOR

The facilitator needs to update oneself with the experiences of children as well as adolescents, of the issues in schools and the experiences that students have at home, in society, with media as also inside school premises.

## SESSION 3: PROVIDING SAFE AND SECURE ENVIRONMENT IN SCHOOL

Session 3	1400 Hrs to 1530 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Safety and Security Systems thinking	90	Understanding the necessity of safe and secure environment in school and ways in developing it.

### ACTIVITY 3.1: ISSUES OF SAFETY AND SECURITY IN SCHOOL

#### How to conduct the activity?

**Method:** Individual reflection – large group discussion

#### SUGGESTED STEPS

- Link this session to the previous two sessions.
- Focus on proactive role of school heads in child safety and security especially addressing emotional security issues like bullying, child abuse, discrimination etc.
- When thinking about students not only being safe and secure but feeling safe and secure, what aspects of school might we consider –

engage in group discussion.

- 'Is it the right of a child to feel safe and secure in school?' 'Can the physical state of a school impact student achievement?' Discuss
- Research has shown that several aspects of a school building can affect learning, including spatial configurations, noise, temperature, lighting, and air quality. Students need clean air, good lighting, and quiet and comfortable classrooms in order to achieve at their highest levels. The organization of classrooms, including the arrangement of furniture and well-planned and interactive lesson plans, can also impact student behavior and learning by optimizing learning time, minimizing







disruptions and distractions, and maintaining an orderly and effective learning environment.

- Ask groups to consider the physical aspects of the school and its environment. What are the vulnerable areas in your school in terms of safety?
  1. School building
  2. Entry points
  3. School toilets
  4. Electric wiring etc.
- What can schools do to address basic safety around the school? You could use a prompt list such as:
  1. Getting to and from school
  2. Classrooms
  3. Compound wall
  4. Parking
  5. Labs and specialist areas
  6. Playground and free time
  7. Secluded area
  8. Toilets
  9. Food and hygiene
  10. Water and hygiene
  11. Entry to school and visitors
  12. Fire safety
  13. Electric wirings
- What are issues with respect to ensuring emotional security of students?
- Indicate that whenever young people come together there are instances of friendship and isolation; popularity and being unpopular; acceptance and non-acceptance behaviors, cases of child abuse and discrimination.

- Bullying is also virtually part of every school – which does not mean it is acceptable. Ask what bullying means and what forms can bullying take?
- How do we identify a bully in school?
- As a leader what can you do to make students feel secure and safe?
- What would you expect your staff to do? Discuss this question in groups and then draw up a charter for your school – Respecting the rights of the student, indicate what your school (and that means you as a leader and your staff) will do to promote emotional and social well-being of all students. This charter can have slogans, pictures, caricatures which explain desirable conduct in school.
- Discuss how parents can work towards ensuring better discipline in school?
- Discuss the following:
  - *Why school should attempt to improve school climate?*
  - *Why it should emphasize on building on students' unique strengths?*
  - *Why it should use diverse approaches to support students' academic abilities?*

### REFLECTIVE QUESTIONS

- How sensitive are we to the feelings of our students?
- Does bullying happen in every school?
- Can accidents be prevented at all times and can all students be safe at all times?
- Does staff pay sufficient attention to students as young people?





- How can leaders create a positive environment for students in school?
- How can school be made a welcoming place for all?

#### NOTES FOR THE FACILITATOR

- As per the recommendation of the states in the USA, schools plan for a safe, positive school climate and each public school establishes a Safety Committee to bring staff, students, administrators, and parents together in a cooperative effort to maximize safety in each school building. Is this valid for your school? What would / does such a committee achieve?
- Creating a safe and secure school environment would involve considering multiple facets of a

school environment, which includes the school climate, norms, goals, values, interpersonal relationships, and the physical state of the building. In order for students and staff to perform at their best, they must feel safe in all aspects, which require a concerted effort on the part of all stakeholders.

- To support safe and productive learning environments, schools can engage in several evidence-based, targeted strategies to improve school climate. These efforts should be relationship-focused so that every student connects to at least one caring adult. The strategies chosen can be based on a curriculum that promotes social, emotional, and civic competencies along with content-area competencies.

#### SESSION 4: CREATING ENVIRONMENT OF RESPECT AND NON-DISCRIMINATION

Session 4	1545 Hrs to 1715 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Video on developing the concept of non-discrimination and developing environment that respects all	50	Ensuring environment of respect and non-discrimination
“I Can” Video and discussion on for students ‘participation in the process of school improvement	40	Creating space for students’ voice and participation in decision making

#### ACTIVITY 4.1: VIDEO ON NON-DISCRIMINATION AND RESPECT FOR ALL

##### How to conduct the activity?

**Method:** Large Group Discussion and Video

#### SUGGESTED STEPS

- Discuss on the topic ‘what is the nature of environment that your school provides to children’?





- Give participants 2-3 hypothetical situations and elicit their reflections through discussion.
- The hypothetical situations could be
  1. You are taking round in school and you hear a teacher making derogatory comment on the child's family background. What would you do?
  2. You hear children hurling caste based abuses at each other while playing. How do you respond?
  3. Your car broke down in the middle of road and there isn't any garage in the vicinity. To avoid traffic jam, you want to move the car to the side of the road. What would you do?
- Show the video on teaching students the value of respect and to stay away from discrimination on grounds of caste, creed, colour etc (D4\_S4\_4.1\_Non discrimination and respect for all\_Video).
- Discuss how teacher explains the emotional disturbance that it can bring to the victim of discriminatory behavior.
- Discuss how can we ensure non-discriminatory behavior at school and also to be vigilant of deeply ingrained discriminatory practices prevalent in our society?

#### REFLECTIVE QUESTIONS

- Do you believe that children from poor economic background cannot learn as much as those from rich economic background?
- Do you believe that being first generation learners can hamper the learning of children?
- Do you believe that children need emotional support and security at school too?

#### NOTES FOR THE FACILITATOR

The Video is shot in one of UK schools and therefore the language and accent may be challenging if

directly used in Indian setting. The facilitator may pause in between to explain the meaning of the situation and draw them to the point of discussion.

#### ACTIVITY 4.2: 'I CAN' VIDEO AND CREATING SPACE FOR STUDENTS' PARTICIPATION

##### How to conduct the activity?

**Method:** Large Group Discussion and Video

##### SUGGESTED STEPS

- Provide a brief input or engage in whole group discussion about the concept of 'Student voice'. Engage in a group work on advantages of developing 'Student Voice' in school.
- Brainstorm on the ways in which students can play a vital role in school organization and development. Discuss as a whole and link it with the concept of developing shared vision and involving students also in the visioning exercise.
- Feedback and discussion.
- Your discussion could center on the following pointers also
  1. School Council
  2. Students as members of school evaluation teams
  3. Students evaluating teaching process
  4. Student mentors
  5. Student monitors and prefects
  6. Different student committees
  7. Regular gathering of student views
  8. Student development groups etc
- Get the participant groups to propose as many advantages as they can for 'student voice' and then feedback.
- Share the findings and prioritize the advantages





- Some examples from other countries could also be taken where students are involved in many aspects of school planning and organization viz., evaluating teachers, attending School Board meetings, having a Council or Parliament, having a budget for school improvement, evaluating the school development plan,.
- Show the video on 'I Can' and discuss how students could help resolve acute problems in school (D4\_S4\_4.2\_'I Can'\_video).
- Get individuals to plan what they can do to develop 'Student voice' in school
- Review ideas through peer discussions

### REFLECTIVE QUESTIONS

- What are the benefits of involving students in school organization?
- What can school leaders learn by involving the students in planning and organization?
- How can you convince your staff about giving students a greater voice?

### NOTES FOR THE FACILITATOR

Facilitator may read through the following:

**Student voice.** 'Student voice is giving students the ability to influence learning which includes policies, programs, contexts and principles'.

Student voice is the individual or the collective opinions, perspectives and actions of students within the context of learning and their views on education.

Student voice is based on the following assertions:

- Young people have unique perspectives on learning, teaching, and schooling;
- Their insights need to be appreciated and responded to by the adults;
- They should be provided opportunities to actively shape their education
- Engaging students as educational decision-makers makes them equal partners in making choices about learning, schooling, and the education system ranging from what affects them personally to what affects the entire school system.

Today roles such as curriculum planning, creating annual calendars, or collaboratively deciding on norms for school functioning and student discipline are increasingly seen as avenues for Student voice. Students are joining boards of education at all levels, including local, district, and state boards.

Students are also participating in decision-making like establishing and enforcing codes of conduct and also in personal decision-making for choosing courses relevant to their career.

### AN OVERVIEW OF THE DAY

	Day5	
Session	Name	Duration
1	Understanding Transformation	90 mins
2	Leading school towards transformation	90 mins
3	Developing Vision for school	180 mins





## SESSION WISE DETAILS

### SESSION 1: UNDERSTANDING TRANSFORMATION

Session 1	0930 Hrs to 1100 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Understanding transformation principles and dynamics of change and transformation	90	Understanding transformation, its principles and visualizing transformation for schools

#### ACTIVITY 1.1:

#### UNDERSTANDING TRANSFORMATION

##### How to conduct the activity?

**Method:** Large Group Discussion and individual reflections

##### SUGGESTED STEPS

- The facilitator initiates discussion with the participants on what transformation means to them.
- Take note of the various points that emerges
- Ask the participants to relate it to school transformation.
- Facilitator dialogues with the participants and asks them to reflect on any one change they have initiated in their school.
- The participants describe the process undertaken for bringing the change.
- The facilitator dialogues with participants on the different steps of change
  1. Identifying and accepting the gap.
  2. Thinking through and visualizing change.

3. Identifying the resources and setting the goal.
4. Taking action within time lines.
5. Reviewing - if there is positive growth then the change can sustain and there is no growth then one needs to rethink, re-strategize.

- Through dialogue, draw the principles of change and help them visualize how small changes lead to transformation in school.
- Derive the principles of transformation

##### REFLECTIVE QUESTIONS

- Is 'transformation' different from 'change'?
- What according to you should be the principles of transformation for your school?

##### NOTES FOR THE FACILITATOR

Give participants sufficient time to think and reflect on the change they have initiated in their respective schools and also on the process of change. Enter into a dialogue with the participants on how small changes in school impacts school transformation.





## SESSION 2: LEADING SCHOOL TOWARDS TRANSFORMATION

Session 2	1130 Hrs to 1300Hrs	
Activities	Duration (Mins.)	Expected Outcome
Leading school towards transformation	90	Planning for the transformation that the School heads visualise for their schools

### ACTIVITY 2.1: LEADING SCHOOL TOWARDS TRANSFORMATION

#### How to conduct the activity?

**Method:** Small group exercise - dialogue

#### SUGGESTED STEPS

- Ask participants to think and write about all possible areas of transformation in school.
- Let participants choose any one area and give 7-10 minutes for planning a conversation around it.
- Ask any one group to enact the conversation around transformation in their school. How would they share the idea of transformation with their colleagues? How would they convince them of the urgency for it and involve them in the process of change
- Share John Kotter's "Our Ice-berg is Melting" and derive key drivers of change.

- Discuss on the challenges in leading transformation and the role of school head.

#### REFLECTIVE QUESTIONS

- What circumstances makes people desire for change?
- How would you lead your school towards transformation?
- How would you transform school for the development of all? How would you involve everybody in the process?

#### NOTES FOR THE FACILITATOR

Create a dialogue on the challenges in leading transformation giving enough space for discussing the contextual/situational realities so that school heads actually visualize transformation happening in their own school. Link it with the dreams they have for their own school.

## SESSION 3: DEVELOPING VISION FOR SCHOOL

Session 3	1400 Hrs to 1715 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Developing objectives for Annual development plan School improvement plan, Expand the scope and derive goal for perspective plan and finally arrive at a vision for school	195	Develops objectives for school improvement, develops a vision for school and one's own journey as a leader in realizing it.







**ACTIVITY 3.1:**  
**DEVELOPING OBJECTIVES FOR ANNUAL  
DEVELOPMENT PLAN AND SCHOOL  
IMPROVEMENT PLAN**

**How to conduct the activity?**

**Method:** Individual exercise and display on the walls

**SUGGESTED STEPS**

Detail out the transformative steps for operationalising the change that you have prioritized for your school on Day-1. (45 mins)

- Write specific objectives that can be achieved in one year's time.
- Participants then can blow up the one year School Development Plan for 3 years along with expanding the scope and objective of Year 1. (45 Minutes)
- Revisit the objective written for one year and provides a larger objective to be fulfilled in 3 years duration.
- In session 2, participants think, discuss and learn from peers and develop a perspective plan for 5 years for one's own school (45 minutes)
- Develop a relevant and more specific goal to be achieved.
- In the last step, let participants dream of an ideal school and one's own role in it. They can develop broad outlines/ road map of "my dream school". The dream is to be realized in a period of 15 years. (45 Minutes)
- Formulate an overarching statement that captures the entire spirit of one's dream that is understood, appreciated and owned up by all stakeholders.

The participant evaluates their own work by using these check points:

- Whether the statement I have written captures the road map designed for school development in its entirety? – for 1 year / 3 years / 5 years/ 10 years planning

- Whether the road map is understood by my peers in the workshop? (reflection on whether my colleagues back in my school also understand this plan?)

While following the above steps, facilitator can use the following sub processes/ steps to lead the participants through the entire process:

- Give them chart paper, sketch pens, crayons, highlighters and freedom to re-imagine their school.
- Ask the participants to think of the future they wish to see for their school and draw it on a chart paper.
- Not to worry about their drawing skills, option to write in case they 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.

**Discuss with the group the following**

- Steps required for mobilizing these changes in your school; to list them as detailed and specific as possible.
- The short- term and long- term goals and appropriate timelines for realizing them
- The kind of leadership they would want to give their schools for realizing the vision.

**REFLECTIVE QUESTIONS**

- Is vision an accumulated effect of year to year development and successful achievement of year wise objectives? Or is it something bigger than a set of achievable objectives in one, two or five years? (Apply 'Systems thinking' to reflect upon this question)
- Whether 'shared vision' is the same as 'sharing the vision'? Which is appropriate to your school? (Apply the fourth discipline of learning organisation on 'Shared vision' to reflect on this)





## NOTES FOR THE FACILITATOR

Facilitators can give hints through thought provoking questions like:

- How do you wish to see your school in the next five years?
- Which are the areas that 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 think freely and discuss. However it is important to arrive at observable and actionable points, which actually would find application in their school.
- In case some participants feel unsure, then the format provided below could be suggested.

How do I want to make my School a better place for staff and children?	What specific steps will I take?	When do I expect to see changes in my staff?	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	Discuss with staff how to change classroom environment Discuss with students how to make classes more friendly Involve staff and students in formulating the ethos for themselves	Next term (after School reopens in June	Sitting in groups with children Interacting with them inside and outside classrooms Friendly and playing with them Giving more opportunities for students to ask, do, interact and learn, Listening to children's query	Sitting with teachers and HM without fear  Asking questions without hesitation  Working in group on their own
Team work				
Discipline at work				
Inclusive environment				
Joyful teaching learning				

## Key Messages

- Vision – building is an exercise of seeing the unseen and working towards its realisation.
- I like to dream about good things that I can do.



## KEY AREA-2



## DEVELOPING SELF





## FACILITATOR CHECKLIST DEVELOPING SELF

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

### **Materials**

1. Pens/pencils
2. White A4 sheets
3. Note pads
4. Colour pencils/crayons/sketch pens
5. Sticky notes

### **Resources**

#### **Day-6**

1. Handout of 'Johari window' (D6\_S2\_2.1)
2. Power Point presentation on 'Transactional analysis' (D6\_S3\_3.1)
3. Questionnaire on 'Management styles' (D6\_S3\_3.2)

#### **Day-7**

1. Video on 'Lead India' (D7\_S2\_2.2)
2. Power Point presentation on 'Circle of Influence and Concern' (D7\_S2\_2.3)
3. Handout on 'Prioritizing your work' (D7\_S4\_4.1)
4. Handout on 'Understanding the Time Management Grid' (D7\_S4\_4.2)

#### **Day-8**

Handout on 'Personal Development Plan' (D8\_S3\_3.1)



## KEY AREA-2 DEVELOPING SELF

### INTRODUCTION

The focus of this key area is to develop a positive self-concept with respect to capabilities, attitudes and values amongst the School Heads. The objective of this key area is to create spaces for self-improvement through reflection, and by understanding the critical role of a leader, create scope and opportunities for continuous learning and development of self and others. For this, the school head will need to first invest in 'self' to demonstrate vibrant leadership, for which the

ability will 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!", especially, when faced with a challenge. Consequently, this attitude enables the leader to transform his/her school. This key area tries to empower school leaders with the knowledge, skills and confidence to take responsibility for school change.

### AN OVERVIEW OF THE DAY

Day 6		
Session	Name	Duration
1	Reflective Exercise: Who am I?	60 mins
2	Discovering Oneself: Johari Window	135 mins
3	Interactions between self and others: Transactional Analysis	90 mins
4	Interactions between self and others: Transactional Analysis	105 mins

### SESSION WISE DETAILS

#### SESSION 1: REFLECTIVE EXERCISE: WHO AM I?

Session 1	0930 Hrs to 1030 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Introducing the activity followed by individual exercise	10+30	The participants begin the process of reflecting on themselves
Sharing and Reflection	20	







### ACTIVITY 1.1: INTRODUCING THE ACTIVITY

#### How to conduct the activity?

**Method:** Individual reflection followed by sharing in large group

#### SUGGESTED STEPS

- Ask people to sit in comfortable position with sufficient space around them
- The facilitator introduces the activity by sharing that each person has to think of a metaphor or a slogan or a poem or an object that best describes them or they best associate with and also mention why they think so.
- It can be both – a person or an object. Living or non-living.
- The facilitator hands over drawing sheets to those who need it.
- The participants engage in individual reflection.

#### NOTES FOR THE FACILITATOR

- This session is only to trigger reflection on themselves, gradually setting the mood for sharing and opening up about themselves

#### KEY MESSAGES

- This expression on the paper has a reflection of you, and the reason for it must be the focus

### ACTIVITY 1.2: SHARING AND REFLECTION

#### How to conduct the activity?

**Method:** Sharing and Group Reflection

#### SUGGESTED STEPS

- The facilitator now invites the participants to share one by one in the larger group what they

associate with and also share why they think so

- Each person is given the chance to share their reflection in the larger group
- In case there are participants who are not able to identify/associate with anything or are unable to articulate their rationale for choosing an object/person, the facilitator could then provide support by asking the fellow participants to suggest what they think of him/her and why. The participant can then choose one amongst the suggestions and share the same with the larger group
- Once the entire group has shared, the facilitator engages in large group reflection on the exercise conducted

#### REFLECTIVE QUESTIONS

- How do you feel at the end of this exercise?
- Do you feel you have begun to know yourself better?
- Is there anything new that you have learnt about yourself so far?

#### NOTES FOR THE FACILITATOR

- Since this is an opening activity that invites each participant's reflections, it is suggested that each of the participants is given a chance. This helps create an open atmosphere of sharing and feeling safe while interacting in the larger group.







## SESSION 2: DISCOVERING ONESELF: JOHARI WINDOW

Session 2	1030 Hrs to 1100 Hrs and 1130 Hrs to 1300 Hrs	
Activities	Duration (Mins)	Expected Outcome
Introducing the Johari window	20	The participants to begin a process of self-discovery and identify their strengths, feelings, motivations, etc. in order to understand themselves better
Individual Exercise: Filling up the Johari Window	40	
Sharing, Reflection	75	
Consolidation		

### ACTIVITY2.1: INDIVIDUAL EXERCISE ON JOHARI WINDOW

#### How to conduct the activity?

**Method:** Individual reflection followed by sharing in Large group

#### SUGGESTED STEPS

- The Johari window is a 'disclosure' tool to develop self-awareness and relationship building that will not only push participants to begin a process of self-discovery and identifying their strengths, feelings, motivations, etc., but will also provide space for them to initiate thinking on the potential inherent in the process of sharing information and receiving feedback from others in order to build deeper, more meaningful relationships. It therefore forms an important base for self-discovery of participants in order to lead oneself.
- Introducing the Johari Window tool:** The Johari Window has been named after its inventors - Joseph Luft and Harry Ingham. The tool is a four-paned "window" that divides personal awareness into four types: Open, Hidden, Blind and Unknown. The lines dividing these four panes are like window shades – they

can move as an interaction progresses.

*The facilitator introduces the four quadrants of Johari Window to the participants*

- o **Open:** The open area covers what the 'self' knows about her/himself and is happy to share it with others. These can be things we know about ourselves and others in the group also know about us. This is the information about the person -- behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc. -- known by the person ('the self') and known by the group ('others').

Participants should put down everything they can think of about themselves that the group knows, from their favorite food or TV show to an important dream or skill.

- o **Hidden:** The hidden area is what you know about yourself, but would prefer others not to know, such as opinions that you do not want to share or aspects of your life that you feel ashamed or guilty about. It represents what is known to ourselves but kept hidden from, and therefore unknown to others.

This hidden or avoided self represents





information, feelings, or anything else that a person knows about him/herself, but which is not revealed or is kept hidden from others. The hidden area could also include sensitivities, fears, hidden agendas, and secrets - anything that a person knows but does not reveal, for whatever reason.

As participants fill out this information, remind them that the handout is confidential and that they will not be required to show their sheets of paper to anyone.

- o **Blind:** The blind area includes what other people know about you but you are unaware of these aspects. This quadrant is for information about a person that is known to others in the group, but is unknown to the person him/herself. This blind area is not an effective or productive space for individuals or groups.

You might, for instance, be unaware of always using a particular phrase that irritates people.

- o **Unknown:** The “Unknown” quadrant represents things that neither the individual nor the group knows (it might represent things like an ability that is underestimated or untried through lack of opportunity, encouragement, confidence or training, a natural ability or attitude or aptitude that a person doesn't realize they possess; a fear or aversion that a person does not know they possess).

The area that remains unknown both to you and to others. This might include hidden talents, unconscious feelings or abilities and qualities that have never been brought to the surface. In other words, it may represent things that you would want to

explore in future and hence, at a later time, get revealed to you as well as to others. Once identified, these could present themselves as potential areas for your learning or exploration.

#### NOTES FOR THE FACILITATOR

- It is important to explain the concept of the four quadrants, preferably with examples to enable the school heads to fill the window effectively

#### How to conduct the activity?

**Method:** Individual Exercise

#### SUGGESTED STEPS

- Each Participant is given the Handout, (*D6\_S2\_2.1\_Johari Window Handout*) and is asked to fill out the windows with as much information as they can put down.
- **Optional:** At the start of this activity, participants might struggle with what to put into each category. For this, they could make a list of a few simple questions they have about themselves that they think the group might be able to offer some insight on.

For example, “Am I able to lead discussions effectively?” or “What do you think my greatest strengths as a team member are?” or “What seems to be a natural aptitude that I don’t realize I have?” Once each participant has made a list of 3-5 questions, they take turns asking the group these questions and noting down the answers.

#### NOTES FOR THE FACILITATOR

- The participants are informed that they will not be required to share this handout with anyone and should feel free to put down confidential information, particularly in the “hidden” section.
- Some participants might require individual





assistance while filling up the format, it is suggested that the facilitator is around when the participants fill up the format

### **ACTIVITY 2.2: SHARING, REFLECTION AND CONSOLIDATION**

#### **How to conduct the activity?**

**Method:** Large Group Discussion

#### **SUGGESTED STEPS**

- The facilitator now invites the participants to share, initiating from the 'Open Area'. The facilitator shares that the objective should always be to develop the 'open area' for every person, because when we work in this area with others in a group we are at our most effective and productive self, and the group also yields productive outcomes.
- By telling others how we feel and other information about ourselves we reduce the hidden area, and increase the open area, which enables better understanding, cooperation, trust, team-working, effectiveness and productivity.
- Reducing hidden areas also reduces the potential for confusion, misunderstanding, poor communication, etc, which causes distraction and further undermines team effectiveness. Further, by opening our hidden areas to others, we invite them into our lives and build trust.
- Once the facilitator finds the group opening up and sharing, the discussion is not moved to the 'hidden area'. The participants are now asked to look at their "hidden" quadrant and choose one thing they are willing to share with the group.
- If some participants are hesitant to share deep personal information, they can be asked - "What is one thing about you that we don't yet know but that would make our group work better for you?" The answer could be as simple as "I like having an hour of time to myself in the mornings before I go to school" etc.
- Participants close the activity by sharing one new thing they learned about themselves in the process of the activity and one "Unknown" that they want to answer.
- The group can brainstorm collectively about how the participant might find an answer to that Unknown (for instance, if a school head has a question about her ability to lead discussions effectively, she can propose to lead some group processes over the next few weeks and solicit feedback about how the process went about).
- Once participants are able to feel that they have a new learning about themselves, whether it was something they were told by the group or discovered in the process of trying out a new activity, they may move it into the open quadrant.
- Once everyone in the group has had their questions answered by the group, they put new learnings about themselves into the "Blind" category. If some questions remain unanswered, they are noted in the "Unknown" category. This should only take a few minutes.

#### **NOTES FOR THE FACILITATOR**

- The extent to which an individual discloses personal feelings and information, and the issues which are disclosed, and to whom, must always be at the individual's own discretion.
- The most important thing for the facilitator to keep in mind while facilitating this activity is that different people will have different levels of comfort in sharing, and this must be respected. This dynamic must be borne in mind





because, the more sensitive and respectful the facilitation of this session, the more likely a school head is to lead and develop herself/himself.

- The facilitator must be careful that the activity doesn't lead to a judgment on how much people chose to share, nor should anyone feel the need to compete with others about how big their open areas are.
- Since it is an individual reflection exercise, the focus must remain on one's own quadrants and explore how they can enlarge their "open" quadrants

#### KEY MESSAGES

- None of these areas is fixed. We can increase

the size of the open area by asking other people to tell us what they know about us – by asking them for feedback.

- We can also increase this area by revealing hidden aspects of ourselves to other people. We can reduce the size of the unknown area by looking into ourselves (self-discovery) or by finding out about ourselves with the help of others
- We can share aspects of ourselves in order to increase our 'open area' by decreasing the size of the area that is unknown to others. This means that other people are then in a better, more informed, position to give us accurate (and more helpful) feedback

### SESSION 3: INTERACTIONS BETWEEN SELF AND OTHERS: TRANSACTIONAL ANALYSIS

Session 3	1400-1530 hrs & 1545-1730 hrs	
Activities	Duration (Mins)	Expected Outcome
Background to Transactional Analysis	15	Are able to gain an understanding of self and ego states through which an individual operates in different circumstances. Also understand the importance of effective communication and interpersonal relations
Filling up the questionnaire on Managerial Styles	45	
Getting to know the ego states and types of conversations	75	
Analyzing the individual managerial styles and Consolidation	60	

#### ACTIVITY 3.1:

##### BACKGROUND TO TRANSACTIONAL ANALYSIS

##### How to conduct the activity?

**Method:** Large Group Discussion

##### SUGGESTED STEPS

- Setting the background: At the start of the session, the facilitator shares a broad

understanding of transactional analysis with the participants. This concept is introduced as a method which can be used for understanding the ego states in each individual. These ego states operate when the individual interacts with others through conversations or other means of communication. This method can also be used for studying interpersonal





relations among people, and can be useful in modifying one's interactions with others. Once the participants are aware of the different ego states operating in their 'self', they can modify conversations with others to make them more meaningful and productive.

- Transactional Analysis was first developed in 1950s by a US psychiatrist Eric Berne, to understand how people transact or communicate with each other. Berne had identified three ego states in an individual's personality: the parent, the child and the adult. These three ego states are found in each person's personality and are manifested through her/his observable behaviours. In order to better explain this concept, the facilitator may show a few introductory slides, as given in the power point presentation. (D6\_S3\_3.1\_TransactionalAnalysis\_ppt)

### REFLECTIVE QUESTIONS

Since this concept would require a deep understanding of each aspect of transactional analysis, it is suggested to pause at every stage and ask participants a few reflective questions:

- Can you give an example from your daily life when you suddenly felt that you behaved/or said something just like one of your 'parents' did? Share your experience.
- Have you ever come across adults (among people you know) who sometimes talk or behave like a child?

#### ACTIVITY 3.2:

#### FILLING UP THE QUESTIONNAIRE ON MANAGERIAL STYLES

##### How to conduct this activity?

**Method:** Individual Exercise

### SUGGESTED STEPS

- After a brief introduction on transactional analysis, the participants are requested to fill up the questionnaire given in the resource set. (D6\_S3\_3.2\_Questionnaire on Management styles). Please keep the questionnaire ready with you before reading the guidelines below.
- The questionnaire has detailed guidelines which would assist the participants in filling it up. The second last page of the questionnaire has space for assigning scores against each sentence given in the questionnaire.
- Once the participants have given the scores to each of the sentences (on the second last page) they are expected to calculate total scores across the rows. Against each row, there are certain abbreviations given, such as, PNF, CRD, AF etc. The total scores against each row are to be mentioned once again below the title of "total raw score" in the space before the abbreviations. Each of these abbreviations correspond to different managerial styles, emerging from the three ego states.
- Once the total scores have been computed, the participants are asked to write the total scores received for each of the rows in the diagram given on the last page. The diagram on the last page has three circles, with each circle divided into four quadrants. There are a total of 12 quadrants indicated by different abbreviations. The total scores written on the second last page are written in the corresponding quadrant of the circles on the last page.

### NOTES FOR THE FACILITATOR

The participants are asked to keep the filled questionnaires with them as they will be discussed







later. Since filling up the questionnaire can be time-taking, few participants might get restless to know the results. The facilitator requests the participants to be a little more patient before they are explained the meanings of their scores.

### ACTIVITY 3.3: GETTING TO KNOW THE EGO STATES AND TYPES OF CONVERSATIONS

#### How to conduct this activity?

**Method:** Power point presentation followed by Large group discussion

#### SUGGESTED STEPS

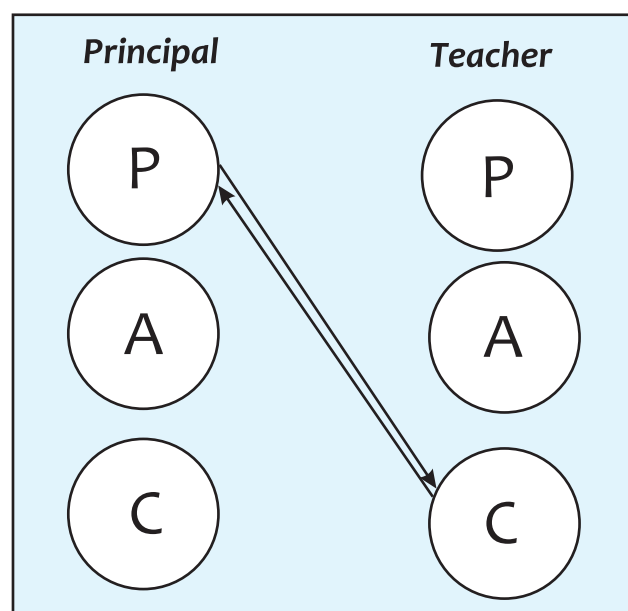
- As the next step, the facilitator goes back to the power point presentation, to explain the concept of transactional analysis in detail. In particular, the facilitator needs to focus on the different faces of ego states, such as, critical/nurturing parent, little professor/rebellious child, functional/dysfunctional adult etc. explaining these with examples drawn from daily life.
- Linked to the ego states, another aspect of transactional analysis is complementary and crossed transactions. These types of transactions are nothing but two types of conversation between people. In complementary transactions, two people communicate with each other operating from the ego states to which the conversation is directed, whereas, in crossed transactions, one of the two persons communicates with an ego state that is different to the ego state to which the conversation is directed. Let us understand this through the following examples:

#### 1. Example of a complimentary and crossed transaction:

A Principal to a teacher: “Why did you not finish this work today? It was assigned to you a week back. If you were not feeling well, you should have informed me so that I could have given this assignment to the other teacher. I am seeing that you are not focused on your work, every time you come up with an excuse.”

Principal to the teacher: “I am sorry Sir, I should have not breached your trust. This is my mistake and today I will complete this work before leaving office!”

In the above conversation, the Principal scolds the teacher for not completing the assigned work. His transaction is directed from the parent-to-child ego state (the Principal talks like a critical parent) while conversing with the teacher. The teacher also responds from the child-to-parent ego state (in this case, the teacher is operating from a child ego state), where he accepts the mistake and addresses the ‘parent’ in the Principal by saying that he ‘should’ have completed the work. This is a complimentary transaction, which is graphically represented below:







P- parent ego state

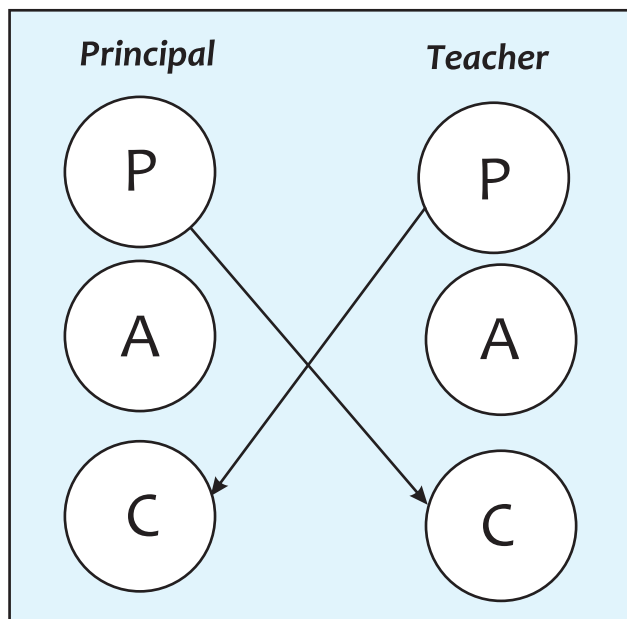
A- adult ego state

C- child ego state

For the same conversation, consider another response from the teacher:

**Teacher to the Principal:** “Why do you always criticize my efficiency? I know that I am always given tasks which cannot be completed in the assigned time, you are biased towards me!”

In this response, the Principal directs his transaction from a parent-to-child ego state. This response can break the conversation between the teacher and the Principal. It is possible that this conversation turns into an argument between the two people. Hence, it is a crossed transaction.



P- parent ego state

A- adult ego state

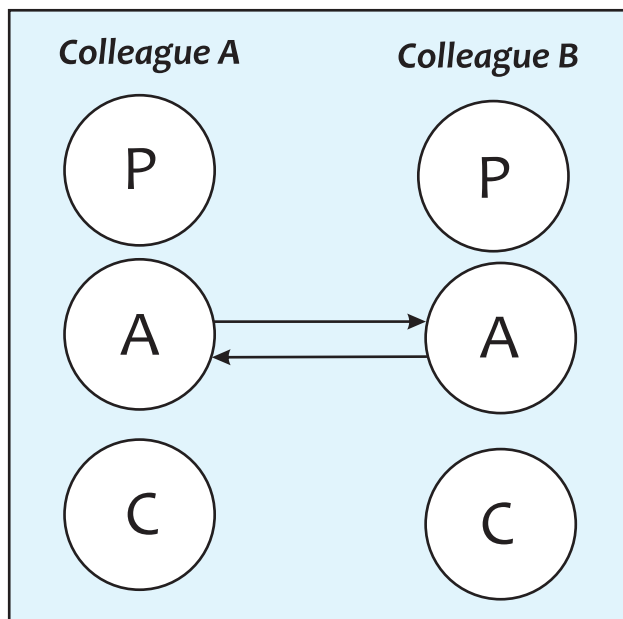
C- child ego state

## 2. Example of a complimentary and crossed transaction:

**Colleague A to Colleague B:** “You know, I think the project that we are working on has a loophole. While discussing with other team members, I found out that there is a problem in the assembly line which you are co-ordinating. Is there a problem there? Can I offer help?”

**Colleague B to Colleague A:** “yes, I realized that there is a problem, infact yesterday, my staff told me that there is a technical issue, maybe there is a system failure. Since you are a software engineer, can you help us? I am so grateful that you came to me and offered help, thank you!”

In the above conversation between two colleagues, A and B, the transactions are directed from adult-to-adult ego states and seem to be a productive conversation, which is based on trust and support.



P- parent ego state

A- adult ego state

C- child ego state

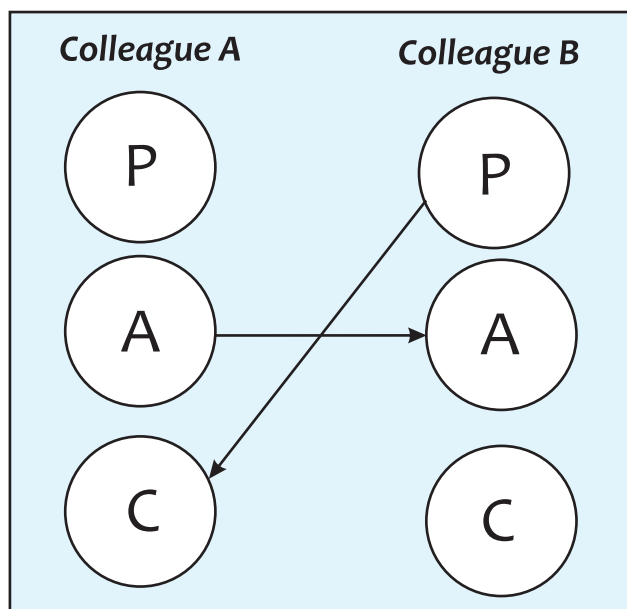
Next, consider this:





**Colleague B to Colleague A:** “who told you about the problem, there is nothing like this? You think I cannot manage my unit, I have been working here for past 20 years. Do not interfere in my matters”

In the conversation initiated by colleague A, the transaction was directed from a an adult-to-adult ego state, but the transaction from colleague B to colleague A is directed from a parent-to-child ego state, where the colleague (B) is reprimanding the other colleague by saying that he has the experience and is not ready to acknowledge the problem.



P- parent ego state

A- adult ego state

C- child ego state

### REFLECTIVE QUESTIONS

- Would any of you want to share your experience with a friend/family member/office colleague with whom, you have the most productive conversations?
- Why is it so? What is it about mutual conversations that make the time spent with them so special?
- Tell us about any one experience where you had

a crossed transaction with some one? Can you analyze the ego states that were operating during that time?

### NOTES FOR THE FACILITATOR

- If transactions are crossed, they can lead to disagreements and even conflicts, between people. The understanding of ego states and their interplay in conversations is useful, if one needs help in modifying transactions. Such as, how can one avoid having a crossed transaction? This is possible when one is quick to guess which ego state-to-ego state the conversation is directed, and accordingly one can modify one's response.
- Continuing the crossed transaction in Example 2 cited above, when colleague B reprimands the help offered by colleague A, colleague A is expected to respond. Colleague A understands quickly that colleague B has got offended and has acted as a critical parent. If colleague A responds from a child-to-parent ego state, then the conversation can become complimentary at his stage:

*“Oh! Of course I know that you have such a vast experience and I have learnt so much from you in the past 5 months. I felt I could come and ask you if there was something that I can do. Would you not offer me a cup of tea?”*

Notice, how the conversation is carried forward by colleague A. He immediately understands the parent-to-child ego state transaction and responds in the same vein (that is, child-to-parent ego state). Once the energies are balanced between the two colleagues, gradually colleague A can bring the transactions back to adult-to-adult ego state.

- If need be, then the facilitator can also explain the concept of stroking and why it is useful for improving motivational levels of people at workplace (given in the power point presentation)





### ACTIVITY 3.4: READING THROUGH THE SCORES OF THE QUESTIONNAIRE AND CONSOLIDATION

#### How to conduct the activity?

**Method:** Large group sharing and Individual Reflection

#### SUGGESTED STEPS

- After explaining the concepts, the facilitator asks the participants to open their filled questionnaires and go to the last page. With a background to three ego states, the facilitator leads the large group, in to a discussion of various types of managerial styles as expresses through abbreviations.
- For the left two quadrants of each of the 3 circles, the score must not be 9 or less than 9, as it shows the managerial style of the person to be less functional than desirable. Likewise, for the right two quadrants of each of the 3 circles the score must not be 10 or more than 10, as it indicates a higher dysfunctionality in the managerial style. For example, a score of more than 9 in the quadrant representing PCF (Parent Critical Functional) shows that the managerial style of the person is supportive of the employees, where the person is helping the employees examine their behaviours and actions against ethical values. But a score of 10 or more in the mirror quadrant, that is PCD (Parent Critical Dysfunctional), indicates that the managerial style of the person is authoritative, and believes in prescribing behaviours and actions to her/his employees.

- The facilitator then discusses each of the 12 quadrants with respect to the ego states they are representing, discussing with the sentences given in the questionnaire.
- Towards the end of this exercise, ask the participants to spend some time with themselves and reflect on the scores that they have got for different managerial styles. They need to reflect which aspects of the managerial style, need improvement at their end. For instance, if the score of PCD is more, then the participant need to reflect on their behavior with colleagues, is she/he too critical of their work? Or gives detailed prescriptions on what to do and what not to do?

#### REFLECTIVE QUESTIONS

- How do you feel about this entire exercise?
- Do you think this method has been useful in knowing your 'self'? In what ways?
- What few steps can you take in order to apply these learnings in our daily life?

#### NOTES FOR THE FACILITATOR

- There are many details to this session, hence it is suggested that the facilitator needs to read additional information on transactional analysis.

#### KEY MESSAGES

The focus of the session needs to be on understanding the different ego states with which the self operates, when communicating with others.

- This method is also useful in holding productive and meaningful conversations

#### Additional Session for this day

This session is provided as an alternative to session-1 of Day-6.

Session 1	1100 Hrs to 1300 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Introducing Flag activity followed by Individual Exercise	15+ 75	Initiates introspection to understand oneself
Sharing My Flag and Putting up	20	





## ACTIVITY 1.1: INTRODUCING FLAG MAKING

### How to conduct the activity?

**Method:** Individual reflection followed by discussion in large group

### SUGGESTED STEPS

- Ask people to sit in comfortable position with some space around them
- The facilitator hands over drawing sheets and crayons to each person
- The facilitator now introduces the activity by sharing that a Flag is something that represents something unique to a person or a nation or a party. For Example, India's Flag is represented by three Colors and a chakra where,
  - o Saffron is for Renunciation, courage and sacrifice
  - o White is for Truth, peace and purity
  - o Green is for Prosperity, vibrancy and life
- The chakra represents righteousness and progress. Similarly, the participants have to make a flag that they feel best represents them as persons. It can be their likes/dislikes, it can be a value that they uphold most, it can be their passions, their hobbies, their favorite things etc – anything that represents them
  - o What makes you? Who are you?
  - o What represents you best?
  - o What are your likes/dislikes, hobbies, passions, values that you stand by that you'd like to share?

- The facilitator invites the participants to share their flags with the group
- The sharing can be voluntary
- While the participants share their flags, the facilitator could ask deeper, more reflective questions.

### REFLECTIVE QUESTIONS

- What is it about you that you'd like to share with the world?
- Why do you feel so?
- What makes you connect to X,Y,Z? Does it tell you anything new about yourself?
- Is there anything new that you have learnt about yourself through this activity?

### NOTES FOR THE FACILITATOR

- This session focuses on allowing the participants to introspect and express what they connect most to.
- There are no right answers to this as this is a reflective exercise which celebrates that each human being is different than the other, which makes them special.
- Care must be taken to ensure that the participants are not judged based on what is being shared/expressed.

### KEY MESSAGES

- This is an expression and a reflection of you. It has to be unique of you.
- It does not have to be One thing, it can be a combination of several things about oneself

## AN OVERVIEW OF THE DAY

Day -7		
Session	Session Name	Session Duration
1	Perspective on Developing Self: Lead India Video	60 mins
2	Self in the context of school: Circle of Concern and Influence	75 mins
3	Self in the context of school: Circle of Concern and Influence	90 mins
4	Self in the context of school-time management grid	165 mins





## SESSION WISE DETAILS

### SESSION 1: PERSPECTIVE ON DEVELOPING SELF: LEAD INDIA VIDEO

Session 1	0930 hrs to 1030hrs	
Activities	Duration (Mins.)	Expected Outcome
Why Develop Self	10	Understand the importance of Developing oneself in order to cause transformation outside/to others
Lead India Video followed by Reflection	40	
Identifying Action Step for School Change	10	

#### ACTIVITY 1.1: WHY DEVELOP SELF?

##### How to conduct the activity?

**Method:** Large group Discussion

##### SUGGESTED STEPS

- The facilitator begins the day by initiating discussions on – *Who are your stakeholders?*
- The facilitator delves deeper into understanding the need for having ‘Self’ as a stakeholder
- The facilitator initiates a discussion and gathers the responses from the group while noting them on the whiteboard/blackboard.
- The facilitator consolidates the rationale that emerged from the group for focusing on oneself and why it is most important to focus on oneself.

##### REFLECTIVE QUESTIONS

- Why do you think the ‘self’ is being given so much importance in a Leadership development program?
- If we remove the component of self from the entire program, would it make a difference?
- We spent some time thinking about ourselves on the previous day, why so?

#### NOTES FOR THE FACILITATOR

- This session focuses on allowing a school head to begin thinking and articulating what really is the need for spending time on reflecting on oneself. There may not be any right answers to this

##### KEY MESSAGES

- One can be one’s own stakeholder, as it is important to meet one’s own expectations first of all, in order to deliver to other’s expectations
- Developing oneself is key causing any change outside/in others. One can’t be an effective leader unless one develops oneself

#### ACTIVITY 1.2: LEAD INDIA VIDEO FOLLOWED BY REFLECTION

##### How to conduct the activity?

**Method:** Video based large group discussion followed by individual reflection. Video on Lead India (*D7\_S1\_1.2\_Lead India Video*).

##### SUGGESTED STEPS

- Introduce the session and 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 unite for action until the problem is solved.







- The facilitator plays the video. It might need to be played twice since at an initial stage, people take time to absorb the central idea.
- The facilitator gathers the initial reaction on the video by starting a discussion in the larger group.
- The facilitator could also highlight a few aspects and focus on the dialogues that were being said by re-playing the video and pausing it wherever needed.

### REFLECTIVE QUESTIONS

- What do you think of the video?
- What is the emotion after watching the video? (not thoughts, but emotions!)
- What is the theme of the entire video?
- We could see that there was a politician who was guarded by the Police force. There was a dialogue there in Hindi. This meant – Sir! A car has been arranged for you on the other side!
- Similarly, there is a young girl sitting in an auto who's talking on the phone and says – I hate this country, because of the traffic jam she is stuck in!
- Did you notice that the initial people who came to support the boy were all children! Why do you think this happens?

### Individual Reflection and Sharing

The facilitator asks the school heads to take a few minutes to ponder over this question and then share their thoughts. The sharing here could simply be each one sharing their thoughts and not focusing on finding solutions or reasons/ways for overcoming the problem. The facilitator initiates sharing on how the participants view themselves after watching this video. The following questions can be asked from the participants:

### 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 the video twice/thrice, as in the first go they are only settling down and tuning in, while by the 2nd/3rd time they would be capturing the nuances.

### KEY MESSAGES

Reflection on 'Do I initiate the change I want in my life?'

### ACTIVITY 1.3: IDENTIFYING ACTION STEP FOR SCHOOL CHANGE

#### How to conduct the activity?

**Method:** Reflection and sharing with aid of an exhibit

### SUGGESTED STEPS

1. The facilitator now hands out a colourful chit to each participant and asks them to write 1 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.
2. The facilitators give the participants some time to think.
3. 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!’

4. Once they write on their chits, they put up  
their chits on the soft board for display.
5. The participants then read the display,  
congratulate each other and draw ideas from  
the responses.

### REFLECTIVE QUESTIONS

- Based on the discussion, what is that one  
change – small or big, that I’d like to try out in  
my school?

### NOTES FOR TO 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 heart, that has been bothering  
them for a while maybe! Or anything that  
makes them less stressed etc.

- Ensure each one writes a promise to  
themselves 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!

### KEY MESSAGES

- As leaders we all are continuously growing,  
this is an activity that attempts to mirror what  
we are good at and what we lack so that we  
know where to grow
- ‘Promise to yourself’ is a commitment of your  
first step towards change for yourself and  
your school

## SESSION 2: SELF IN THE CONTEXT OF SCHOOL: CIRCLE OF CONCERN AND CIRCLE OF INFLUENCE

Session 2	1030 Hrs to 1115 Hrs	
Activities	Duration (Mins)	Expected Outcome
Introduction to Circle of Concern and Circle of Influence	10	Understand the Circle of Concern and Circle of Influence for the challenges in your personal & professional life and tackle them effectively
Voice your concerns	30	
Power point presentation	5	

### ACTIVITY 2.1:

#### INTRODUCTION TO CIRCLE OF CONCERN AND CIRCLE OF INFLUENCE

#### How to conduct the activity?

**Method:** Individual reflection

### SUGGESTED STEPS

- Introduce the session by recapitulating the  
learning of the previous session.
- The learning of that session can be summarized  
by sharing with the participants the fact that





the value of taking initiatives for leading change can happen by them becoming change agents for their school transformation. It can be achieved not by waiting for someone else to come and change but start moving towards addressing challenges by leading them from front.

- The facilitator asks the participants to take some time and think of the challenges/concerns that they face to bring about school change. Mentioned below could be a few questions.
- Every individual participant has to write their concerns/challenges (2-3) with regard to school transformation.

#### REFLECTIVE QUESTIONS

- If you really want to make any change, what stops you from making that change to happen?
- What are your concerns in making that change to happen?
- Why do you want to wait for someone else to solve the problems affecting you?

#### NOTES FOR THE FACILITATOR

- This activity could be done in pairs or individually
- The participants might need help to understand the questions, the facilitator would need to walk around to be available to the participants

#### ACTIVITY 2.2: VOICE YOUR CONCERNS

##### How to conduct the activity?

**Method:** Group work

##### SUGGESTED STEPS

- Once the participants have individually reflected on their school concerns, the facilitator then forms groups of 5-6 participants

- Each group is given sticky notes
- The groups are asked to discuss and after discussion short list 10 concerns collectively based on the one that they feel are most important
- The group then writes their concerns on sticky notes

#### ACTIVITY 2.3: POWER POINT PRESENTATION

##### How to conduct the activity?

**Method:** Power point Presentation (D7\_S2\_2.3\_Circle of Concern and Influence\_ppt)

##### SUGGESTED STEPS

- **Set-up context:** In the coming days, we'll be developing our idea of a transformed school - How my school would be? But in order to reach our ideal school, we need to look at our reality as well. The concerns you have mentioned, are questions that we need to find answers to in order to reach our vision!

We need to therefore understand- how do we solve these problems to reach to vision? For such situations, there is a framework called: The Circle of Concern and Circle of Influence.

- **Explain Framework:** The facilitator presents the powerpoint on Circle of Concern and Influence enclosed in the resources.
- Once the presentation is complete, the facilitator takes up a few concerns from the groups and tries to map them collectively on the circles – initiating discussion on which concern needs to be put where, based on the group's consensus.

##### REFLECTIVE QUESTIONS

- Is the issue at hand, a matter of my concern?
- Can I influence it? Why or why not?





### NOTES FOR THE FACILITATOR

- Usage of clear, well-drawn and self-explanatory diagrams would help. Also, putting up on the wall helps the School Heads in revisiting the concept independently.

### KEY MESSAGES

- The circle of Concern would always be greater than circle of Influence.
- Use the above lens for deciding your first step & prioritize

### SESSION 3: PRIORITIZATION OF CONCERNS: PRESENTATION AND CONSOLIDATION

Session 3	1130 Hrs to 1300 Hrs and 1400 Hrs to 1430 Hrs	
Activities	Duration (Mins)	Expected Outcome
Group Work: Map the concerns	30	Apply the concept of circle of concern and influence in your challenges and become a change agent by asking “What will I do about it?”
Presentations and Consolidation	90	

#### ACTIVITY 3.1: MAP THE CONCERNS

##### How to conduct the activity?

**Method:** Group work followed by reflection and sharing

##### SUGGESTED STEPS

- As the facilitator presents the concept of “Circles of concern and influence” before the break, the participants can now easily connect the dots by trying to map the challenges and concerns that they had written/voiced to understand the way they need to respond to in order for them to become proactive leaders.
- The facilitator takes over by starting the activity in the same group. The facilitator will model on how to apply the learnt concept to their daily professional and personal challenges. The listed problems are supposed to be pasted

either inside the “Circle of Concern” or the “Circle of influence”

- After modeling for some examples, the participants in their groups are expected to map the concerns they had written in the sticky notes to discuss and paste them either in the “Circle of concern” or “Circle of influence” depending on the way they perceive it
- The group will discuss this and present to the larger group so that everyone understands that most of the energies we spend are on the problems which are not directly under our “Circle of influence”. And at times we forget that the problems under our “Circle of Concern” can be solved and we can grow personally to become a change agent to lead school transformation, in the way empowering and inspiring people around us by trying to change the way we see our problems.





### ACTIVITY 3.2: PRESENTATION AND CONSOLIDATION

- ## SUGGESTED STEPS

- The groups then present their collective work, describing the concerns that the group had raised and which of them were marked as within the circle of influence. While discussing the concerns that the groups had pasted in the circle of influence, they have to also provide a rationale on why they prioritized these concerns and how could they be solved.
- After the groups have shared, the facilitator can then share those concerns/challenges in the larger group which neither belonged to the circle of concern or influence.

- I can influence a lot of things and solve many problems if I think and select carefully by prioritizing and acting on them. There is no need to waste our energies and complain about problems when we know that there are many of them that we can solve easily.





- In the larger group, the discussion can be facilitated as to why some challenges do not belong to both the circles.
- The facilitator asks the larger group to take a decision on where to place these concerns – some might fit into either of the circles, while some may fall beyond both. The latter type we paste outside of the circle as shown in the picture

#### REFLECTIVE QUESTIONS

- What is the problem that does not fall into both the circles?
- Why do you think it does not? If yes, why?

- Is it different for different people?
- Where can we put it in these circles?

#### KEY MESSAGES

- Some concerns may be beyond our influence; these can be placed outside of the 2 circles. Ideally, if they are neither in circle of concern or in circle of influence, they should not have been raised.
- The challenges are to be prioritized so that they can be managed effectively. A leader also needs to understand which challenge is to be addressed in the sequence of time and priority and which are to be addressed at a later stage.

### SESSION 4: SELF IN THE CONTEXT OF SCHOOL: TIME-MANAGEMENT GRID

Session 4	1430 Hrs 1530 Hrs and 1545 Hrs to 1730 Hrs	
Activities	Duration (Mins)	Expected Outcome
Prioritizing your work	20	The participants would be able to reflect on how they perform their role and how to utilize their time better
Understanding the time management Grid	40	
Group work: applying the tool and putting up the exhibit	60	
Drawing Learning from the + Time-Management Grid: Group Presentations and Consolidation	45	

#### ACTIVITY 4.1: INDIVIDUAL EXERCISE: PRIORITIZING YOUR WORK

##### How to conduct the activity?

**Method:** Individual work

##### SUGGESTED STEPS

- The facilitator distributes the handouts (D7\_S4\_4.1\_Prioritizing your work\_Handout)
- The groups are given time to list their work in a day as a school head. Here the school head has

to mention work that they engage in and those that are done in their absence by their colleagues.

#### ACTIVITY 4.2: GROUP READING: UNDERSTANDING THE TIME MANAGEMENT GRID

##### How to conduct the activity?

**Method:** Group Reading

##### SUGGESTED STEPS

- The participants then are given the handout



that explains the time management grid.  
(D7\_S4\_4.2\_ *Understanding the Time Management Grid*)

- The group sits together and is given time to read through the module. Once the participants have read the module independently, they can quickly share in their groups for better clarity.

#### NOTES FOR THE FACILITATOR

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

#### ACTIVITY 4.3:

##### APPLYING THE TOOL AND PUTTING UP EXHIBIT

#### How to conduct the activity?

**Method:** Group Work

#### SUGGESTED STEPS

- This session follows from the previous day
- The group now attempts to fill the activities they perform on an average day/week/monthly on to the four quadrants of the grid.
- The group collectively fills out the grid given in the module, on chart papers
- Once the group has completed the exercise, the charts are put up (clipped) on the wall as an exhibit (to be used later for presentation)

#### NOTES FOR THE FACILITATOR

- While the groups would be engaged in the exercise, it is suggested that the facilitator walks around and spends a few minutes with each participant to ensure they understand how to go about doing this activity.
- The facilitator has to review what the group has written and in case there is a cause of concern, to discuss more deeply with the group

#### ACTIVITY 4.4:

##### DRAWING LEARNING FROM THE TIME MANAGEMENT GRID: GROUP PRESENTATIONS AND CONSOLIDATION

#### How to conduct the activity?

**Method:** Each Group Presents in Plenary, interspersed with discussion & review

#### SUGGESTED STEPS

- Groups are invited for presenting the chart papers in the large group. The group members can add in case there's any point left out/missed by the presenter
- The facilitator and the other groups review the grid's work and identify
  - Which tasks can be delegated to teachers?
  - Is the work correctly allocated in a time efficient way?
  - Is there adequate time being spent on teaching-learning activities or only administrative-managerial activities?
- In this process, each group's work is reviewed and a pool of learnings emerge from the school heads that can be noted separately on the chart for reference/noted by school heads themselves as well
- Once this is over, the facilitator consolidates the exercise around the following questions

#### REFLECTIVE QUESTIONS

- How useful the exercise has been?
- What did you learn about the time management grid?
- Establish how your time is spent
- Determine your problem areas
- Though delegated tasks exist in all the four quadrants (P1, P2, P3 and P4), the tasks in P1 and P2 need more involvement of the school head,







and if at all they are delegated, these tasks need to be supervised closely. It is important however, to delegate 'urgent but not important' tasks as well as tasks that are 'neither urgent nor important'

#### KEY MESSAGES

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

#### AN OVERVIEW OF THE DAY

DAY-8		
Session	Session Name	Session Duration
1	Retirement Day Speech	105 mins
2	Consolidation by linking to School Vision	60 mins
3	Continuing Professional Development	135 mins

#### SESSION 1: SELF IN THE CONTEXT OF SCHOOL: RETIREMENT DAY SPEECH

Session 1	0930 Hrs to 1115 Hrs and 1130 Hrs to 1200 Hrs	
Activities	Duration (Mins)	Expected Outcome
To mirror the aspirations as a School Head and re-visit the School vision	60	Reflect on one's own aspirations and identify blockages that refrain from achieving the vision
Sharing the speech	65	

#### ACTIVITY 1.1: RETIREMENT DAY SPEECH

##### How to conduct the activity?

**Method:** Individual reflection and large group consolidation

##### SUGGESTED STEPS

- The facilitator shares that this exercise is

hypothetical and for fun. This could be a possible script – We'd like you to imagine it is your retirement day from the position of the headmaster and you have a huge celebration at school. All your colleagues, students, parents of the students you have taught and some members of your family have gathered for a party. And they ask you to share your journey as an HM! So, let's





take some time to write our speeches, and then we'll share in the larger group!

- The facilitator hands out sheets and pens (if not already with the participants) to write. The participants can move around freely for individual writing. If someone feels like going out in the garden and writing, it is fine.
- The facilitator could also decide to put some soothing instrumental music that helps focus and build concentration for writing. This is absolutely the group's decision.

#### **Individual writing of the Retirement Day Speech**

- The participants write their speeches individually. Some might chat in between to gather some ideas from each other. The facilitator here could be walking around to ensure everyone is on the same page, answer queries if any.
- It would also help if the facilitator could support those participants who are struggling and are not able to project, giving them a little push and supporting them in giving examples that help in visualisation.

#### **Reflective questions to cover in the speech**

- What have been my achievements as a School Head?
- What challenges did I face?
- How did I resolve these challenges?
- Cite examples when overcoming the challenges acted as a push for you
- What do you see the students doing in future?
- How does it make you feel?

#### **NOTES FOR THE FACILITATOR**

- Facilitator to review what the participant has written and in case there is a cause of concern to discuss more deeply with the participant
- To ensure most participants think of both positive and negative experiences

#### **ACTIVITY 1.2:**

#### **RETIREMENT DAY SPEECH**

##### **How to conduct the activity?**

**Method:** Working in pairs and large group consolidation

##### **SUGGESTED STEPS**

- Sharing the speech: The group is called to form a circle. The facilitator invites those participants who feel like sharing their speech with the group. That participant reads out the speech to the group, while everyone else listens intently.
- There could be 6-7 people reading their speeches depending on the time. The participants are thanked for sharing their speeches and then moves on to consolidate the session.
- Make sure there is silence and everybody listens to the speech being read out.
- Closing each speech during sharing: The facilitator shares the observations that she/he made while the participants read their speeches. These could be things like:
  - o When you were reading, I could feel everyone feeling emotional about your journey
  - o There were a lot of heads nodding in agreement
  - o Most of you have highlighted your achievements
  - o Most of you have also been able to 'problem solve' and resolve the issues that you are struggling with in your schools currently
- The session is then consolidated by highlighting that - This is your ambition!! Deep down we all want to do something great because we feel good about it! It makes us feel good about ourselves! You need to understand what stops you in order to remove those barriers!





**SESSION 2:  
REFLECTIONS ON ALIGNING PROFESSIONAL GOALS AND PRACTICES:  
LINKING TO SCHOOL VISION**

Session 2	1200 Hrs to 1300 Hrs	
Activities	Duration (Mins)	Expected Outcome
Consolidation by Linking to the School Vision	60	Develop an understanding that unless the Professional Goals and Practices are not aligned to Self-Development, translating the vision into reality may not be possible

**ACTIVITY2.1:  
CONSOLIDATION BY LINKING TO  
THE SCHOOL VISION**

**How to conduct the activity?**

**Method:** Large group discussion

**SUGGESTED STEPS**

- The facilitator then refers the group back to the School Vision they had developed in Key Area 1: Perspective on School Leadership. In light of the sessions held before, the participants are given some time for reflection, in order to understand where they are currently and their way to move ahead. Some pointers are:
  - *The Vision developed during the session in Key Area 1*
  - *Today morning's one new action to try out in school to initiate change*
  - *The ambitions reflected in the retirement day speech*
- The participants think about the sessions so far and try to align them, identifying ways to integrate them so that they all contribute to each other. The facilitator then asks the participants to identify the capacities they

require in order to achieve their vision for their school. The session then moves to the 4th one of Continuing Professional Development

**REFLECTIVE QUESTIONS**

- What has been your learning so far in the entire workshop?
- Some of these seem to have been translated into your retirement day speeches. Some of you have also expressed pride while sharing the speeches. Why is it so?
- How do you plan to ensure that your vision remains alive and reaches your school?
- After a few months when the memories of this workshop would have faded, how would you ensure this vision?

**KEY MESSAGES**

- Our ambition is based on what makes us feel good! And those are typically achievements!
- Only when I change, will my school change
- My students are a reflection of the my school
- Unless Professional Goals and Practices are not aligned to Self-Development, translating the vision into reality may not be possible





### SESSION 3: CONTINUING PROFESSIONAL DEVELOPMENT

Session 3	1400 -1530 Hrs and 1545 Hrs to 1730 Hrs	
Activities	Duration (Mins)	Expected Outcome
Developing Personal Development Plans	90	Each School Head develops, shares and seeks feedback on achieving the Personal Development Plan
Sharing and seeking feedback on Personal Development Plans	105	

#### ACTIVITY 3.1:

##### CREATING PERSONAL DEVELOPMENT PLAN

##### How to conduct the activity?

**Method:** Individual Exercise

##### SUGGESTED STEPS

- The facilitator hands out the module (*D8\_S3\_3.1\_Personal Development Plan\_Handout*) to each participant as a self learning module.
- Each School Head engages in individual reflection and creating a Personal Development Plan for themselves

#### ACTIVITY 3.2:

##### SHARING AND SEEKING FEEDBACK ON PLAN

##### How to conduct the activity?

**Method:** Sharing in peer group

##### SUGGESTED STEPS

- Once the participants have prepared their first draft of the personal development plan, they

are requested to share this with their peers. Two participants sitting together can share their respective plan with each other and seek feedback on how to strengthen it further.

- After feedback is sought, the facilitator asks the participants to review their plan and make changes if necessary. If 4/5 participants want to share key aspects of their plan with the large group, opportunity may be given for large group sharing as well.

##### NOTES FOR THE FACILITATOR

- While the school heads would be engaged in the exercise, it is suggested that the facilitator walks around and spends a few minutes with each participant to ensure they understand how to go about doing this activity.
- Facilitator needs to review what the participant has written and in case there is a cause of concern, discuss more deeply with the participant.





## KEY AREA-3



TRANSFORMING TEACHING  
LEARNING PROCESS







## FACILITATOR CHECKLIST

### TRANSFORMING TEACHING LEARNING PROCESS

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

#### **Materials**

1. Pens/pencils
2. White A4 sheets
3. Note pads
4. Colour pencils/crayons/sketch pens
5. Sticky notes

#### **Day-9**

1. Video of 'School Chale Hum' (D9\_S1\_1.1\_School Chale Hum\_video).
2. Handout of 'Tottochan-The little girl by the window' (D9\_S1\_1.2)
3. Video on 'Parrots training' (D9\_S2\_2.1)
4. Video on 'Young Historians' (D9\_S2\_2.2a)
5. Power Point presentation on 'Principles of Active learning (D9\_S2\_2.2b)

#### **Day-10**

1. Power Point presentation on 'Developmental needs of children' (D10\_S1\_1.1)
2. Handout of Excerpts from 'How children fail'- by John Holt (D10\_S2\_2.2)
3. Module on Inclusion (D10\_S3\_3.1)

#### **Day-11**

1. Case study of Headmistress of a rural secondary school\_Tamil nadu (D11\_S1\_1.3a)
2. Power Point presentation-Home support for child's learning (D11\_S1\_1.3b)
3. Excerpts from NCF-2005 (D11\_S4\_4.1)

#### **Day-12**

1. PowerPoint presentation on 'Observation and Feedback' (D12\_S2\_2.1a)
2. Handout on 'Ask-Describe-Ask Model' (D12\_S2\_2.1b)
3. Power Point presentation on 'Professional learning communities' (D12\_S3\_3.1)

#### **Day-13**

1. PowerPoint presentation on 'Coaching and Mentoring' (D13\_S1\_1.1a)
2. Module on 'Coaching and Mentoring' (D13\_S1\_1.1b)



## KEY AREA-3

### TRANSFORMING TEACHING LEARNING PROCESS

#### INTRODUCTION

This key area 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 capacities in school heads to transform the teaching –learning processes in their schools

#### AN OVERVIEW OF THE DAY

Day 9		
Session	Name	Duration
1	School and Purpose of Education	90 minutes
2	Creating Joyful and active learning environment	90minutes
3	Creating inviting and flexible classroom spaces	90 minutes
4	Planning a session using joyful learning methods	90 minutes

#### SESSION WISE DETAILS

##### SESSION 1: SCHOOL AND PURPOSE OF EDUCATION

Session 1	0930 Hrs to 1100 Hrs	
Activities	Duration (Mins.)	Expected Outcome
'School Chale Hum'	30	Understand the purpose of education
Reading excerpts from Totto chan (pages 1-11)	30	
Discussion on the excerpts	30	

#### ACTIVITY 1.1: 'SCHOOL CHALE HUM'

##### How to conduct the activity?

**Method:** Show a video of 'School Chale Hum' (D9\_S1\_1.1\_School Chale Hum\_video). Draw an image of the school and invite the participants to a discussion on 'The school'.

#### REFLECTIVE QUESTIONS

- Why do we send our children to school?
- Why are children in school more happy when the evening bell rings?
- Are schools following the factory model of schooling or have we gone beyond?





- Why are we obsessed about our children scoring well in exams?
- How are non academic skills important for success in school and career as against academic skills?
- Remind the participants the tale from Panchatantra of the boatman and the Brahmin. The Brahmin asks the boatman whether he has mastered all the scriptures to which the Boatman says 'No'. The Brahmin then boasts of his learnings and his superior knowledge. Just then there is a storm and the boat begins to sway and is about to sink. The boatman asks the Brahmin, 'Do you know to swim? The dismayed Brahmin says 'No'. The boatman quips 'what use is of your scriptures when it can't save you from getting drowned'?
- Srinivasa Ramanujam excelled in Mathematics but failed in Physiology and all other subjects and did not receive a degree in college. He worked as a clerk before his talents were recognized by a foreign university. Why didn't the educational institute realize his caliber? Why did the system label him as unsuccessful?

### ACTIVITY 1.2: READING EXCERPTS FROM TOTTO CHAN (PAGES 1-11)

#### How to conduct the activity?

**Method:** Group activity. The participants read the excerpts from Totto chan (*D9\_S1\_1.2\_Tottochan-the little girl by the window*) and develop a chart on negative impacts of suppressing the spontaneity of children and implications for school leadership.

#### SUGGESTED STEPS

- Participants read out excerpts from Tottochan (silent reading), followed by large group discussion

### REFLECTIVE QUESTIONS

- What aspect about the story struck you the most?
- How was the teachers' perception of the child different from the mothers' perception of the child?
- What were the expectations of the teacher from Totto chan that she could not fulfill?
- What were the instances that were seen by the teacher as child's disobedience or lacking discipline and why?
- Discuss in detail the negative impact of such handling on the learning of the child and develop a chart.
- As a school head/teacher what would your reactions be if a child like Tottochan is attending your class?

### NOTES FOR THE FACILITATOR

Focus discussion around the following opinions

- Urge for conformity and obedience can kill the spirit of inquiry and urge to explore
- Schools generate fear and subdue the child's learning
- Teachers want children to tell the right answers to questions
- Schools are indifferent towards individual child's needs
- Adults are sometimes insensitive towards the spontaneity of the children

**CONSOLIDATION:** The facilitator would wrap up the session by discussing what is education for empowerment, how from first day of the child in the school the process for the same can start or end. How a child is precious entity and needs to be loved, respected and encouraged to explore the world, take risks and thereby develop into an efficient human being.





**SESSION 2:**  
**CREATING JOYFUL AND ACTIVE LEARNING ENVIRONMENT**

Session 2	1130 Hrs-1300hrs	
Activities	Duration (Mins.)	Expected Outcome
Parrot's training-By Rabindranath Tagore	30	Making learning joyful and envisioning child as an active learner and constructor of knowledge
Making learning joyful- video of 'Young historians' and Powerpoint presentation	30	
Parrot's training- rewriting the story ending	30	

**ACTIVITY 2.1:**

**PARROT'S TRAINING BY RABINDRANATH TAGORE**

**How to conduct the activity?**

**Method:** Video followed by discussion

**SUGGESTED STEPS**

Show the participants a video of the 'Parrot's training' (*D9\_S2\_2.1\_Parrots\_training\_video*) and invite the participants to a discussion.

**REFLECTIVE QUESTIONS**

1. How is the parrot in the story similar to a child in school?
2. What does this tell about our schools and education? Write a paragraph on what you learn't from the story.
3. As a school head what is your resolve with respect to the child's freedom after seeing this video?

**ACTIVITY 2.2:**

**MAKING LEARNING JOYFUL- VIDEO ON  
'YOUNG HISTORIANS'**

**How to conduct the activity?**

**Method:** Video on Young Historians (*D9\_S2\_2.2a\_Young\_Historians\_Video*) and Powerpoint

presentation (*D9\_S2\_2.2b\_Principles of active learning\_ppt*) on principles of creating an active learning environment

**SUGGESTED STEPS**

- Show the video on 'Young Historians' to the participants.
- Discuss the video in terms of innovative methods of teaching, gaining 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? (Reflect on space for inquiry, exploration, active engagement, spontaneity, emotional space).
- How would you as a school head facilitate the teachers so that such methods of learning are encouraged?
- How much of teacher talk was noticed in comparison to student talk?
- Do you inspire your teacher to bring innovation in teaching process in your school?





## NOTES FOR THE FACILITATOR

Facilitator can generate discussion around the following pointers using a Powerpoint presentation.

### PRINCIPLES OF JOYFUL LEARNING

- Emphasizing direct experience
- stimulating rich and varied environment
- Creating spaces for pupils interests and skills
- Constructing ones own meaningful understanding
- Teacher as a facilitator rather than an authoritarian figure
- Encouraging collaborative learning
- Using positive language

## ACTIVITY 2.3:

### REWRITING THE STORY 'PARROT'S TRAINING'

#### How to conduct the activity?

**Method:** Writing story

#### SUGGESTED STEPS

Ask the participants to rewrite the story ending

#### NOTES FOR THE FACILITATOR

Focus on how the school needs to be non threatening, joyful and empowering rather than a space for limiting and subduing the creative and natural impulses of children

## SESSION 3:

### CREATING INVITING AND FLEXIBLE CLASSROOM SPACES

Session 3	1400Hrs - 1530Hrs	
Activities	Duration (Mins.)	Expected Outcome
Creating inviting and flexible classroom spaces	90	Creative organization of classroom spaces and materials

#### ACTIVITY 3.1: CREATING INVITING AND FLEXIBLE CLASSROOM SPACES

#### How to conduct the activity?

**Method:** Individual activity

#### SUGGESTED STEPS

1. Encourage the participants to draw their classroom plan (fixed points in the classroom walls, doors, windows, furniture's). Generate discussion around the drawings.
2. Discuss the drawing analyzing how you can

make your classroom a more exciting space for children.

#### REFLECTIVE QUESTIONS

1. How would you make your classroom space inviting and creative?
2. Can you visualize a classroom beyond the four walls? How advantageous is this as against limiting teaching-learning within four walled classroom?
3. How does a creative classroom space influence a child in learning process







**SESSION 4:**  
**PLANNING A SESSION USING JOYFUL LEARNING METHODS**

Session 4	1545 Hrs-1715hrs	
Activities	Duration (Mins.)	Expected Outcome
Lesson planning	60	Developing lesson plans using joyful learning methods
Discussions on lesson plan	30	Analyzing principles of joyful learning

**ACTIVITY 4.1:**  
**DEVELOPING LESSONS USING PRINCIPLES**  
**OF JOYFUL LEARNING**

**How to conduct the activity?**

**Method:** Group discussion and Demonstration

**SUGGESTED STEPS**

- Let participants divide themselves into groups (one science, math's, language, social sciences)
- Invite the participants to develop lesson plans on the area of their choice following the 'Principles of joyful 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,
- Follow up with discussions on the methods of teaching used. Revisit the principles of joyful learning in these methodologies and analyse their advantages in terms of student satisfaction and success.

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

- role play
- story-telling and discussions
- think, pair and share

- video- cum- discussion
- class games (puzzles, crosswords)
- class debates
- outdoor trips
- Experiments and demonstration

**REFLECTIVE QUESTIONS LEVEL-1**

Analysis of the sessions based on the below parameters

Sl.No	Parameters
1	Emphasizing direct experience
2	Stimulating rich and varied environment
3	Creating spaces for pupils interests and skills
4	Constructing child's own meaningful understanding
5	Teacher being more as a facilitator than an authoritarian figure
6	Encouraging collaborative learning
7	Using positive language

**REFLECTIVE QUESTIONS LEVEL-2**

- How would you as a school head enable your teachers to make learning happen?





### AN OVERVIEW OF THE DAY

Day 10		
Session	Name	Duration
1	Understanding developmental needs of children	90 minutes
2	Teaching learning as a joint exploration by teacher and learner	90 minutes
3	Understanding inclusion	90 minutes
4	Creating a culture of inclusion in school and classrooms	90 minutes

### SESSION 1: UNDERSTANDING DEVELOPMENTAL NEEDS OF CHILD AND ADOLESCENTS

Session 1	0930 Hrs to 1100 Hrs	
Activities	Duration (Mins.)	Expected Outcome
PowerPoint presentation on developmental needs of children	30	Be sensitive towards needs of children and create a warm, safe and caring environment within the school
Group Activity- Developmental needs of children	30	
Developing Action Plan	30	

#### ACTIVITY 1.1: POWERPOINT PRESENTATION ON DEVELOPMENTAL NEEDS OF CHILDREN

##### How to conduct the activity?

**Method:** PowerPoint presentation (D10\_S1\_1.1\_Developmental needs of children\_ppt)

##### SUGGESTED STEPS

Show the participants the PowerPoint presentation on developmental needs of children and initiate discussion around the same

#### REFLECTIVE QUESTIONS

Available within the Powerpoint presentation

#### ACTIVITY 1.2: 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 situation of their choice





- o Delay in cognitive development affecting learning
- o Delay in emotional development affecting learning
- o Delay in social development affecting learning
- o Delay in moral development affecting learning
- Develop a real life case study around a situation where in the developmental needs of a child in their school was not met.
- Discuss each group's case.
- Elicit discussions on how they would have handled such situations better. Derive an action plan in the process.

#### REFLECTIVE QUESTIONS

- How important is the act of observing a child in the classroom?
- Who do you rely on in order to get information

about your children's welfare?

- What is the nature of 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 role does the community and parents play in helping you understand the children in your school?
- How do you rate the support of your teachers in this endeavour?

#### NOTES FOR THE FACILITATOR

Cases could be on any other developmental needs of children.

#### 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 in their teaching learning process

#### SESSION 2:

#### TEACHING LEARNING AS A JOINT EXPLORATION BY TEACHER AND LEARNER

Session 2	1130-1300hrs	
Activities	Duration (Mins.)	Expected Outcome
Art work on symbolic relationship between teacher and learner	30	Teaching learning as a joint exploration enjoyed by both teacher and learner
Why there is fear in schools?	30	
Teachers- care takers of children's rights	30	





### ACTIVITY 2.1: ART WORK ON SYMBOLIC RELATIONSHIP BETWEEN TEACHER AND LEARNER

#### How to conduct the activity?

**Method:** Art work on symbolic relationship between teacher and children in your school

#### SUGGESTED STEPS

1. Encourage the participants to draw a simple drawing depicting the relationship between the teacher and children in their school.

#### REFLECTIVE QUESTIONS

- What is the relationship between the child and the teacher?
- Are the students afraid of the teacher?
- What kind of support do the teachers provide to help the students within and outside the schools?

#### NOTES FOR THE FACILITATOR

This session will not test the drawing skills of the participants. A minimal sketch work depicting the message will suffice.

### ACTIVITY 2.2: WHY THERE IS FEAR IN SCHOOLS?

#### How to conduct the activity?

**Method:** Hand out of excerpts from 'How children fail?' by John Holt (D10\_S2\_2.2\_How children fail\_John Holt\_Handout) and elicit discussion around the same, finally developing a chart on making children feel safe, secure and valued in school.

#### SUGGESTED STEPS

Distribute printed copies of passages from 'How children fail?' by John Holt and invite a discussion around the content.

#### REFLECTIVE QUESTIONS

- What do you think is the cause of fear in children? (They can bring some anecdotes)

- What causes fear in us (adults) especially in our professional environment?
- How can we reduce the element of fear in our schools? (discussion on the hierarchical relationships between head teacher-teacher; teacher-teacher; teacher-children etc)
- What is the impact of 'Fear' in children?
- How would you make the students feel safe, secure and valued in their schools (make a chart of this and pin them up)

#### NOTES FOR THE FACILITATOR

Any other sources of print materials by authors conveying the same message is welcome.

Consolidation: To enable the school heads to reflect over their own practices and an environment wherein students may feel safe, secure and valued in their schools.

### ACTIVITY 2.3: TEACHERS –CARE TAKERS OF CHILDRENS' RIGHTS

.....May be the boy broke the bucket, maybe he didn't. Maybe he just found the broken bucket in the school premises. But about what happened next there seems to be little dispute. When Aslam Ansari, a Std.IV student at a government school in Betul, Madhya Pradesh, informed his teachers about his discovery, they began to beat him. The boy collapsed. A little later he died.

In the issue of 'The Hindu' dated December 18, 2012, Krishna Kumar, professor of Education at Delhi University and a former Director of NCERT, made this tragedy the focus of his opinion page story. He said, "the court must ask on what grounds did the state satisfy itself that such persons (the teachers) could look after the welfare and rights of a small boy..."

- Article excerpt taken from The Hindu, Sunday, May 25th 2014, titled 'The school in the forest' by Rangan Bharadwaj.





### How to conduct the activity?

**Method:** Give handout of the excerpt and generate discussion

### SUGGESTED STEPS

1. Divide the participants into groups
2. Provide the handout of the excerpts
3. Ask them to come out with similar situations in their own locality
4. Ask the participants to write down how this news item has affected them and how they would ensure that this does not happen in their own schools.
5. Ask the participants to write down 'If they were to organize a One day Sensitization programme in their school titled 'Creating a caring environment in my school' how would you conduct the programme?

### REFLECTIVE QUESTIONS

1. 'Teachers who are stressed, unhappy and unsupported by their peers are more inclined to treat their students with disrespect'. Give your thoughts on these lines
2. Which is emphasized most in your school: the overall achievement in terms of marks of children or the small but sincere efforts taken by the child to succeed?
3. How is the work of classroom represented in classroom displays, in assemblies, in school spaces? Are there some children whose work features more often and others whose work is seen less often?
4. Are children helped to learn to respect each other?

## SESSION 3: UNDERSTANDING INCLUSION

Session 3	1400 hrs to 1530 hrs	
Activities	Duration (min)	Expected Outcome
Understanding Inclusion in the Context of Diversity	90	The participants are able to understand the importance of school as an inclusive space

### ACTIVITY 3.1: UNDERSTANDING INCLUSION IN THE CONTEXT OF DIVERSITY

#### How to conduct the activity?

**Method:** Reading and Individual Exercise

#### SUGGESTED STEPS

- The facilitator introduces the concept of inclusion by explaining the diverse background, needs and requirements of children studying in

any school. S/he needs to stress on the fact that diversity may lead to discrimination and exclusion of children from school spaces and classrooms.

- To understand the relationship between diversity, discrimination and inclusion further, the facilitator distributes a *Module on Inclusion (D10\_S3\_3.1)* and encourages the participants to read.
- Once the participants have read the hand out,







they need to reflect on the issues raised in the context of their own school.

- The facilitator can have a short discussion in the larger group by way of re clarifying the meaning behind the four dimensions of inclusion as mentioned in the module, access, acceptance, participation and achievement.
- The participants relook at the template that has been provided on page 9 of the module, which is a case analysis of a school's status of diversity. In the example, the school head has listed the type of diversities that exist in his school. He has estimated the percentage share of these diverse groups in his school and analyzed access of each group of students on the basis of the four principles outlined in the module.
- As an individual exercise, the participants reflect on the situation in their own school, and fill up the template provided on page 20, such as that given in the example.
- The last column in the template, titled , 'E' can be left blank by the participants. They can fill this up after the group work in the next session gets over. The proceedings of the next session will help the participants to brainstorm on various strategies that can promote inclusion in the school and classrooms. It will also help them

come up with strategies of including community and its resources in to the school space.

#### NOTES FOR THE FACILITATOR

It is expected that the facilitator has read the Module on Inclusion thoroughly before taking up this session. The facilitator can also read additional references on this theme.

In this session, and the session that follows, 'inclusion' has been used in its broadest meaning which means providing opportunities for access, learning and participation to all, belonging to the widest diversity possible. These diverse groups can be recognized based on various parameters such as caste, gender, religion, ethnicity, language or dialect, geographical or spatial location, socio-economic background etc.

#### KEY MESSAGES

- Diversity can lead to discrimination and exclusion from and in schools. The school head and teachers need to become aware of these concepts as 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 1715 hrs	
Activities	Time (mins.)	Expected Outcome
Group work on devising strategies for inclusion	45	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	





### How to conduct the activity?

**Method:** Group activity followed by presentations

#### SUGGESTED STEPS

- In the context of the reading and the individual exercise 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. These would include strategies that ensure that all children are able to participate and learn within a classroom and those that involve community resources for enriching the spirit of inclusion in the school.
- These three groups reflect on the reading of the Module, to take cues for understanding various needs of diverse groups of children and how it may lead to discrimination within the school and in the classrooms.
- 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.
- While the three groups present on different strategies for inclusion, the participants are asked to note down and reflect on each of them. It would help them fill the last column 'E' of the template that was worked upon by them in the previous session. After the groups have finished their presentations, the facilitator give the participants 10-15 minutes to fill this last column, taking ideas from the presentation and adding their own strategies.

#### 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 reduce 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 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.

#### AN OVERVIEW OF THE DAY

Day 11		
Session	Name	Duration
1	Home support for child’s learning	180 minutes
2	Strengthening feedback between parents and teachers	90 minutes
3	Neighborhood as a learning space	90 minutes

#### SESSION 1: HOME SUPPORT FOR CHILD’S LEARNING

Session 1	0930 Hrs -1100 Hrs and 1130 Hrs-1300Hrs	
Activities	Duration (Mins.)	Expected Outcome
Initiating discussion on Community	60	Identify links between parents and the community and their importance in improving educational outcomes
Is community a resource or an obstruction –a Debate	30	Listing advantages and challenges in the partnership
Case study analysis	90	To offer learning opportunities from circumstances that have been faced successfully by other similar leaders





### ACTIVITY 1.1:

#### CONCEPTUAL DISCUSSION ON COMMUNITY AND SCHOOL COMMUNITY

##### How to conduct the activity?

**Method:** Conceptual Discussion - Creating curiosity to discover, what is a community, how it functions and how it is formed.

##### SUGGESTED STEPS

Help people to see how the biological, social, religious, cultural, economic, political diversities such as colour of skin, gender, language, religion, caste, creed, community, social group, economic status, literacy level, belief systems, ability levels, levels of health, professions, geographical terrain, climate and political bent can prevent formation of a community unless some strong common reason is there to come together and function as a social unit.

##### REFLECTIVE QUESTIONS

1. In your understanding what is a community?
2. What brings people together and keeps them together?[the functions]
4. How would you distinguish between the school community and village community?
5. What are the key characteristics of your school community?
6. How you think that school is part of community? Does it remain outside the village community or becomes an integral part of the community.

### ACTIVITY: 1.2

#### DEBATE ON IS SCHOOL COMMUNITY A RESOURCE OR AN OBSTRUCTION- ANALYSIS OF SITUATION

##### How to conduct the activity?

**Method:** Debate

##### SUGGESTED STEPS

Listing the advantages and challenges

### ACTIVITY: 1.3

#### CASE STUDY TO FORM A SYNTHESIS AND SEE HOLISTICALLY

##### How to conduct the activity?

**Method:** Form 6 groups, give one case study to each, 2 groups will get similar case studies.

*(D11\_S1\_1.3a\_Headmistress of a rural secondary school\_Tamilnadu\_case study)*

##### SUGGESTED STEPS

- Read the case study

##### List:

- o The advantages that came to the school
- o The advantages that came to the community
- o The leadership skills shown by the principal

##### NOTES FOR THE FACILITATOR

Facilitator can consolidate learning using the Power point presentation *(D11\_S1\_1.3b\_Home support for child's learning)* *(Slide 5-10)*





### SESSION 3: STRENGTHENING FEEDBACK BETWEEN PARENTS AND TEACHERS

Session 3	1400 hrs to 1530 hrs	
Activities	Duration (Mins.)	Expected Outcome
To evaluate and introspect	30	Expand the scope and range of strategies to work with parents and community to increase home support to children
Expand the scope and range of strategies to work with community and parents	30	SMART goal
Explain and share how to set up	30	SMART goal

#### ACTIVITY 3.1 : TO EVALUATE AND INTROSPECT

##### How to conduct the activity?

**Method:** Individual administration, discovering the quality of personal relationships and ways to mend (slides 11-12)

##### SUGGESTED STEPS

Read the questionnaire (D11\_S1\_1.3b\_Home support for child's learning)

- Answer the questions as truthfully as possible, it will remain with you and will help you self analyze your relationship with parents/ community. There might be instances that your relationship being good with some parents and poor with some. This will help you analyze, and introspect the reasons for the given quality of the relationship. You can also write long answers.

##### Initiate discussion on

- What factors influence your relationship with parents?
- Is it largely dependent of child's academic

performance?

- How can we improve our relations with parents and community?

##### NOTES FOR THE FACILITATOR

Facilitator can consolidate learning using the Power point presentation (slide 13-16)

#### ACTIVITY 3.2 : EXPAND THE SCOPE AND RANGE OF STRATEGIES TO WORK WITH COMMUNITY AND PARENTS

##### How to conduct the activity?

**Method:** Focused Group Discussion

##### SUGGESTED STEPS

1. Make the entire group to sit in a circle for focussed group discussion
2. Three groups will work on the topic of expanding scope of work with parents and community and make the presentation.

**Task:** What will you do to-

1. Expand the scope and range of strategies to work with community and parents to increase home support to children







2. How would you transfer your understanding of community and social dynamics on the learning outcomes of your students?

**ACTIVITY 3.3 :**  
**EXPLAIN AND SHARE HOW TO SET UP  
SMART GOALS**

**How to conduct the activity**

**Method:** Introduce Smart goals with the use of a ppt ([slide 17-18] (D11\_S1\_1.3b\_ Home support for child's learning))

**SUGGESTED STEPS**

1. Explain the concept with the examples

2. Facilitate participants to bring up examples of SMART goals
3. All participants to set up 5-6 SMART goals

**ACTIVITY 3.4 :**  
**CONSOLIDATE THE ENTIRE TWO SESSIONS  
USING POWERPOINT PRESENTATION**

1. The ppt will be updated using the knowledge constructed and experience contributed by participants.
2. It will be presented to review the sessions and seek the feedback on gaps in knowledge and understanding.

**SESSION 4 :**  
**NEIGHBOURHOOD AS A LEARNING SPACE-THINKING BEYOND TEXTBOOKS**

Session 4	1545Hrs - 1700Hrs	
Activities	Duration (Mins.)	Expected Outcome
Reflections on the NCF	90	Understanding neighborhood as a learning space-
Design a pedagogy for teaching a concept in the State textbook expanding the learning spaces		

**ACTIVITY 4.1 :**  
**REFLECTIONS ON THE NCF-2005**

**How to conduct the activity?**

**Method:** Excerpts from NCF-2005 (D11\_S4\_4.1\_NCF 2005\_Excerpt) provide excerpts from textbooks and enable the school heads to contextualize the textbook content.

**SUGGESTED STEPS**

1. Distribute the printouts of excerpts from the NCF-2005 and develop discussions around it.
2. Give various themes from the textbooks and ask the participants to connect the topic to outside world so as to enable the children to create their own versions of knowledge

**REFLECTIVE QUESTIONS**

1. How is textbook knowledge remote from local environment?
2. How does the textbook limit the knowledge available to the learner?
3. How do we connect the textbook knowledge to the outside world?
4. How would you inspire the teachers to connect the society with the textbook knowledge?
5. How would teaching beyond textbooks enable an interesting and joyful learning environment?





## NOTES FOR THE FACILITATOR

The participants could be grouped based on their subject expertise and ask them to organize learning

experience which would take the children beyond textbook knowledge to connect to the outside world- to the local environment.

Day 12		
Session	Name	Duration
1	Professional Development of Teachers: Reflective Practitioners	90 minutes
2	Professional Development of Teachers: Observation and Feedback	90 minutes
3	Creating and Sustaining Professional Learning Communities in Schools	90 minutes
4	Creating and Sustaining Professional Learning Communities in Schools	90 minutes

### SESSION 1:

#### PROFESSIONAL DEVELOPMENT OF TEACHERS: REFLECTIVE PRACTITIONERS

Session 1	0930 Hrs to 1100 Hrs	
Activities	Time (Mins.)	Expected Outcome
Introducing & Playing the Game: Spaceship Activity	10+30	Are able to understand the process of reflection and the need for becoming reflective practitioners
Large Group Discussion and Implications for Reflective Practice	50	

#### ACTIVITY 1.1 : SPACESHIP GAME

##### How to conduct the activity?

**Method:** Playing a Game followed by Large Group Discussion

##### SUGGESTED STEPS

- The facilitator introduces the activity by setting context - earth is attacked by aliens and everyone has to evacuate to mars. Your spaceship is a slipper or a piece of paper. Now with one slipper/sheet of paper (under your foot) you have to reach the threshold of mars

(end line), you can't leave any peer behind, and if you miss out on your slipper/paper, or touch the floor, the aliens will get hold of your space ship. And so, you'll have to go back to the starting line without a spaceship. The entire team has to reach from starting line to end line together – that is the objective of the game.

- The School Heads play the game.
- The facilitator supports by suggesting in between that they can strategize (if it is not being done enough currently)
- When the game finishes, the facilitator





de-briefs in the larger group on the following reflective questions

- As the responses emerge from the group, the facilitator keeps noting them on the whiteboard

### **REFLECTIVE QUESTIONS**

- What process did you follow in order to ultimately reach the endline/goal?
- Did you feel the need to re-strategize when you failed?
- When did you realize that your current strategy was not working?
- Was there anything you had to ensure/keep in mind while trying the new strategy?
- What would have happened had you continued with the first style (strategy) you adopted?
- Was this whole process of trying– reflecting– retrying helpful for you to reach the desired goal?
- How can the learning of following this as a process be applied to our schools?

### ***Teachers as Reflective Practitioners***

The facilitator would draw out a parallel between the points that emerged from the large group discussion on the game process with what a teacher would do when he/she engages in reflective practice. For instance, while the teacher is teaching a classroom, or reflects on her teaching practice after the class is over, some guiding questions could be:

- Is he/she able to reflect on whether the children are learning?
- Is he/she able to reflect on who are the children who are not able to learn? Why?
- What approach of teaching/strategy worked with certain children and which strategies did not work?

- What could be done differently, how and why?
- What does this tell about my current teaching (the teacher's) practice?
- Where can I find answers to improve my teaching?

### **NOTES FOR THE FACILITATOR**

- The game has been deliberately designed to allow opportunity to fail, strategize (by reflecting) and re-try. Allow for a couple of rounds of this trying-replanning-trying (5-6 rounds) or till the time the school heads wins.
- As the school heads engage in this cycle, the facilitator makes a mental note of the strategies adopted by the group, in order to de-brief these later in the larger group
- The sessions helps the school heads understand how they and their teachers need to be reflective practitioners so that they are aware of their practice, question their approaches, identify roadblocks and engage in developing themselves as effective practitioners.

### **KEY MESSAGES**

- Importance of using this strategy to improve practice Try-reflect-retry to achieve the desired goal
- This is a strategy that can be followed in all situations in life – Classroom practices when children are not learning, during a conflict when it is not getting resolved.
- Reflection is a tool that can be used any time – before, during, after a situation
- Teachers need to reflect on their practice to improve their skills and thereby, improve teaching-learning processes





**SESSION-2:**  
**PROFESSIONAL DEVELOPMENT OF TEACHERS: OBSERVATION AND FEEDBACK**

Session 2	1100 Hrs to 1045 Hrs	
Activities	Time (min)	Expected Outcome
Large Group Discussion	20	Are able to understand the process of observation and giving positive feedback to teachers. Learn a new model of feedback process.
Role Play of a mock classroom	20	
Feedback by Small Group and Debrief in Large Group	55	

**ACTIVITY 2.1:**  
**CLASSROOM OBSERVATION 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/secondary 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, first provide the pointers for classroom observation and then give feedback on the teaching-learning process. The facilitator needs to make three columns on the whiteboard/blackboard. In the first column, the facilitator would seek response from the second group by asking what they observed in the mock classroom. The

pointers for observation have to be related with parameters such as the instruction strategy, classroom participation, content delivery etc. The facilitator has to list as many points as possible based on the second group's responses in the first column.

- In the second column, the facilitator writes down the responses from the second group on feedback on teaching-learning process during the mock classroom. In this the responses can be evaluative, such as the 'teacher' was dialogic in approach, s/he asked questions or it seemed that the content taught was not clear. The second column has the points for feedback.
- In the third column, the facilitator asks the third group, of 10-12 participants, to give their feedback on the feedback given by the second group. They have to respond on the nature and quality of the feedback given by second group, such as the feedback provided was encouraging or harsh, monologue or dialogue, nature of body language and so on.
- The large group facilitator then debriefs on the entire process and guides through discussion points, while introducing the Ask-Describe-Ask model.





- The facilitator can hold a mock role play with the ‘teacher’ participant (who took the mock classroom) based on the ask-describe-ask model for 5-6 minutes. Here the facilitator can model the feedback process by asking the ‘teacher’ participant to reflect on h/his teaching process.
- The facilitator shows the power point presentation on providing feedback to the teachers (*D12\_S2\_2.1a\_Observation and Feedback\_ppt*). In addition, the facilitator can also distribute a Handout on Ask-Describe-Ask model (*D12\_S2\_2.1b\_Ask-Describe-Ask Model*).

Reflective questions to be initiated by the facilitator on mock classroom for gathering feedback on the teaching-learning process:

- 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?

Reflective questions to be initiated by the facilitator on the feedback provided by the third group 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?
- How differently can we design the feedback process?

#### NOTES FOR THE FACILITATOR

This session focuses on the ability of the school heads to lead their teachers to improve the teaching-learning process in classrooms, by understanding the process of classroom observation and providing effective feedback to teachers. Through this session, the facilitator needs to explain the Ask-Describe-Ask model which is an effective model for conversing with a teacher based on classroom observation. This model places the teacher responsible for her own professional development through reflection.

#### KEY MESSAGES

- Observation of classrooms can be an important tool for improving teaching learning process
- Feedback to teachers, especially when done through the Ask-Describe-Ask model has the potential of enhancing the confidence and effectiveness of the teachers.
- The school head needs to see the feedback process not as a judgmental activity but as a facilitation of teacher’s professional development.







**SESSION 3 & 4 :**  
**TEACHER LEADERS: CREATING AND SUSTAINING PROFESSIONAL**  
**LEARNING COMMUNITIES IN SCHOOLS**

Session 2	1400 hrs to 1700 hrs	
Activities	Duration (Mins.)	Expected Outcome
Understanding the concept of professional learning communities	30	Are able to develop meaningful teams which can function as professional learning communities and lead transformation of teaching-learning process
Group Work- forming teams and problem solving creating action plan	30	
Large group sharing and Debrief	30	

**ACTIVITY-3.1:**  
**UNDERSTANDING PROFESSIONAL LEARNING**  
**COMMUNITIES**

**How to conduct the activity?**

**Method:** Discuss concept of Professional learning communities (D12\_S3\_3.1\_Professional Learning Communities\_ppt). Group Work followed by large group discussion and debrief

**SUGGESTED STEPS**

- The facilitator starts the session by asking the school heads about teachers' concerns on the teaching-learning processes of their school. The facilitator elicits the issues on the white board and asks the participants- how do the teachers cope with these challenges, and what help do they provide?
- The facilitator then introduces the concept of a professional learning community, with the aid of a power point presentation. He/she takes the participants through the various stages of setting up a PLC and discusses how as school heads they can lead the entire process.
- After the discussion, the participants are divided into two groups of 20-25 members each. The two groups of 25 members each are assumed as the staff of two secondary schools. Both the groups identify a school head from among them who would lead the creation of teams that would act as PLCs.
- The two participants who act as the school heads have a mock meeting with the two groups respectively, and create 3/4 PLCs from within the group. Each of the mini groups identify a focus area (in teaching-learning) and act as a PLC to collaboratively come up with solutions and chart an action plan. The 3/4 PLCs formed within the two larger groups also plan how the activities would be reviewed together. In this the two participants acting as the school head take leadership in designing the process. After the PLCs have finished their work, they share their plan within the larger group (this happens for both the groups). After this, the groups are dissolved and the two acting school heads share with all the participants, in detail how they led the process of formation of PLCs and working in small teams.





- While each of the groups present, the facilitator debriefs on the role of the school heads in leading the teachers to work collaboratively and find solutions for challenges faced by them.

#### NOTES FOR THE FACILITATOR

Though the teams (PLCs) would identify issues related to teaching-learning processes for problem solving, they can also pick up other themes of school processes, such as creating a PLC for collaborating with parents, community or

improving co-curricular activities.

#### KEY MESSAGES

- Teachers need support and encouragement to improve their practice
- Professional learning communities is an effective method for dealing with teacher isolation, empowering their own practice, and instilling confidence in them
- School heads need to enable teachers to lead PLCs for improving school processes

Day 13		
Session	Name	Duration
1 and 2	Building Teacher Leaders : How to coach and mentor?	180 minutes
3	Teacher issues and challenges	90 minutes
4	Consolidating and drawing learning for own school context	90 minutes

#### SESSION 1 AND 2: BUILDING TEACHER LEADERS: HOW TO COACH AND MENTOR?

Session 1 & 2	1000 hrs to 1300 hrs	
Activities	Duration (Mins.)	Expected Outcome
Presentation on Coaching and Mentoring	25	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	30	
Role play	75	
Large group discussion and debrief	50	





## ACTIVITY 1.1: COACHING AND MENTORING

### How to conduct the activity?

**Method:** Role plays in pairs, followed by large group discussion

### SUGGESTED STEPS

- The facilitator shows a power point presentation on understanding the processes of coaching and mentoring (*D13\_S1\_1.1a\_Coaching and Mentoring\_ppt*).
- Among the participants, six members volunteer for a mock coaching and mentoring session, to be held in pairs.
- 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

### 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 is inherent in both the processes. A mentor is a specialist in a particular field with a wide range of experience which s/he can offer to an inexperienced mentee for the latter's professional development. Since a mentor has experience of tackling issues and is able to problem solve, h/he support new teachers in dealing with challenges of teaching-learning process or providing advice regarding matters that are beyond the school. A coach may not be a subject expert but may help in understanding the problems faced by teachers and help in resolving them. A coach, through able listening and asking right questions, can help the other person to deal with challenges and come up with their own solutions to problems. The participants can read the Module on Coaching and Mentoring (*D13\_S1\_1.1b\_ Module on Coaching and Mentoring*) for further clarity.

### 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:  
TEACHERS ISSUES AND CONCERNS**

Session 3	1400 Hrs to 1630 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Identifying and solving teacher issues and concern	100	Are able to identify and empathise with teachers on certain issues and concerns Are able to discuss and solve the problems using stakeholders support
Small group work	20	
Large group sharing	30	

**ACTIVITY 3.1:**

**TEACHER ISSUES AND CHALLENGES**

**How to conduct the activity?**

**Method:** Problem solving through small group work

**SUGGESTED STEPS**

- Let the school heads identify list of concerns faced by teachers under the following categories
  - Subject based concerns (not able to understand a certain concept and teach)
  - Context based concerns (increased dropout rate of students belonging to a certain community)
  - Personal issues of the teacher (health issues, prejudice against certain children, low self esteem etc)
  - Pedagogical issues ( how to teach a particular subject)
- Let the participants divide themselves into small groups. Let each group identify a certain issue under the above categories
- Let the group design a plan of action on how to

solve the issue

- Let them brainstorm on the nature of stakeholders they will loop in to solve the problem

**REFLECTIVE QUESTIONS**

- As a school head how you do bring in new ideas into the school?
- Do your teachers readily accept new ideas? How important is it to challenge certain assumptions of your teachers to bring in change in your school?
- What approaches do you adopt to solve the issues of teachers?
- What nature of external expertise do you seek to solve pedagogical issues of teachers?
- How would learning communities help to improve student learning?
- How do you motivate teachers to reflect and develop skill of self inquiry on their teaching practices?

**NOTES FOR THE FACILITATOR**

This session can be discussed from the standpoint





of how school heads approach the issues and challenges of teachers and what role do they play in enhancing teacher engagement in the schools.

#### KEY MESSAGES

1. Identifying and solving issues and challenges of

teachers is key to better teacher engagement with students resulting in better student outcome

2. Classroom is a space both for student learning as well for teacher learning

### SESSION 4: CONSOLIDATION: INITIATING PROCESSES FOR TRANSFORMING TEACHING-LEARNING IN MY SCHOOL

Session 4	1630 Hrs to 1730 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Individual writing exercise	30	Are able to consolidate the learning of this Key Area
Sharing in the Large Group	30	

#### How to conduct the activity?

**Method:** Individual writing and sharing in large group

#### 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.





## KEY AREA-4



## BUILDING AND LEADING TEAMS





## FACILITATOR CHECKLIST BUILDING AND LEADING TEAMS

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

### **Materials**

1. Pens/pencils
2. White A4 sheets
3. Note pads
4. Colour pencils/crayons/sketch pens
5. Sticky notes

### **DAY-14**

1. Power Point presentation on 'Understanding Team' (D14\_S1\_1.1)
2. Handout on 'Group Dynamics Matrix' (D14\_S2\_2.1)
3. Questionnaire on 'Self Orientation to Team Work' (D14\_S3\_3.1)
4. Questionnaire on 'Conflict Resolution Styles' (D14\_S4\_4.1a)
5. Power Point presentation on 'Conflict Resolution Styles' (D14\_S4\_4.1b)

### **DAY-15**

1. Video on 'Teams for Transformation' (D15\_S1\_1.2)
2. Handout on 'Diamond 9 Activity' (D15\_S2\_2.1)
3. Handout on 'Motivating and Influencing team members' (D15\_S4\_4.1)

### **DAY-16**

1. Handout on 'Planning for the Team' (D16\_S1\_1.1)
2. Video on 'What if I and What if We' (D16\_S2\_2.2)



## KEY AREA-4 BUILDING AND LEADING TEAMS

### 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.

### AN OVERVIEW OF THE DAY

Day 14		
Session	Name	Duration
1	Understanding Team	90 mins
2	Group Dynamics	90 mins
3	Self Orientation to Team Work	90 mins
4	Conflict Resolution	90 mins

### SESSION WISE DETAILS

#### SESSION 1: UNDERSTANDING TEAM

Session 1	1000 Hrs to 1130 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Understanding Team	60	Participants will be able to understand the meaning of team, process of formation, its purpose and significance in successful functioning of the school
Make a logo for your Team	30	





## 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 brainstorm 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 (*D14\_S1\_1.1a Understanding Team\_ppt*)
- Handouts of power point presentation on teams to 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?
- 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 emergencies? A few participants can share, based on their experiences as a school head.

- Name a few teams that you have formed in your school along with their performance objectives?
- Based on your school experiences what basic features make a team succeed? What hamper its success?
- What, according to you, are the advantages and the disadvantages of working together?
- Why do members with diverse skills and characteristics form a better team?

### 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 and also for each other. 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

#### ACTIVITY 1.2:

#### MAKE A LOGO FOR YOUR TEAM

##### How to conduct the activity?

**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 and visualize a theme and finally agree to a logo for the group. They have to coin together a motto, with regard to the team they represent. They can think of teams

on any issue. Once the small groups finish, each team presents the logo and motto 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 to thinking together; experiencing various stages of shared decision-making and working towards a shared purpose. It also enables participants to get to know each other. Based on group's experiences facilitator can explain 4 stages of team formation- namely forming, storming, norming, performing.

#### SESSION 2: GROUP DYNAMICS

Session 2	1145 Hrs to 1300Hrs	
Activities	Duration (Mins.)	Expected Outcome
Group Dynamics: Small Group Activity	50	Participants will be able to understand how people act and react to each other, for understanding group dynamics.
Large Group Discussion and debrief on Group Dynamics	25	

#### ACTIVITY 2.1:

#### GROUP DYNAMICS: SMALL GROUP ACTIVITY

##### How to conduct the activity?

**Method:** Small Group activity and Large Group Discussion

##### SUGGESTED STEPS

The participants are divided into two groups. The participants can be seated randomly in the two 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 two participants. The participants can be asked a question, such as:

##### Whom would they like to work with in sessions?

The participants within each group can write the name of two participants from the same group only.

- In the chit, the participant is supposed to write his/her name and the name of two persons







he/she wants to pair with for working in the sessions. What they write in the chits will be kept confidential.

- The chits are folded by the participants and handed over to the facilitator.
- The facilitator along with the help of one of the participants or a co-facilitator creates a relationship matrix, enclosed as resource on the white board/blackboard for the two groups (*D14\_S2\_2.1\_Group dynamics matrix\_Handout*) separately.
- The facilitators try to depict on the white board/blackboard, by name, the participants who have got maximum responses, that is, with whom maximum number of participants want to work with, “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 two persons. If there is time, the facilitator could ask the participants to do so, in the beginning of the activity.
- Once the two matrices are prepared, they are shared with the large group, and given a background on why the activity was done. This activity is done to understand group dynamics and by the time this day arrives, it can be seen that participants had begun to form groups or started to depend on one person more than others.

## 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 to 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 school head, 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.





### SESSION 3: SELF ORIENTATION FOR TEAM WORK

Session 3	1400 Hrs to 1530Hrs	
Activities	Duration (Mins.)	Expected Outcome
Identifying Personal Style as a Team Member	90	The participants are able to identify their self orientation while working in a team

#### ACTIVITY 3.1: IDENTIFYING PERSONAL STYLE AS A TEAM MEMBER

##### How to conduct the activity?

**Method:** Individual Exercise followed by Large Group Discussion

##### SUGGESTED STEPS

- The facilitator distributes a Questionnaire (*D14\_S3\_3.1\_Self Orientation to Team Work\_Questionnaire*) to the participants asking them to score against each item, according to the four point scale.
- The participants then total the three independent scores as given in the instructions of the questionnaire to arrive at their cooperative, competitive and individualistic orientation scores.
- The total three scores from highest to lowest will determine the person's orientation towards team work. This is useful in knowing how one participates as a team member and whether s/he needs to increase or decrease pattern of scoring by working upon oneself.
- The facilitator then initiates brainstorming in the larger group along the following reflective questions.

##### REFLECTIVE QUESTIONS

- What is the impact to the team of having highly cooperative or highly competitive members?

- How should the team deal with members who are very competitive in their orientation?
- What are the benefits and challenges of having an individualistic orientation?
- If you are highly cooperative or highly competitive, what can you do to make yourself a better team player?
- What are the steps to encourage cooperation and building trust?

##### NOTES FOR THE FACILITATOR

Through the leading questions given above and group discussion bring out the factors and approaches of the team members which strengthen or weaken the team spirit and thereby the team. Facilitator can also explain the difference between assertive cooperation and submissive cooperation. In the former, team member is bold enough to share his/her ideas even if these are opposed to that of team but finally cooperates. In the later, that is submissive cooperation, creativeness of ideas is missing.

##### KEY MESSAGES

- It is important to evaluate from time to time, what are one's ideas and orientation to working in a team. Once we know our personal style, we will be better able to appreciate the strengths and weaknesses of our own orientation as well as other's and contribute to the team effectively.





## SESSION 4: CONFLICT RESOLUTION

Session 4	1545Hrs to 1715Hrs	
Activities	Duration (Mins.)	Expected Outcome
Conflicts in Team	90	Participants understand how to resolve conflict and help others to do so

### ACTIVITY 4.1: CONFLICTS IN TEAM

#### How to conduct the activity?

**Method:** Large Group Discussion with the help of Conflict Resolution Questionnaire and Power Point Presentation

#### 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 (see reflective questions below).
- The facilitator lists some of the key responses coming from the participants on the whiteboard/blackboard and stresses on the point that there are certain behaviours and personality characteristics associated with how we react or respond to a particular conflict situation. These reactions or responses can be termed as avoidance, accommodation, competence, compromise and collaboration.
- To understand what one's orientation in a conflict situation is, the facilitator distributes the questionnaire (*D14\_S4\_4.1a\_Conflict Resolution styles\_questionnaire*) to all the participants, who rate each item according to the five point scale. Once the items are rated, the participants can total the score for each of the five orientations and find out what is their predominant style of behavior and action in a conflict situation.
- The facilitator then shows the power point presentation which explains the five different orientations in a conflict situation (*D14\_S4\_4.1b\_Conflict resolution styles\_ppt*). It also explains the behavior matrix that can help or inhibit a person's ability to effectively resolve a conflict. The facilitator spends time on the behavior matrix and encourages the participants to adopt constructive behavior (active or passive) most of the time while resolving a conflict situation.

#### 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?
- Do you think disagreeing with someone is the





same as conflict? If no, then when does a disagreement become a conflict?

- What kinds of conflicts do you see in the context of your school?

### 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.

Day 15		
Session	Name	Duration
1	Teams for Transformation	120 mins
2	Prioritizing Themes for Staff Meeting	60 mins
3	Conducting Developmental Staff Meeting	120 mins
4	Motivating and Influencing Team Members	60 mins

### SESSION 1: TEAMS FOR TRANSFORMATION

Session 1	0930Hrs to 1015Hrs and 1015 to 1130Hrs	
Activities	Duration (Mins.)	Expected Outcome
Learning Principles for Team Work: Tyre Game	45	Participants explore existing pattern of team meetings and team functioning in terms of introducing change in a school
Teams to Transform School Practices	75	



**ACTIVITY: 1.1:**  
**LEARNING PRINCIPLES FOR TEAM WORK:**  
**TYRE GAME**

**How to conduct the activity?**

**Method:** Outdoor Game with Bicycle tyre

**SUGGESTED STEPS**

- This is an outdoor activity, where the facilitator takes the participants to an open ground/space enough for all to stand in a large circle holding each other's hands. This activity is preferred to be done in morning hours to avoid summer heat. It is better if the open ground is well shaded with trees and greenery.
- Arrange for a bicycle tyre beforehand (it can be taken from any roadside cycle mechanic shop). Ask the participants to stand in a large circle holding each other's hands. The participants have to keep on holding the hands of their neighbours during the entire activity.
- The facilitator then goes to any two participants and inserts the tyre while the hands are held together (see the adjoining picture). This becomes the starting point for the tyre activity. The tyre has to pass from each of the participants, take a full round and come back to its original position. This is also a timed activity



and the facilitator needs to have a stop watch with her/himself to measure the minutes and seconds that are taken by the participants to complete one full round.

- The most important instruction for the participants is that they cannot leave holding the neighbour's hands on either side. The tyre has to pass through each participant's body and travel its one round.
- Once the instructions are clear, the facilitator asks the participants to guess the time they would take for one round of tyre travel through each of the participants. They would guess the time, it could be anywhere between 15-30 minutes. Ask them to tell you their final assessment. For instance, they may mention 15 minutes for this activity.
- Next, the facilitator starts h/his stop watch and announces 'start'. The activity begins and within a few minutes the tyre is back to its starting position. Instantly, the facilitator stops the watch and announces the minutes and seconds taken by the group.
- The participants will be surprised to know that the time taken by them to complete one round is much less than the guessed time. The facilitator now asks the participants to talk to each other for two minutes and strategize how they can do this activity once more taking less time.
- The participants talk to each other and then the second round is repeated by the participants. The facilitator conducts the activity with the aid of a stop watch. In the second round, the group would have taken lesser time to pass the tyre through them.







- After two rounds, the facilitator asks the participants to come to the conference hall/classroom where the debrief happens on reflective questions.

### REFLECTIVE QUESTIONS

- What did you learn from the game?
- What strategies did you build after the first round of activity?
- Why was the second round completed earlier?
- What do you learn about team work through this game?

### NOTES FOR THE FACILITATOR

This game is an indicator of team work, team co-ordination and effectiveness. It also shows clearly that the team has to perform together and efficiently.

#### ACTIVITY 1.2:

#### TEAMS TO TRANSFORM SCHOOL PRACTICES

##### How to conduct the activity?

**Method:** Video based Large Group Discussion

##### SUGGESTED STEPS

- This is a prelude to the next session that is based on holding developmental staff meetings. Here in this case, a video has been used as a starting point, to drive in the point that staff meetings, as a team activity, have the potential to transform the school. But do the teachers and the school leader look forward to a staff meeting, or working together? Are they clear on what can be achieved through teams?
- Introduce a video (*D15\_S1\_1.2\_Teams for transformation\_video*) that shows an American school and its approach to making school improvement through teams. Outline the key

vocabulary and concepts and draw the diagrams used on the whiteboard.

- Show the video, stopping it at two or three key points to ensure understanding of language and concepts
- The facilitator, in this session, gets the participants to think of the perspective of the school leader and teachers and the value of outcomes for students, in the context of the video.
- While the facilitator steers the group through the experience sharing, he/she is expected to jot down the responses of the group on the whiteboard. After the large group brainstorm 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.

### REFLECTIVE QUESTIONS

- Think about the times you have been working on teams and felt the team was very effective in developing change.
- When you are in team that lacks these characteristics, what can you do as a team leader or member to improve the team
- Have you ever tried to make your teams better? If so what happened when you tried to make your team function better? If not what prevents you from trying to change or improve the teams you are in?
- How can teams support school improvement?

### NOTES FOR THE FACILITATOR

- Give participants enough time to think
- Give participants space for reflection





## SESSION 2: PRIORITIZING THEMES FOR STAFF MEETING

Session 2	1200 Hrs to 1300 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Prioritizing Themes for Staff Meeting: Diamond 9 Activity	60	The participants understand the importance of prioritizing themes for staff meetings

### ACTIVITY 2.1: DIAMOND 9 ACTIVITY

#### How to conduct the activity?

**Method:** Brain storming with the help of an exercise

#### SUGGESTED STEPS

- This is an individual exercise about key purposes of staff meetings. In this activity, the school heads are provided with a handout which has a list of themes that are usually discussed in any staff meeting (*D15\_S2\_2.1\_Diamond 9\_Handout*). The school heads need to reflect on their school processes and identify which of these themes are discussed more or given more priority than others. Out of the 16 issues given, the school heads identify 9 issues that find more prominence in the staff meetings in their school.
- Once these 9 issues/themes are identified, the shapes containing these issues are torn from the sheet and pasted in a diamond structure. The Diamond 9 structure has been given on the last page of the handout. The participants cut out the 9 rectangles and place them on their table on a priority basis. These rectangles can be pasted on half chart paper/normal A4 size paper. The participants have to paste their cut-out rectangles on the chart paper to make their own Diamond 9 structure.
- While making the diamond 9, the participants have to place the theme that is most often discussed in their staff meeting, on the top. Next, come two rectangles, which will contain the two themes that are discussed as next priority in most of the staff meetings. Like this, the 9 themes have to be placed in the diamond 9 structure.
- After the participants have completed their diamond 9 structure, the facilitator asks a few participants to share their priority with the larger group.
- The facilitator has to steer the discussion to come to a point where the participants feel that themes that concern with teaching-learning must take top priority, along with other themes such as, help children of all abilities to learn better, encouraging the staff to work effectively together, looking at all aspects of school life, implement legislations from national/state level, gathering resources for the school or working with the community that must come at different levels within the diamond 9 structure.
- When the discussions are over, the participants can redo their diamond 9 structure and set the priority for staff meetings that they would hold in their school from now onwards.





### NOTES FOR THE FACILITATOR

The objective of this session is to shift the perspective of school heads from holding staff meetings only for administrative purposes or for upkeep of registers/accounts to staff meetings that focus on academic issues as well as on improving school processes.

### KEY MESSAGES

- The purpose of staff meetings must be to first,

build an effective team which works with a defined goal in mind.

- Among many other issues, it is important that the school head and h/his team do not lose sight of the most important objective of a staff meeting that is, to improve the teaching-learning process of the school and ensure that children feel safe and learn effectively.

### SESSION 3: DEVELOPMENTAL STAFF MEETING

Session 3	1400 Hrs to 1530 Hrs and 1545 to 1615 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Conducting a Staff Meeting: Simulating role plays	80	The participants understand the importance of conducting agenda-based staff meetings, making it a platform for productive engagement, the process of conducting a meeting that develops staff. Participants also reflect on significance of meetings leading to professional development and transformation of school.
Debrief and Sharing Guidelines	40	

#### ACTIVITY 3.1: CONDUCTING DEVELOPMENTAL STAFF MEETINGS

#### How to conduct the activity?

**Method:** Simulating Role Plays followed by Large group discussion and debrief

#### SUGGESTED STEPS

- The facilitator presents three contrasting simulations of a role play to the participants who have to demonstrate a role play in three groups.
- Each group has 12-15 participants who

represent the staff in a school. One of the participants in each group role plays as a school head. When one group performs, the rest of the participants act as observers. The participants who role plays as the staff are not expected to take any particular role but to respond to the participant who acts as the school head. The participants who act as the observers are asked to note the specific behaviour adopted by the school head and the impact it has on the staff.

- The three groups are given time to prepare. In each of the three groups, the participant acting as the school head has to adopt a particular



style of leadership, based on the scenarios given below. Each role play should be brief and last no longer than around 5-6 minutes. Though while enacting Scenario 2 or Scenario 3, where there is interaction, the role play could be longer for 7-8 minutes.

- In all of the scenarios, the background is that the participant who acts as the school head, 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 down the behavior, traits of the ‘school head’ participant and detail on what happens in the staff meeting and its impact on the staff on the whiteboard/blackboard.
- 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 school heads 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/blackboard.
- The debrief with the large group happens on defining together what would be the characteristics of an effective staff meeting, where each member feels part of the team, is listened to and where the knowledge and the skills of all members are capitalized for making the team effective towards improving student outcomes.

- At the end, the facilitator can discuss the guidelines of effective staff meeting with the participants in the larger group. The guidelines are given below after the three scenarios.

### ***Scenario 1: Script while role playing***

The school head 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 up on progress since the syllabus is near completion. The school head 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 school head 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 school head is speaking, no one is allowed to speak – if anyone tries to they should be silenced quickly with the school head 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 school head will check up on this from tomorrow. Throughout the school head uses “I” and “I want” and “I expect” and is instructional in manner.

### ***Scenario 2: Script while role playing***

The school head 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 school head indicates that some of the film clips s/he saw showed how well this worked and how the students respond positively. The school head 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 one answers or if the answers are unrealistic, the school heads steers the conversation to establish a small group to examine the issue about what will be needed and to try it out. The school head summarizes actions and is very positive about the benefits and the staff response. Everyone is clear of what will happen next and the timescale. The small group will have a month to make suggestions and the staff will discuss as a whole at this time. The school head invites anyone with interesting lessons that are interactive to welcome him/her or others to observe. Throughout the school head uses “we” and stresses a team approach.

### **Scenario 3**

A third scenario demonstrates a proactive school head who role models the right knowledge, skills and attitudes for leading h/his team. The school head in this role play is clear on the purpose of the staff meeting which is to enhance student learning in diverse subjects. The school head arrives in the staff meeting and greets everyone with encouraging words. The agenda of the current meeting has been circulated among the staff members a week prior. Once the meeting starts, the school head appoints one of the staff members to take down the minutes of the meeting that can be reviewed periodically in subsequent meetings.

Throughout the meeting, the school head uses “we” in h/her talk while seeing to the fact that the proceedings of staff meeting are focused on the agenda. In this role play, the school head goes ahead by demonstrating a small session for about 5-6 minutes, where s/he leads h/his staff through simulation of a classroom, showing a video of an interactive teaching methodology and initiating discussion on it. The school head then asks the staff to take ideas from the video and think of what innovative practice they would like to initiate in their classroom in their subject. The school head then asks the teachers to prepare and implement a lesson plan which s/he will observe in the classroom during the next 15 days (the staff meeting can prepare a rough action plan showing the observation time schedule of the school head in different classes when the teachers are implement their lesson plans). The meeting ends on a high note, with the school head thanking everyone and reposing h/his trust in each of the staff member. The date and time of the second meeting is fixed at the end.

### **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 on 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 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, come up in staff meetings that you conduct? 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 for 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 also attempt 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 down the 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

### 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 4: MOTIVATING AND INFLUENCING TEAM MEMBERS

Session 4	1615 Hrs to 1715 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Strategies for Motivating team members	60	Participants learn to motivate and influence as leaders by making specific strategies





#### ACTIVITY 4.1:

#### STRATEGIES FOR MOTIVATING TEAM MEMBERS

##### How to conduct the activity?

**Method:** Role Play

##### SUGGESTED STEPS

- This session is based on devising strategies for motivating and influencing team members. There are a number of ways through which a team leader can motivate and influence others, such as by giving them opportunities to grow, making them feel appreciated and recognized etc. A detailed list of behaviours and actions has been given in the resource (*D15\_S4\_4.1 Hand out on Motivating and Influencing Team Members*).
- While there are two articles sourced from internet in the resource, a list of 10 selected behaviours and actions have been given separately, referenced from these two articles.
- The facilitator makes chits of paper and writes these 10 items on them, one item on each chit. The participants are divided into five groups, and each group is asked to pick two chits, after these chits are folded and shuffled.
- The groups are asked to think of a hypothetical situation where one of the participants from

each group becomes the team leader and has to motivate and or influence the other team members (within the same group). The groups are given 15 minutes to prepare for the role play, during which they have to devise two strategies each on the two themes mentioned in the chits picked up by them. They also have to demonstrate those strategies through a short role play for 5 minutes. For this demonstration, one of the members in each group can act as the team leader and others as team members.

- For example, if one of themes picked up by one of the groups is make them feel appreciated, then the members and the team leader have to demonstrate ways in which they would justify this theme. The team leader can think of a creative way of appreciating the team members, let the participants think and come up with strategies.

##### KEY MESSAGES

- Motivating and Influencing team members requires sustained efforts by the team leader, where even smallest of actions and right behavior can make the team work joyful for all members and help achieve the goal.

Day 16		
Session	Name	Duration
1	Planning for the team	90 minutes
2	Being a Team Leader and Forming Teams	90 minutes



## SESSION 1: PLANNING FOR THE TEAM

Session 1	0930 Hrs to 1100 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Planning for the team	90	Participants will enhance self-awareness of strengths and areas for growth when working in a group. It help teams identity the strengths and weakness of their own styles for group work, and emphasizes the need for all styles in a team.

### ACTIVITY 1.1: GROUP WORK

#### How to conduct the activity?

**Method:** Group Activity

#### SUGGESTED STEPS

- First the team leader sets up one compass point sign per wall of the room: North, South, East and West.
- Team Members read the descriptions of each compass point (with the help of the handout (*D16\_S1\_1.1\_Planning for the team\_Handout*) independently and then self-designate to the compass point they most resemble when working in groups. Many people lean in more than one direction. Facilitator should help them to decide one.
- People should stand where they see themselves most of the time when collaborating with a team. (East-Big picture, vision oriented, West-Attention to details, North-results and production driven, South-attention to relationships)
- The facilitator leads the large group discussion. Distribute one chart paper and different color markers to each team member. Ask them to

note down their answers to the questions below.

#### REFLECTIVE QUESTIONS

- In one or two adjectives what is the strength of your style?
- In one or two adjectives what are the limitations of your style?
- What are some of your key skills/competencies that you think will strengthen the team you are part of?
- What style do you find the most difficult to work with and why?
- What are some areas where you think your team mates could help you to improve?
- What are some of the things that puts you off while working in a team?
- What do other people need to know about us so that we can work together more effectively?
- Toward which compass point do we need to grow?

#### NOTES FOR THE FACILITATOR

- It is natural for conflict to occur with opposite compass points, for example, East and West-





East focused on big picture; West focused on details. When team members can respectfully listen to varying perspectives, the team does better than if everyone fits into the same compass point.

- All directions have profound strengths and potential weaknesses, and all are necessary for a successful organization or team.
- Every person is seen as capable of growing in

each direction. Through work, effort and practice, every person can develop the strengths of each compass point.

- Allow a time of around 10-15 minutes for the participants to think through their answers and share with the rest of the group. If it is a team which has worked together for some time and are comfortable with each other, sharing your own sheet of paper with the rest of the team is usually an eye-opener.

## SESSION 2: BEING A TEAM LEADER AND FORMING TEAMS

Session 2	1130 hrs to 1300 hrs	
Activities	Duration (Mins.)	Expected Outcome
Preparing a roadmap for the school	35 minutes	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 minutes	
Concluding with What if I, What if WE	5 minutes	

### ACTIVITY 2.1:

#### PREPARING A ROADMAP FOR THE SCHOOLS

**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.

#### **ACTIVITY 2.2:**

##### **VIDEO: 'WHAT IF I WHAT IF WE'**

Conclude the session with the Video 'What If I and What If We' (D16-S2\_2.2\_What If I What If We\_video)

#### **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. Team learning makes school a learning organization.





## KEY AREA-5



## LEADING INNOVATIONS





## FACILITATOR CHECKLIST LEADING INNOVATIONS

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

### **Materials**

1. Pens/pencils
2. White A4 sheets
3. Note pads
4. Colour pencils/crayons/sketch pens
5. Sticky notes

### **Day-16**

1. Powerpoint presentation on 'Knowing about innovations'(D16\_S1\_1.1)
2. Audio talk by Vijay Chand Sherry (D16\_S1\_1.2a)
3. Reflective questions on audio talk by Vijay Chand Sherry (D16\_S1\_1.2b)
4. Handout on 'Case study on Innovations'(D16\_S2\_2.1)

### **Day-17**

1. Video on 'Innovations in Learning and Teaching By Arvind Gupta' (D17\_S1\_1.1)
2. Reflective questions on 'Innovations in Learning and Teaching by Arvind Gupta'\_ppt (D17\_S1\_1.1)
3. Video on 'Innovation in creating eco-friendly school physical environment' (D17\_S2\_2.1)
4. Video on 'Resistance to change' (D17\_S3\_3.1)
5. Power point presentation on 'Reward and recognition' (D17\_S4\_4.1a)
6. Handout on 'Socrates dialogue' (D17\_S4\_4.1b)

### **Day-18**

1. Video 1&2 'Classroom teaching ranging from elementary to secondary classes' (D18\_S1\_1.1)
2. Handout\_'Situation analysis'(D18\_S2\_2.1)



## KEY AREA-5

### LEADING INNOVATIONS

#### 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 go ahead 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, and community, with school transforming itself into a learning organization.

#### AN OVERVIEW OF THE DAY

Day 16 (Afternoon session)		
Session	Name	Duration
1	Innovations- significance for school improvement: In search of new ideas	90 minutes
2	Looking beyond the normative framework	90 minutes

#### SESSION WISE DETAILS

##### SESSION 1: INNOVATIONS- SIGNIFICANCE FOR SCHOOL IMPROVEMENT: IN SEARCH OF NEW IDEAS

Session 1 1400 Hrs to 1530 Hrs		
Activities	Duration (Mins.)	Expected Outcome
Knowing about Innovations from familiar and everyday situations in life	20	Participants begin to think about familiar situations in their schools in new ways with respect to their school. Participants begin to question their current thinking styles and practices used in the school.
How to recognize whether change is an innovation	30	
Remembering innovations carried out and reflect upon the changes that took place in my school	40	





### 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 through group discussion.

##### SUGGESTED STEPS

- Show the power point presentation (D16\_S1\_1.1\_Knowing about innovations \_ ppt) and distribute the handouts which are enclosed as resource.
- Initiate large group discussion on understanding innovations.

##### REFLECTIVE QUESTIONS

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

### ACTIVITY 1.2:

#### HOW TO RECOGNIZE WHETHER THE CHANGE IS AN INNOVATION

##### How to conduct the activity?

**Method:** Listening to the audio talk by Vijay Chand Sherry (D16\_S1\_1.2a \_Audio talk by Vijay Chand Sherry) followed by discussion (D16\_S1\_1.2b \_Reflective questions on audio talk by Vijay Chand Sherry\_ppt)

### SUGGESTED STEPS

- Individual reflection
- Small Group Sharing and Discussion
- Plenary Session

### REFLECTIVE QUESTIONS

None

### NOTES FOR THE FACILITATOR

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

### ACTIVITY 1.3:

#### REMEMBERING INNOVATIONS CARRIED OUT AND REFLECT UPON THE CHANGES THAT TOOK PLACE IN MY SCHOOL

Based on Activity 1.1 and 1.2, participants share their experiences in the open house.

##### 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

#### NOTES FOR THE FACILITATOR

- Engage the participants in a dialogue to understand the concept of innovations being

central to school as a learning organization

- Encourage participants to think 'out of the box'
- Highlight the aspect of being flexible and accommodative for a certain level of uncertainty to make innovations happen.

### SESSION 2: LOOKING BEYOND THE NORMATIVE FRAMEWORK

Session 2	1545 Hrs to 1730 Hrs Expected Outcome	
Activities	Duration (Mins.)	
Case Study on Innovations	45	Participants will begin to think differently.
Discussion + Presentation	45	

#### ACTIVITY 2.1:

#### CASE STUDY ON INNOVATIONS

##### How to conduct the activity?

**Method:** Individual reading, discussion and case study analysis (*D16\_S2\_2.1 Case study on Innovations\_Handout*) 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 presented/discussed 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 (case studies are enclosed as resource)
- Each group will discuss on one (or all) case study – identify the innovation, method and approach, challenges, solutions etc.
- This will be followed by plenary presentation and discussion.

#### NOTES FOR THE FACILITATOR

While conducting the session, guide the participants to critically analyse the case studies. Give 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

Perceptions are not always true. Open-mindedness helps to understand situations realistically.

Even in small or insignificant situation, there is scope for Innovation.







### AN OVERVIEW OF THE DAY

Day 17		
Session	Name	Duration
1	Nurturing Innovation: Creating spaces for experimentation and research, ensuring adequate resources and academic support	90 mins
2	Building a Culture of Innovation in the school	90 mins
3	Understanding and Addressing Resistance to Change	90 mins
4	Rewards and recognition for new ideas and actions, identifying and documenting innovations in schools	90 mins

### SESSION 1: NURTURING INNOVATION: CREATING SPACES FOR EXPERIMENTATION AND RESEARCH, ENSURING ADEQUATE RESOURCES AND ACADEMIC SUPPORT

Session 1	0930 hrs to 1100 hrs	
Activities	Duration (Mins.)	Expected Outcome
Watching Video: Innovations in Learning By Arvind Gupta	25	Participants will start enjoying the very search in innovation.
Followed by video presentation, discussion on Innovation in schools	30	Participants will begin to accept the challenges as potential spaces for innovations and attempt to design innovative strategies
Identifying potential spaces or opportunities for innovation in my school	35	

#### ACTIVITY 1.1:

#### WATCHING VIDEO: INNOVATIONS IN LEARNING AND TEACHING BY ARVIND GUPTA

##### How to conduct the activity?

**Method:** Video presentation (*D17\_S1\_ 1.1\_ Innovations in Learning and Teaching\_By Arvind Gupta\_Video*), followed by group work, individual

thinking and writing, small group sharing and presentation (*D17\_S1\_ 1.1\_ Reflective questions on innovation in learning and teaching by Arvind Gupta \_ppt*)

#### SUGGESTED STEPS

- Show the Video presentation





- Engage in open house discussion on the video using probing questions for 30 min.

### REFLECTIVE QUESTIONS

- What interested you the most in this video? Why?
- How can you create spaces for experimenting with 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 for school 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 in your school where there is freedom for teachers, students and others to think, act and create? If you are already practicing, share the same.

### NOTES FOR THE FACILITATOR

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

Facilitator may feel free to use many other videos and literature which is state specific to highlight local innovations.

## SESSION 2: BUILDING A CULTURE OF INNOVATION IN SCHOOL

Session 2	1130 Hrs to 1300 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Watching Video on innovation in creating eco-friendly school physical environment (2 videos)	30	Participants will think big i.e. visualizes whole school change rather than focusing on just small changes.
Discussion + Presentation	60	

### ACTIVITY 2.1:

#### WATCHING VIDEO ON INNOVATIONS IN CREATING ECO-FRIENDLY SCHOOL PHYSICAL ENVIRONMENT

#### How to conduct the activity?

**Method:** Video presentation and discussion  
(D17\_S2\_2.1\_innovation in creating eco-friendly

school physical environment\_video 1&2).

### SUGGESTED STEPS

- Participants will watch the video
- Discuss in groups about school transforming into an eco-friendly environment – implications for their own school, advantages, and challenges





### REFLECTIVE QUESTIONS

- As School Head, have I done something like this in my school?
- Can I also adopt it in my school and change the school physical environment?
- Do you have any other idea to improve your school? How can I do as a school head?

- Whether this approach to change the school will help to build a culture of innovation in the school? How do you want to do it?

### NOTES FOR THE FACILITATOR

Ensure that discussions in the session are directed towards applying the ideas of the participants in their own schools.

## SESSION 3: UNDERSTANDING AND ADDRESSING RESISTANCE TO CHANGE

Session 3	1400 Hrs to 1530 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Watching video: Resistance to change – video 1&2 (chose any one or both videos)	30 min	Participants reflect back on experiences as school heads and relate the aspect of resistance
To design innovative methods to overcome resistance in their schools	60 min	Also participants learn different ways in which resistance to change can be overcome

### ACTIVITY 3.1:

#### WATCHING VIDEO: RESISTANCE TO CHANGE

#### How to conduct the activity?

##### Method:

- Watching Video (D17\_S3\_3.1\_Resistance to change\_video) (any one or two videos)
- Individual reflection
- Small Group Sharing and Discussion
- Plenary Session

#### SUGGESTED STEPS

- Video presentation -15 minutes + 15 minutes (2 videos)
- Individual reflection on 'resistance to change' based on the video – 10 min

- Small group sharing and discussion – 20 min
- Open house discussion on the video and Implications for innovation - 30 min.

#### ACTIVITY 3.1 CONTINUES: PARTICIPANTS TO DESIGN INNOVATIVE METHODS TO OVERCOME RESISTANCE IN THEIR SCHOOLS

#### How to conduct the activity?

##### Method:

Individual activity – small group discussion- plenary discussion

#### SUGGESTED STEPS

- Participants take up a situation faced in their school and think of ways to overcome resistance for change -





- Small Group Sharing and Discussion
- Plenary Session

### REFLECTIVE QUESTIONS

- Whether the proposed step to overcome change is realistic? Is it workable in school, with fellow colleagues and community?
- Whether the students are benefited through this process especially in terms of learning and participation
- Whether head teachers have been able to lessen stress in the workplace and create a congenial environment in the school for change?

- In what ways can the Head teachers create spaces where there is freedom for teachers, students and others to think, act and create new?

### NOTES FOR THE FACILITATOR

Provide ample opportunities and spaces for participants to deeply understand the dynamics involved in resistance to change.

- When we tried to overcome and move from resistance to change, the process will result in an innovation.
- Reflect upon innovation and its potential to make a difference to school improvement.

## SESSION 4: REWARDS AND RECOGNITION FOR NEW IDEAS AND ACTIONS, IDENTIFYING AND DOCUMENTING INNOVATIONS IN SCHOOLS

Session 4	1545 Hrs to 1730 Hrs	
Activities	Duration (Mins.)	Expected Outcome
How to reward and recognize for innovations carried out in the school	45 min	Participants will be able to understand the innovative work in the process of schooling. Rewards and recognition for new ideas helps in school improvement.
Practice exercise and whole group discussion	45 min	

### ACTIVITY 4.1:

#### HOW TO REWARD AND RECOGNIZE INNOVATIONS CARRIED OUT IN THE SCHOOL

#### How to conduct the activity?

#### Method:

Power point presentation on Reward and recognition (D17\_S4\_4.1a\_Reward and recognition\_ppt)

Practice Exercise in the session to

- identify and document innovation in schools
- recognize and reward innovators

#### SUGGESTED STEPS

- Show the participants the Powerpoint presentation on:  
*How to identify and document innovation in schools?*





*Why and how to reward and recognize innovators?*

- enable the participants to write the plan for identifying and rewarding new ideas
- engage in whole group discussion

### REFLECTIVE QUESTIONS

1. How do we recognize and reward the innovators for their contribution while respecting the feelings, contributions, and efforts of others who have not innovated at present?
2. Can reward and recognition motivate a person

to work more creatively and help in school improvement? If yes, how?

### NOTES FOR THE FACILITATOR

- o Engage the participants in a dialogue to understand the concept of innovations being central to reward and recognition.
- o Discuss role of school head as an important person to encourage innovations of teachers, students, staff, SMC, etc in the school.
- o Emphasize on: motivation and its impact on innovation.
- o Use Socratic method of inquiry (*D17\_S4\_4.1b\_Socrates dialogue*)

### AN OVERVIEW OF THE DAY

Day 18		
Session	Name	Duration
1	Reimagining schools: Innovation at classroom level	90 minutes
2	Reimagining schools: school level activities	90 minutes
3 and 4	Innovation at School level	180 minutes

### SESSION 1: REIMAGINING SCHOOLS: INNOVATION AT CLASSROOM LEVEL

Session 1	0930 Hrs to 1100 Hrs	
Activities	Duration (Mins.)	Expected Outcome
<b>Presenting videos:</b> Watching and discussing videos on classroom teaching ranging from elementary to secondary classes	30	Participants will understand how innovations can be practiced in the classroom teaching.
Discussion and Presentation	60	







**ACTIVITY 1.1:**  
**WATCHING AND DISCUSSING VIDEOS ON  
CLASSROOM TEACHING**

**How to conduct the activity?**

**Method:**

Video presentation (*D18\_S1\_1.1 Classroom teaching ranging from elementary to secondary classes\_video1&2*) followed by open house discussion.

**SUGGESTED STEPS**

- Video presentation – 30 minutes
- Open house discussion on the video using probing questions – 60 min

**REFLECTIVE QUESTIONS**

1. Analyze the different ways in which teaching is carried out in these video clippings?
2. Do you think that these are innovative ways of making teaching learning process effective?
3. Have you attempted such innovative practices to improve teaching learning in your school? How?

**NOTES FOR THE FACILITATOR**

Facilitator may wish to trigger thoughts among participants to go beyond the video to deeply reflect how is teaching learning happening in their school.

**SESSION 2: REIMAGINING SCHOOLS: SCHOOL LEVEL ACTIVITIES**

Session 2	1130 Hrs to 1300 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Think and Create New	60	Participants will attempt to create different ways of find out a variety of solution for a single problem.
Whole group discussion	30	

**ACTIVITY 2.1:**  
**THINK AND CREATE NEW (SITUATION ANALYSIS)**

**How to conduct the activity?**

**Method:** Small group discussion and writing + whole group presentation.

**SUGGESTED STEPS**

- Provide a few situations as in resource (*D18\_S2\_2.1 Situation analysis\_ Handout*) to analyse and innovate new ways
- Give initial instructions to introduce the purpose of the session
- Divide the whole group into small groups of 5-6 members.

- Give instructions to carry out the activities in the small groups.
- Observe the work being carried out by each group and provide necessary help / handholding wherever required.
- Closely monitor and guide the group to keep up with the time and complete the task.
- Give instructions for group presentations

**REFLECTIVE QUESTIONS**

- o What can be called an innovation? Why?
- o Which of the works that can be called innovations in my schools? Why?



- o Which are the potential spaces to innovate in the school?
- o How should I as a school head be the lead driver of innovations in the school?

#### NOTES FOR THE FACILITATOR

- Provide freedom to think newly and differently in the session; give the required instruction; and provide spaces for parti-

cipants to express freely about what they think as new and why.

- Identify the new ideas and high light them in the session and encourage participants. Make the session practice based
- Encourage the participants to look beyond the normative framework for the benefit of the students in the school.

### SESSION 3 & 4: INNOVATION AT SCHOOL LEVEL (PRACTICE EXERCISE)

Session 3 & 4	1400Hrs to 1730 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Practice Exercise: Create outlines of the School Development Plan using innovations as central to school improvement	120	Participants develop a sense of confidence that 'anybody can innovate'
Plenary presentation (Show 'Juggad ka Kamal' video either before or after presentation or any convenient time)	60	Participants think of innovative ways to formulate the School Development Plan, emphasising on innovations for school improvement.

#### ACTIVITY 3 and 4: CREATING OUTLINE OF SCHOOL DEVELOPMENT PLAN USING INNOVATIONS

##### How to conduct the activity?

##### Method:

Group work and plenary presentation

##### SUGGESTED STEPS

- o Give initial instructions to introduce the purpose of the session

- o 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.
- o Divide the whole group into small groups of 5-6 members.
- o Large group presentation and discussion





### NOTES FOR THE FACILITATOR

- o Activity on School Development Plan will be taken up elaborately on day 24th and 25th when consolidation happens.
- o Concept of School Development Plan must be mastered by the facilitator for the success of the session.
- o Take care to see that central theme of SDP is upheld while using innovation as central to the work.
- o Plan an innovative method of presentation in consultation with participants for display of work and exchanging ideas.





## KEY AREA-6



## LEADING PARTNERSHIPS







## **FACILITATOR CHECKLIST LEADING PARTNERSHIPS**

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

### **Materials**

1. Pens/pencils
2. White A4 sheets
3. Note pads
4. Colour pencils/crayons/sketch pens
5. Sticky notes
6. Ball of string

### **DAY-19**

1. Power Point presentation on 'Leading Partnership' (D19\_S1\_1.1a)
2. Handout on 'Reflective Exercise' (D19\_S1\_1.1b)
3. Power Point presentation on 'Perception and Expectation' (D19\_S2\_2.1)
4. Power Point presentation on 'Parental involvement in school education' (D19\_S3\_3.1a)
5. Handout on 'Epstein's Framework' (D19\_S3\_3.1b)
6. Case studies (D19\_S4\_4.1)

### **DAY-20**

Simulation scenario (D20\_S1\_1.1)





## KEY AREA-6

### LEADING PARTNERSHIP

#### 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, system level functionaries and other school heads.

#### AN OVERVIEW OF THE DAY

Day 19		
Session	Name	Duration
1	Leading partnership	90 minutes
2	Dealing with differing perceptions and expectations of parents and teachers	90 minutes
3	Encouraging parent involvement in school management	90 minutes
4	Creating Spaces for home-school interactions	90 minutes

#### SESSION WISE DETAILS

##### SESSION 1: LEADING PARTNERSHIP

Session 1	1000 Hrs to 1130 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Leading Partnership	15	Role of different stakeholders to improve the learning of each child
Bingo Exercise: Identify needs for stakeholder partnership	75	



### ACTIVITY 1.1: LEADING PARTNERSHIP

#### How to conduct the activity?

**Method:** Presentation of Powerpoint on concept of partnership

#### SUGGESTED STEPS

The facilitator runs through the PowerPoint on the concept of Partnership and benefits of involving different stakeholders for school improvement (D19\_S1\_1.1a\_LeadingPartnership\_ppt)

### ACTIVITY 1.2: REFLECTIVE 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. For example

- Parents want the school to function, teachers to teach and the children to learn

- Teachers want to ensure their own professional growth and improve student learning outcomes.
- Children want a safe and stimulating environment with a promise of secure future options
- Community wants its culture to be safeguarded
- Administration wants data and close implementation of the schemes or get work done immediately
- School Management Committee want to make teachers and parents more accountable or regular

#### Facilitator forms six groups and each group reflects on two situations

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 (D19\_S1\_1.1b\_Reflective Exercise\_Handout)

Over crowded classroom (1)	Media focus on unavailability of drinking water and toilet facility (5)	Few children are slow earners and five are physically differently abled (9)
Gutka (tobacco) pouch found in a child's bag (2)	Abuse of girls on way to school (6)	Girls staying back at home to look after siblings while parents go to work (10)
Around 25% children did not pass in board examination (3)	Two teachers have gone on CCL (7)	School does not have a playground (11)
Large number of children are affected by dengue therefore are irregular in the last month (4)	Girl of 9th standard tried to commit suicide (8)	Few children slipped from the staircase and got hurt (12)

#### 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?

#### NOTES FOR THE FACILITATOR

Fifteen minutes are given to participants to identify the stakeholder with respect to each of the above identified school challenges, and to analyse the possible role of the stakeholders for solving the

challenges. The facilitator will ask each group to make presentation for five minutes followed by discussion.

#### KEY MESSAGES

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

### SESSION 2: DEALING WITH DIFFERING PERCEPTIONS AND EXPECTATIONS OF PARENTS AND SCHOOL HEADS

Session 2	1145 Hrs to 1300Hrs	
Activities	Duration (Mins.)	Expected Outcome
How perception and expectation of parents and school heads differ from each other?	75	Understand the perception and expectation of parents and how to meet the expectations

#### ACTIVITY 2.1:

#### HOW PERCEPTION AND EXPECTATION OF PARENTS AND SCHOOL HEADS DIFFER FROM EACH OTHER?

##### How to conduct the activity?

##### Method:

Group work, PowerPoint presentation on 'Perception and Expectations' (D19\_S2\_2.1\_Perception and Expectations\_ppt)

##### SUGGESTED STEPS

Discussion on Perceptions and Expectations (15 mins):

- Facilitator initiates the discussion about the 'perceptions' concept. Perceptions are what we form from the situations that we confront and they are different for different people. It is important not to judge people with different perceptions. One must respect where they are coming from but at the same time be focused on the end goal.

- Expectations are actions or feelings that we presume our partner should have given the presumed level of commitment. Expectations are what we expect our children to achieve and how we expect them to behave. We have expectations for children so they can learn how to achieve goals and school heads need to facilitate to meet the expectations of the parents. Expectations are formed from the experiences of the past, from the hopes in present and also about the future.
- Take the participants through the Power-point presentation on 'Perception' and 'Expectation'.
- Ask the participants to discuss in small groups for 10 minutes on what they have understood.
- Distribute the handout on Perception of School Heads towards Parents and Perception of Parents towards School Heads.
- Form two groups, one selecting parents and the second selecting school heads. The participants work in groups (45 minutes)





- The groups will discuss the 5 different perceptions. Parents will discuss perceptions of parents towards school heads. Another group will discuss school heads perceptions towards parents.
- Each group presents their perception and also describes why and how this perception was built in the group. The other group gives observation as to how to deal with these perceptions.
- If it is a positive perception, discuss how to maintain it. If it is negative perception, discuss how you can deal with it.
- Write down the present expectation about the school and school heads expectations from the parents.
- Discuss why such expectations were formed? Is it easy to meet them? If yes, discuss how to meet their expectations?

Perceptions of the Group (Parents/HMs)	From where are these perceptions coming?	How do you deal with it?

Expectations of the (Parents/HMs)	Is it realistic? How can we reach them?	If we can't why we can't?

- Plenary presentation and discussion.

#### REFLECTIVE QUESTIONS

- How the perceptions are formed? What kind of information and data you need to deal with the perceptions?
- What measures would you adopt to overcome the myths and perceptions?
- How would find out the expectation of the parents? How would you meet them?





### NOTES FOR THE FACILITATOR

The facilitator shows the presentation and forms small groups for discussion. After the discussion within the group, the facilitator leads the large group discussion on the perception and the expectations of parents towards schools and vice versa.

### KEY MESSAGES

- To demystify the perceptions of parents and act on it.
- To identify the expectation of the parents and work towards meeting those expectations

### SESSION 3: ENCOURAGING PARENT INVOLVEMENT IN SCHOOL MANAGEMENT

Session 3	1400 Hrs to 1530 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Identifying the ways for parent involvement in school management by using Epstein Framework	90	Identify strategies that can be used to improve home-school partnerships

#### ACTIVITY 3.1:

#### IDENTIFYING THE WAYS FOR PARENT INVOLVEMENT IN SCHOOL MANAGEMENT BY USING EPSTEIN FRAMEWORK

##### How to conduct the activity?

**Method:** Group work

##### SUGGESTED STEPS

- The facilitator take the participants through the Power-point presentation on six aspects of partnership (*D19\_S 3\_3.1a\_Parental Involvement in School Education\_ppt*)
- The facilitator asks the participants to select any two key aspects from the six aspects, which could be practiced in their school.
- Participants in group discuss the practice of the selected key aspects in the school situation
- Identify the challenges they would face in the selected key aspect while implementing it in their school.

- Discussion with the group – How to implement the Epstein model in your school situation

##### REFLECTIVE QUESTIONS

- What do you see the benefits of school and home partnership?
- What are the consequences of schools not partnering with family?
- What are the current out-reach strategies for creating family-school partnerships for children's learning at your school? What roles do parents typically play?
- Which families remain excluded from your school's current out-reach activities to parents and why?
- Mention the alternate strategies that could be adopted to strengthen the home-school partnership?

### NOTES FOR THE FACILITATOR

Distribute the Handout on Epstein Framework for





self reading. The Handout (*D19\_S3\_3.1b*) on Epstein Framework is attached. Facilitator leads and moderates the discussion.

#### KEY MESSAGES

- School Heads need to develop more comprehensive programmes of school-home-partnership.

### SESSION- 4: CREATING SPACES FOR HOME-SCHOOL INTERACTIONS

Session 4	1545 Hrs to 1730 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Case Study-based Group Discussion	90	Participants become aware of Challenges, strengths and possibilities of home- school partnership.

#### ACTIVITY 4.1:

##### CASE STUDY-BASED GROUP DISCUSSION

#### How to conduct the activity?

**Method:** Small Group Activity

#### SUGGESTED STEPS

Facilitator divides the participants into 4 groups and gives instructions.

- Each Group reads the given case studies (two case studies per group) and discuss to find solutions to questions given at the end of each study. About 35 minutes of reading time can be given to the participants. Case studies are enclosed as (*D19\_S4\_4.1\_Case studies*)
- Each group, then, presents their solutions to the cases in the larger group. Each group takes 10 minutes per presentation.

#### REFLECTIVE QUESTIONS

- How can parents contribute in the learning and development process of child?
- What are the challenges that you as a school head 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 so as to involve them in school activities?

#### NOTES FOR THE FACILITATOR

It is suggested that all the case studies be distributed to all the participants because, in the discussion that follows, the participants would need to understand the other groups' cases as well.

#### KEY MESSAGES

- Building awareness of parents to engage in child's learning and development
- Head teachers' role in bringing teachers and parents closer to each other for the benefit of the children.





### AN OVERVIEW OF THE DAY

Day 20		
Session	Name	Duration
1	Understanding school-community relationship and relationship with local authority	90 Mins
2 & 3	Balancing demands of school development with system-level requirements	180 Mins
4	Networking with different stakeholders	90 Mins

### SESSION 1: UNDERSTANDING SCHOOL-COMMUNITY RELATIONSHIP AND RELATIONSHIP WITH LOCAL AUTHORITY

Session 1	1000 Hrs to 1130 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Simulation exercise on engagement of SMDC in the school development	90 Mins	To understand the involvement of SMDC in the Schools' Development.

#### ACTIVITY 1.1: SIMULATION EXERCISE ON ENGAGEMENT OF SMDC IN THE SCHOOL DEVELOPMENT

##### How to conduct the activity?

**Method:** Simulation Exercise followed by Large Group Discussion

##### SUGGESTED STEPS

- Divide participants into different groups and ask them to read the two simulation exercises and brainstorm on the questions.
- Let participants come up with some expected role of the SMDC in the school.
- Facilitate the plenary session and emphasize the need for a strong relationship between the HM and the SMDC.

- Simulation scenario is enclosed as resource (D20\_S1\_1.1\_Simulation Scenario\_Handout)

##### REFLECTIVE QUESTIONS

- Who are the SMDC members in your school? What are their positive attributes?
- Are the SMDC members aware of 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 SMDC members of your school?
- How do the SMDC members respond to the needs of your school?
- In your opinion what is the most important thing the SMDC can do for the school and vice versa?



- Do you feel that SMDC can be utilized for your school's development? How?
- How can you strengthen the role of the SMDC in your school? What would you do?

#### NOTES FOR THE FACILITATOR

The facilitator gets the scenario handouts 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

- Community is a rich source of knowledge and information that can contribute to the development and learning of the child
- Community can contribute in different ways towards school development.
- Two- way communication between school and community is necessary for utilization of strength of the community.

### SESSION 2 & 3: BALANCING DEMANDS OF SCHOOL DEVELOPMENT WITH SYSTEM-LEVEL REQUIREMENTS

Session 2 & 3	1145 Hrs to 1315 Hrs and 1415 Hrs to 1545 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Role Play: Working with System Functionaries and Collaboration with School Heads	180 Mins	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

#### ACTIVITY 2.1:

#### ROLE PLAY: WORKING WITH SYSTEM FUNCTIONARIES AND COLLABORATION WITH SCHOOL HEADS

#### How to conduct the activity?

**Method:** Role Play

#### SUGGESTED STEPS

- The facilitator can enable participants to form 4/5 Groups
  - a. Group 1 could play the role of PRI, HM and Staff
  - b. Group 2 could play the role of Education officer, HM and Staff
  - c. Group 3 can play the role of DEO, HM and Staff
  - d. Group 4 can play the role of HMs 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 PRIs, DEO, and DDEs. 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 solve 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 with their respective stakeholders. The groups, thus, need to act out on the following pointers:
  - What are the challenges identified vis-à-vis the concerned stakeholder in their group?
  - How will they communicate the issue with the concerned stakeholder?
  - 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?
  - 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 performs the role play in front of all the participants.

### 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)

### 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.

### 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.





## SESSION 4: NETWORKING WITH DIFFERENT STAKEHOLDERS

Session 4	1600 Hrs to 1730 Hrs	
Activities	Duration (Mins.)	Expected Outcome
The Web Of Interdependence	90	To understand the significance of networking with different stakeholders in problem solving and collaborative learning and also to understand that each stakeholder is important for child's development.

### ACTIVITY 4.1: THE WEB OF INTERDEPENDENCE

#### How to conduct the activity?

**Method:** Group Activity

#### SUGGESTED STEPS

- Take a ball of string. Ask everybody to sit in a circle.
- Make small cards with names of stakeholders written on it  
For example, the cards can have titles like 'Children', 'Parents', 'Community', 'Panchayat', 'BEO', 'CRC', 'primary health centre', 'Teacher', 'School head' etc.
- Distribute these cards amongst the members of the group.
- Now give one of the members of the group one end of the string ball, perhaps the one who holds the card with 'child' written on it.
- The facilitator throws a problem to the group and then analyses
  - How other stakeholders relate to the problem?
  - Where does the root of the problem lie?
  - Who among the stakeholders would potentially help in solving the problem?
- The string ball passes on from one stakeholder

to the other as we move towards understanding and solving the problem.

- A group has to first identify a problem related with a child, can be anything such as, a differently abled child not being able to access certain services, or a truant adolescent, or a girl studying in a secondary school being forced to drop out from the school by her parents etc.
- Once the problem is identified, the members of a group have to assign themselves with the role of a stakeholder and write the name on the card given to them. These stakeholders will be identified by the group keeping in mind the first person whom the child approaches or is noticed by and other stakeholders who will be contacted while the problem is being solved.
- The groups have to identify the stakeholders through brainstorming and weave a story which stresses on problem solving. To depict this network, each member of the group has to hold one end of the rope and give the other end of the rope to whom it must go for problem solving.
- The rope can go to one stakeholder a second or even a third time, for instance, if the group feels that for problem solving the mother of the child must be contacted at every stage, then she can be given the rope 2/3 times.





- The facilitator instructs all participants to hold the string tightly and observe how a single problem requires engagement with multiple stakeholders and involves multiple roles of the school head
- The facilitator then asks any one or two participants to release the string from their end and asks others to observe how it loosens the entire bonding.
- For debrief, the members role playing the stakeholder they represent, have to act out as if they are the parent, DEO, BRCC etc and verbally have to enact multiple conversations through which the process of problem solving gets displayed to the audience.
- Once the game is over, the facilitator engages in the discussion over the following questions

#### REFLECTIVE QUESTIONS

- What is the central theme of this role play?
- Do you think it to be important to engage with multiple stakeholders for the overall development of the school?
- Discuss the vital role of school heads in engaging with different stakeholders
- Amongst all the challenges being faced, there is one stakeholder who is always common – the School Head. Is that correct? The effect of all the challenges is borne by one key stakeholder – the child. Is that true?

- How do we engage with multiple stakeholders in our multiple roles as school heads?

#### NOTES FOR THE FACILITATOR

Let the group come out with an understanding of the interdependency and interrelation amongst different stakeholders.

Example to help understand the game:

**Problem:** Irregularity in attending schools by physically challenged children

**Game:** Here, the ball of string begins from the child who is physically challenged, who gives to his teacher (assuming that the child has shared the problem of infrastructural inconvenience with the teacher), who passes it on to the School Head, who may contact the Govt. Officials or the SMC, who may suggest to contact the panchayat to raise funds and construct ramps etc.

#### KEY MESSAGES

- Stakeholders can contribute to the school through several means. Therefore their potential needs to be harnessed by the School Head so that it leads to development of the school.
- The key stakeholder who is at the centre of the stratum is the child. It is the responsibility of school head to ensure that the children in the school are safe, the environment is friendly, inclusive and that their learning is of utmost priority.

#### AN OVERVIEW OF THE DAY

Day 21		
Session	Name	Duration
1	Creating professional learning community with other school heads	90 Mins
2	Cont.....	90 Mins





**SESSION WISE DETAILS**  
**SESSION 1 & 2: CREATING PROFESSIONAL LEARNING COMMUNITY**  
**WITH OTHER SCHOOL HEADS**

Session 1 & 2	1000 Hrs to 1300 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Process of creating Professional Learning Community	180 Mins	Understand the significance of PLC in problem solving and collaborative learning Participate constructively in professional discussions with peers for effective professional learning

**ACTIVITY 1.1:**  
**PROCESS OF CREATING PROFESSIONAL LEARNING COMMUNITY**

**How to conduct the activity?**

**Method:** Group Activity

**SUGGESTED STEPS**

- Facilitator explains the basic concept of Professional Learning Community (PLCs) and the purpose of creating the PLCs.
- The term PLC describes a collegial group of administrators, school heads and teachers who are united in their commitment to school improvement and student learning. PLC is a way of working together, sharing ideas and being supported to update knowledge and skills. A PLC engages the entire group of professionals in coming together for learning within a supportive self-created community. The basic concept is clarified by an activity in which the groups either identify a problem and discuss with other professionals for problem-solving or debate on an issue or share the knowledge.
- Three groups are formed with 10-12 members in each group
- The group of school heads decide that they can meet for two hours on the coming Sunday for brainstorming on any problem or discussing and sharing anything new that they have learnt.
- On the day of the meeting of the PLC, the convenor of the group initiates discussion with fellow school heads to share their problems in

detail and collectively discuss on the issues.

- The discussion ends when valid solutions are derived to solve the problems at hand. the discussion can also include any new sharing of best practices.
- At the end of the discussion, the convenor consolidates by sharing the outcomes in brief.

**REFLECTIVE QUESTIONS**

- What is the purpose of formation of the Professional Learning Community?
- What will your Professional Learning Community look like (with respect to the composition) when it is implemented and begins to operate effectively?

**NOTES FOR THE FACILITATOR**

The facilitator ensures that every member in group participates. After the small group activity, the groups present the high points and the facilitator consolidates the learning from each group presentation.

**KEY MESSAGES**

- Effective method of cross learning with peers.
- School head leads to facilitate and create a culture of collaboration through PLC
- PLC provides supports while simultaneously challenging the teachers and school heads to learn new practices and to unlearn old beliefs and practices.
- Ongoing Professional Learning Community provides sustained improvement in teaching and learning process in schools.



## KEY AREA-7



## LEADING SCHOOL ADMINISTRATION







## FACILITATOR CHECKLIST LEADING SCHOOL ADMINISTRATION

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

### **Materials**

1. Pens/pencils
2. White A4 sheets
3. Note pads
4. Colour pencils/crayons/sketch pens
5. Sticky notes

### **Resources**

#### **DAY-21**

1. Power Point Presentation on 'Decision Making Process' (D21\_S1\_1.1a)
2. Decision Making Tool (D21\_S1\_1.1b)
3. Chapter-1 from 'Blink : The power of thinking without thinking' By Malcolm Gladwell (D21\_S1\_1.1c).
4. Power point presentation on 'Management of Human and physical resources' (D21\_S2\_2.1).

#### **DAY-22**

1. Handout on 'Simulation Exercise Instructions' (D22\_S2\_2.1a)
2. Data on Excel sheet (D22\_S2\_2.1b)
3. Handout on 'Data interpretation' (D22\_S3\_3.1)
4. Research excerpt on 'Assessment as evidence for teaching practice' (D22\_S4\_4.1)

#### **DAY-23**

1. Handout on 'Chapter-17 from Muthuswamy and Brinda (2015)\_Fixation of Pay' (D23\_S1\_1.2)
2. Handout on 'Personal claims' (D23\_S3\_3.2)
3. Handout on 'Cashbook page' (D23\_S4\_4.1)





## KEY AREA-7

### LEADING SCHOOL ADMINISTRATION

#### INTRODUCTION

This Key Area, as a new addition to the Revised Curriculum Framework, focuses on the administrative and financial aspects of leading a school. The school as we know is the unit of a much larger system that is governed by rules and regulations and has financial matters to deal with. There are multiple issues faced by the school heads, such as what is the scope of various powers that are vested in the school head, by her/his position as the head of the school or with an additional charge of a DDO (Drawing and Disbursing Officer), what are the rules pertaining to service matters, different types of leaves, fixation of pay, how to communicate on administrative issues with the department, or maintain cash books? These are some of the many administrative and financial matters that a school head grapples with. Added to this dimension, are the various management issues linked with daily functioning of the school such as how to deal with cases of substitute teachers or teacher absence? How to deal with large student population? How to manage limited or surplus physical resources?

Keeping this in view, this has been considered as a critical key area in the curriculum on school leadership. It comes with an adage that being an effective administrator is an essential part of being an effective leader. A school head must possess the

right knowledge of rules and regulations, be able to develop critical decision-making skills and also be well-versed with ICT skills to be able to manage relevant database of students and teachers.

In a nutshell, this key area is significant as having the right and clear knowledge of acts and rules, along with their application, can save time and energy. This will make the school head more confident of taking initiatives that lie beyond the scope of daily administrative tasks. In the Key Area presented in this Resource Book, the sessions on school administration and school finance are developed in the context of rules that apply to Delhi State Government schools and designed in collaboration with Heads of Schools of Delhi Government. These sessions are merely indicative of the themes on which sessions can be developed, as the scope of this study is vast. This Resource Book when travels to various states, it is expected that the state resource groups design sessions based on the administrative and financial rules issued by the respective state governments. Also, the workshops can invite experts from the Department who would facilitate these sessions. Similarly, scope of creating database using ICT is vast and one may think of including more variety of sessions. This key area can also include sessions on soft skills – such as, interpersonal relations, conflict management, stress-management etc to make it more interesting and viable for a larger audience.

#### AN OVERVIEW OF THE DAY

Day 21 - Afternoon Session		
Session	Name	Duration
1	Decision-Making Process	105 mins
2	Effective Management of Human and Physical Resources	90 mins





## SESSION DETAILS

### SESSION 1: DECISION-MAKING PROCESS

Session 1	1400 Hrs to 1545 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Decision- Making Process	45	The participants understand the process adopted for effective decision-making
Group Exercise: Decision Making tool	60	

#### ACTIVITY 1.1:

#### DECISION- MAKING PROCESS

##### How to conduct this activity?

**Method:** Power point presentation (D21\_S1\_1.1a) followed by group exercise on *Decision Making Tool* (D21\_S1\_1.1b)

##### SUGGESTED STEPS

- The facilitator presents an interactive power point presentation on the decision-making process. The power point presentation discusses the details stages of decision making process along with examples and raises questions for the participants to brainstorm and find answers.
- This interactive method also gives the participants an example as to how to integrate the various stages of decision making process into their daily professional life.
- After this, the facilitator asks the participants to form three groups and work on the decision making tool, which has three distinct exercises. In these three exercises, the participants have to identify a problem that needs urgent decision making, a problem which might require a week's consideration and a problem that can be thought about in detail and decision

can be made in a month or so, respectively.

- The groups have to brainstorm and finalize their decisions keeping in mind the time frame available. The groups can take 15 minutes to fill their respective templates. The groups then share in the large group on the process adopted for arriving at a decision.
- When one group is presenting the other groups can ask for clarifications and add on the discussion with key suggestions

##### REFLECTIVE QUESTIONS

- What are the key points that one must keep in mind while undergoing the process of decision-making?
- Why do you think are the reasons behind not being able to make the right decision?
- Can you reflect on your past decisions and think of an incident of any one decision where you realized that it was a mistake? Write how you could have attempted it differently.

##### NOTES FOR THE FACILITATOR

This session on decision making process adopts a method of cautious and careful planning. A good deliberated decision can save time and energy and yield positive results. However, sometimes we have to rely on our intuitive powers to take decisions on





the spot. The important thing, however is, that the intuitive decision making is also dependent on experience and expertise, most of the time if not always. Hence, there are two faces to decision making process, both recognized as having potential and fruitful consequences, either through logical and cautious deliberation or sometimes through the mechanism of our unconscious coming to the fore and taking decisions on the spot. The facilitator can introduce the participants to a handout from the book BLINK: The Power of Thinking Without Thinking by Malcolm Gladwell (first chapter). It is an interesting read and the participants can read it at their leisure. (D21\_S1\_

1.1c\_Chapter-1 from 'Blink : The power of thinking without thinking' By Malcolm Gladwell\_Handout)

#### KEY MESSAGES

- It is important to make decisions that are well thought out and follow a participatory approach with the concerned stakeholders, to enable the ownership while implementing the decision
- Decisions can both be taken through appropriate deliberation or taken intuitively, depending on the available time. It is though recommended that decisions must be properly thought over and follow the steps involved in the decision-making process

### SESSION 2: EFFECTIVE MANAGEMENT OF HUMAN AND PHYSICAL RESOURCES

Session 2	1600 hrs-1745hrs	
Activities	Duration (Mins.)	Expected Outcome
Managing Human and Physical Resources: Power point presentation	45	The participants learn to value the available human and physical resources as well as their effective utilization
Mapping abilities with Tasks: Group Exercise	30	
Positive thinking with limited resources: Group Exercise	30	

#### ACTIVITY 2.1:

##### MAPPING ABILITIES WITH TASKS

#### How to conduct this activity?

**Method:** Power point presentation followed by small group activity

#### SUGGESTED STEPS

- For this session, the facilitator leads the participants through a power-point

presentation, explaining the planning of human and physical resource for about 15 minutes (*Management of Human and Physical Resources\_D21\_S2\_2.1\_ppt*). The detailed power point presentation can then be handed over to the participants as a handout.

- The participants are then divided into small groups





- Each group is expected to make a list of the available human resource in any one of their schools on one side of the A4 sheet and the list of tasks on an average day, on the other side of the A4 sheet.
- In absence of adequate human resources how would you design and redesign your tasks, how would you allocate responsibilities and how would you administer and supervise the quality in such a situation will be the challenge for each group.
- Each group will demonstrate the above ability to other groups and share their reasons for their decisions.

### REFLECTIVE QUESTIONS

- What could be the process for ability mapping?
- What is the role of time management in meeting the challenges when faced with inadequate human resource?
- What is the role of School head in supporting the staff in multi-tasking?

### ACTIVITY 2.2:

#### POSITIVE THINKING WITH LIMITED RESOURCES

#### How to conduct this activity?

**Method:** Small Group Activity

#### SUGGESTED STEPS

- For this activity, the facilitator divides the participants into 5/6 small groups. Each of the groups is given a white sheet to jot down items. The facilitator then asks the groups to build/make the following: a feature film, a library for secondary school with enrolment of above 2000, a hospital, a supermarket, a restaurant or any other set-up that requires infrastructure and resources (both physical and human)

- The facilitator can also suggest the groups to create any other large set-up, or keep the suggestions to within school activities: a library, organizing a *baal mela*, annual day, sports function, getting school playground ready etc.
- Once the groups are clear about what have they to build or organize, ask them to jot down the various resources that they require to make it happen. It is important for the groups to make a list against serial numbers. The facilitator can put a limit of 20-25 items that each group needs to write down.
- After the groups have completed the list, the facilitator would call out certain numbers and the groups have to strike off the same numbers from the serial number (of the list). For example, if the facilitator calls out number 3, then all the six groups have to strike off/delete the item number 3 in their list.
- The facilitator calls out 8-10 numbers between 1 and 25, and the groups simultaneously delete those items from the lists.
- After this, the groups would realize that many of the items that they considered essential or important have now been cut off.
- The facilitator then asks the groups to carry on with the task and brainstorm how would they create what they set out to (library, hospital etc), with the remaining items (resources). At first, the groups will immediately react that they will not be able to create a set-up with the deleted resources!
- This is the exciting part of the whole exercise. The groups have to now work with the remaining resources and create a film, for instance. How will they do it when the camera is not there? Or when they do not have the





finances? (assuming that camera and funds were deleted from the list). There could also be a scenario, where some books are deleted from the list, how will the group then construct a library? May be the books that were mentioned in the list were to be purchased, in such a case, are there some other ways of arranging for books, through donation or through community efforts etc?

- The groups then set out to brainstorm and come with interesting ways and alternatives for creating a library or building a hospital or organizing a *baal mela*. After brainstorming in small groups, one or two people from each group comes and presents in the large group on how will they work and give shape to the task with limited resources.

#### REFLECTIVE QUESTIONS

- Do you face such challenges in your daily school life, where resources are limited and you still have to make an event happen or set-up a process?
- How do people in your school react to such

situations? What attitude you think is required to face these situations?

- How will you motivate your school teachers, students and staff to come with innovative solutions to manage limited physical and human resources?

#### NOTES FOR THE FACILITATOR

- This activity has been resourced from the collection of activities for positive thinking of the Kaivalya Education Foundation. This activity is based on the 'Yellow Hat', which is part of 6 thinking hats, a concept given by Prof Edward de Bono, a Maltese physician and psychologist. The activity above was designed as a Yellow hat activity based on how one maintains positive thinking even in adverse circumstances.

#### KEY MESSAGES

- In any school, there will always be a single situation where there are limited human and physical resources. The challenge for a school head is to approach the situation with positive thinking and manage whatever is available for better utilization

#### AN OVERVIEW OF THE DAY

Day 22		
Session	Name	Duration
1	Recognising data: More than one lens	90 mins
2	How to read data?	105 mins
3	Graphical Interpretation of Data	105 mins
4	Assessment as Evidence for Improving Teaching Practice	90 mins







## SESSION 1: RECOGNIZING DATA: MORE THAN ONE LENS

Session 1	0930 hrs-1045hrs	
Activities	Duration (Mins.)	Expected Outcome
<b>Data:</b> Preliminary Exercise	35	The participants get familiar with what is data and how to differentiate between data and evidence
Why do we need a database for students? Link it with its aid in school transformation	40	

### ACTIVITY 1.1:

#### RECOGNIZING DATA: MORE THAN ONE LENS

##### How to conduct the activity?

**Method:** classroom/school observation in small groups

##### SUGGESTED STEPS

- A day prior to this session, a nearby school can be co-ordinated with for taking the participants to observe any classroom and school environment. If it is not possible, the session can be conducted during the workshop.
- As a preliminary session, there is discussion among the participants on “what is data?” and “why is it important for us to talk about data when we are thinking of school improvement?”
- To strengthen this discussion further, the participants can visit a nearby school, or alternatively work in three or four groups on a given situation, within the workshop. The groups have to observe and list down what data they would gather in each of these situations. While listing, they have to write down the information in the form of a series of sentences, each carrying a piece of information (consider that after detailed observations you

have collected these facts which according to you is a rich collection of data).

- Following are some of the situations that are defined through a purpose. You have to collect information either through observation in a school/classroom or collective brainstorming in small groups:
  - To examine a single student’s progress in a subject over a period of say, 6- 8 months (both numeric and qualitative information)
  - To examine the pattern of girls’ participation in classroom discussion or any school activity
  - To examine a teacher’s behaviour towards low achievers in her classroom
- The groups after brainstorming for 10-15 minutes generate a list of information that can be termed as data. This data can be both quantitative and qualitative.
- Next, you as a group has to examine which of the data you have listed is useful in making sense of the phenomenon and is in line with the objective that you had in mind while starting with this exercise.

The sharing of the groups begins on what counts as evidence with respect to the phenomenon that they are observing.





## REFLECTIVE QUESTIONS

- Which of the data, that you have collected as a group, helping you make sense of the phenomenon, and is in line with the objective that you have in mind?

[Revisit the information collected and pick up those points/data from the list that help you create a meaningful story on what you observed. The data points that you select may be those that were observed by all in the group, and have a sound logic towards the purpose that defined your exploration].

- What difference can you make out while you choose selected data?

[Probably, when you are relooking at the information collected, not all of it is useful. This time, you are gathering proof on why a certain thing was happening, or when the teacher responded to a low achiever, the child felt alienated, or left the school etc. While

constructing your story, it is possible that you cannot prove certain things conclusively, as the data was found to be missing. Hence we need to have a sound logic before a piece of data can qualify to become evidence and support the existence or non-existence of processes that define the phenomenon].

## NOTES FOR THE FACILITATOR

**Evidence** is data that is relevant and furnishes proof that supports a conclusion. A lot of data gathered can be useful in understanding the phenomenon; however, rest of the data can be useless. Data in itself can give information but one needs to be able to interpret it and understand the event by converting it into knowledge and shaping it into an intelligent story/narrative. Only when data gets processed, some of it counts as evidence and the rest can be discarded. Hence, converting data into evidence is an exercise which requires thinking and an inquiry into the various available data pieces to problem solve the phenomenon.

## SESSION 2: HOW TO READ DATA

Session 2	1100 hrs-1300hrs	
Activities	Duration (Mins.)	Expected Outcome
Simulation Exercise on Tracking Progress of Children	120	Are able to create and analyze database of student achievement and develop strategies for improving learning



### ACTIVITY 2.1: SIMULATION EXERCISE ON TRACKING STUDENT PROGRESS

#### How to conduct the activity?

**Method:** Simulation Exercise- working on computers followed by small group work

#### SUGGESTED STEPS

- The facilitator gives a handout of a stimulated exercise on tracking progress of children on achievement scores to all the participants (*D22\_S2\_2.1a\_Simulation exercise Instructions\_Handout*). This is an individual exercise for the participants to do on the computer. The facilitator can also decide to do this exercise in group, if the computers available are few in number.
- The facilitator/s explain the guidelines and assists the participants in opening the excel sheet and explains the method of simple computations.
- This exercise presents the demographic and socio-economic variables of students of class 9 in two unit tests on three subjects- English, Mathematics and Science. The data presented here is a simulation and does not represent real variables and scores. (*D22\_S2\_2.1b\_Data on Excel sheet*).
- The participants while doing the exercise can

attempt to define range of scores and make simple graphs or any other graphics to depict the data in a meaningful way.

- The facilitator gives a preliminary orientation on the importance of tracking student progress and the incidence of various socio-economic background factors on the test scores, while the participants are making tables and graphs.
- After the exercise is over, the small groups can brainstorm on the inferences they have drawn from the tables/graphs generated.

#### NOTES FOR THE FACILITATOR

- This exercise has been developed for school heads to help them understand the differences in student achievement and how can they track the progress of a cohort of children over a time period as well as the inference they can draw for improving the outcomes of students.
- The results can also pave the way for school heads to think of potential strategies for offsetting the background factors affecting the learning outcomes of students.

#### KEY MESSAGES

- Knowing student scores on various subjects are useful for tracking their progress; however, only learning outcomes merely in quantifiable terms, do not define the learning graph of children.

### SESSION 3: GRAPHICAL INTERPRETATION OF DATA

Session 3	1400 hrs-1515hrs	
Activities	Duration (Mins.)	Expected Outcome
Graphical Interpretation data: Large group discussion	45	Are able to interpret graphs and tables and draw inferences on assessment
Discussion on Alternative Methods of Assessment	39	





### ACTIVITY 3.1:

#### INTERPRETATION OF DATA AND DISCUSSION

##### How to conduct this activity?

**Method:** Sharing by small groups in large group

##### SUGGESTED STEPS

- The small groups must have come up with tables and graphs based on the data provided to them in an excel sheet. The facilitator asks the small groups to share their findings (either through a projector or in printed form).
- The handout on some of the tables and graphs that can be generated through the same data is given as a resource (*D22\_S3\_3.1\_Handout on data interpretation*). If the facilitator wants, s/he can take the help of a projector and show the tables and graphs to make things clearer.
- While sharing the findings, the facilitator can ask different groups to share different parts of findings, such as group 1 can share the table on demographic details and test scores, group 2 can share the graphs using two variables and test scores, and group three can show graphs using three variables and test scores. [use this instruction previously also]
- Once the graphs are discussed, the facilitator can lead the large group through the following reflective questions

##### Reflective Questions for small group work

- What gaps do you find in the student scores on the subjects?
- What are the characteristics of students who you find lagging behind on the scores (age/sex/caste/poverty/CWSN)?
- What does the data tell you about the progress of children over the three time-periods (that is between data collected in September, December and March)?

- What strategies would you adopt to improve student learning based on student characteristics?
- What strategies you think could have been employed at the end of 1st round of data collection (that is, September) to arrest the low performance of students? Similarly, at the end of 2nd round?

### ACTIVITY 3.2:

#### ALTERNATIVE METHODS OF ASSESSMENT

##### How to conduct this activity?

**Method:** Sharing by small groups and further in large group

##### SUGGESTED STEPS

- The facilitator leads the large group to discuss on the alternative methods of assessment of students other than test scores.
- During this process, the facilitator elicits responses from the small groups on each of the reflective questions and makes an exhaustive list on the whiteboard.

##### REFLECTIVE QUESTIONS

- Are there any other methods of assessing student progress? What are they? How can other methods be useful for improving student learning?
- What efforts would you, as a school head, make in order to improve student learning and outcomes of students in your school?
- What forums would you create along with teachers and parents to apprise them of their students' progress, so that the progress can be tracked and improved?

##### KEY MESSAGES

- Children learn in different ways, and their progress can be gauged through other alternative methods of assessment also.





## SESSION 4: ASSESSMENT AS EVIDENCE FOR IMPROVING TEACHING PRACTICE

Session 4	1545 Hrs to 1715 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Individual Reading and Large group discussion	60	The participants begin the process of reflecting on themselves
Individual reflection and creating a short action plan	30	

### SESSION-4.1: INDIVIDUAL READING AND LARGE GROUP DISCUSSION

#### How to conduct this activity?

**Method:** Individual Reading followed by large group discussion and Individual Reflection

#### SUGGESTED STEPS

- This session looks at the impact of teaching learning process on the learning outcomes of students. The facilitator hands out an excerpt from a leading research on data as evidence in classroom teaching (*D22\_S4\_4.1\_Research excerpt on assessment as evidence for teaching practice*)
- The participants are asked to read the excerpt which has two instances and take down key points.
- The facilitator then initiates the large group discussion with the following reflective questions
- Post the large group discussion, the facilitator asks the participants to reflect and devise strategies for observing the link between teaching practice and the learning outcomes of students. The participants are expected to create a short action plan which they would like to initiate in any one subject of a particular

class. The draft guideline for creating this has been given below. However, this is only indicative and the participants are urged to go beyond these and create a more implementable plan.

- The participants can take about half an hour to create the outline and paste/hang it on the wall, for others to see and give their feedback over lunch.

#### REFLECTIVE QUESTIONS

##### Example 1

- What are the two key questions that the authors have raised in the Example 1?
- What is the nature of test that the authors are talking about in this section?
- What purpose is this kind of analysis going to serve?
- Would anyone like to interpret the graph and tell about the differences in the national and cluster norms? {only looking at the graph on page 2}
- What did the evidence for assessment on reading tell about the teaching practice?
- Tell us about the steps that the school took to help teachers improve their practices in the classroom?







### Example 2 & 3

- How were the school heads in the district attempting to overcome the ‘summer’ loss in learning?
- What was the key research question being discussed in this Example (2)?
- How do you interpret the graph on page 5 in light of the research question?
- What were the different evidences that were being discussed by teachers for while inquiring into the slump in achievement for year six students? [Example 2]
- What are the characteristics of conducting an inquiry based discussion? [Example 3]
- Why an inquiry based discussion is important before devising a robust plan to look for links between factors and learning outcomes?

### DRAFT GUIDELINES FOR DESIGN OF A SHORT ACTION PLAN

- Decide on a subject and a particular class that you would first take up for this action plan
- Who would be your team members?
- Define the question that would guide this action plan. The question must clearly describe the link between teaching practice and learning of children.
- How will you design the assessment for students in that particular class and in that subject?
- Try to list down three/four criteria for assessment, you can also write down how would you approach the teacher with this idea and how will you collaborate with him while designing the assessment
- After the assessment is completed, what probable outcomes do you foresee? ( since this

is based on a hypothetical question, you can still reflect on the practices in your school and take cues of what could be the findings)

- What will be the key features of the feedback that you share with the concerned teacher based on the findings.

### NOTES FOR THE FACILITATOR

- In the exercise that was done on the earlier day continued into the first session of today, the idea was to examine the socio-economic and other background factors that may have an impact on the learning outcomes of children. The analysis that followed was more in sync with the findings of the researches, where these background factors are found to impact the learning outcomes of students in natural course. However in this session, we look at how teaching practices also have a significant impact on the learning outcomes of students. It is therefore suggested that in the large group discussion, the school heads are encouraged to come up with examples where they have found such cases to be true.

### KEY MESSAGES

- As a school leader, one of the most important roles is of an instructional supervisor, where she/he attempts to examine the teaching practices by herself and sets up appropriate processes to review these teaching practices in the light of having an impact on learning outcomes
- As an effective leader, the school head needs to encourage the teachers towards reflective practice, whereby teachers become conscious of the way they transact, their pedagogical skills, and their content so that they can improve their practice that impacts the learning levels of children.





### AN OVERVIEW OF THE DAY

Day 23		
Session	Name	Duration
1	An overview of School administration	120 minutes
2	Understanding School Administration	120 minutes
3	An overview of school finance	105 minutes
4	Understanding school finance : A practical exercise	90 minutes

### SESSION 1: AN OVERVIEW OF SCHOOL ADMINISTRATION

Session 1	0930 Hrs to 1130 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Background to School Administration	40	Gain an overall understanding of school administration relevant to the state
Selected Readings on School Administration	80	Gaining knowledge of rules related to fixation of pay and leaves for school and staff

#### ACTIVITY 1.1:

#### BACKGROUND TO SCHOOL ADMINISTRATION

#### How to conduct this activity?

**Method:** Presentation by an Expert Facilitator on School Administration

#### SUGGESTED STEPS

- This is a preliminary session on familiarizing the participants with the various aspects of school administration that are relevant to the functioning of a school, both at the elementary or secondary level (only if there exist differences between an elementary school head or a secondary school principal).
- An expert facilitator can design a presentation or prepare a discussion based lecture that gives

the participants an overview of different themes.

- It is important for the facilitator to also share the reference books that the school heads need to read through for gaining an understanding of different rules.
- After the overview is presented, and even intermittently, the participants can raise queries and clear their doubts.

#### NOTES FOR THE FACILITATOR

- It is possible that the discussions in the sessions can get overpowered by various problems encountered by the heads of schools. If this happens, the facilitator needs to budget some extra time for answering these questions, and not let the session overshoot time.





## KEY MESSAGES

This session is for familiarizing the participants with the scope and themes of school administration that they need to know for running their school effectively. This session also introduces them to a list of books that they can refer to for rules.

### ACTIVITY 1.2: SELECTED READINGS ON SCHOOL ADMINISTRATION

#### How to conduct this activity?

**Method:** Individual Reading followed by Small Group Discussion

#### SUGGESTED STEPS

- For this session, the facilitator distributes the chapter 17 on 'Fixation of Pay' (D23\_S1\_1.2\_Fixation of Pay\_Handout) from Muthuswamy and Brinda (2015). Swamy's Master Manual for DDOs and Heads of Offices. 2015. Part II – Establishment, to all the participants. However, depending on the choice of the participants, any other chapter could also be taken up for reading and clarifying of doubts, such as Service Matters, APARs, Pension, Gratuity and other benefits.
- The participants are expected to first read the chapter individually and note down what are the key points of the chapter and if they have any doubts. Give participants about 20 minutes to read.
- Once the participants have read, ask them to get back to their small groups and discuss with each other. Small group discussion is relevant as it helps to consolidate the learnings as well as clarify the doubts that the members may have. At the end of this discussion, the groups can make a note of the doubts yet to be clarified and shared in the large group.
- In the large group, the expert facilitator takes up the queries of each of the groups and answers them clearly. In case there are still any issues remaining, the expert facilitator can always check with the department and get back to the participants.

#### NOTES FOR THE FACILITATOR

- You must get an expert facilitator for this session
- Do not compromise with the method of the session, as the school heads need to give a firsthand reading to the rule book, or else they might not get into the practice of reading and clarifying the doubts when necessary.
- Encourage them to buy rule books and engage with them
- This is a session which is based on gaining knowledge and understanding of various rules pertaining to school administration. This session is intended for school heads to become familiar with state rules. Hence, it is expected that this session is furnished with documents that are relevant to your state. You can also invite some state functionary to facilitate the session, but the format of the session which focuses on each participant reading through and gaining firsthand experience of rules etc is achieved as an outcome for this session, must be definitely kept in mind.
- It is important that the facilitator for this session has a thorough knowledge of state rules and regulation related to school administration.

#### KEY MESSAGES

To help the school heads read through the rules, and get into the practice of reading and engaging with rule books.





## SESSION 2: UNDERSTANDING SCHOOL ADMINISTRATION: A PRACTICAL EXERCISE

Session 2	1145hrs-1315hrs	
Activities	Duration (Mins.)	Expected Outcome
Drafting Notes for administrative approval and expenditure sanctions towards funds	90	To familiarize the school heads with the proper process of drafting and noting with regards to allocation of funds under certain heads

### ACTIVITY 2.1:

#### DRAFTING NOTES FOR ADMINISTRATIVE APPROVAL AND EXPENDITURE SANCTIONS TOWARDS FUNDS

##### How to conduct this activity?

**Method:** Small Group hands-on exercise along with role play, facilitated by an Expert

##### SUGGESTED STEPS

- **Background to the activity:** This session is based on creating a process of drafting and forwarding notes for a particular event that has to happen in the school. This case has been borrowed from a Delhi government senior secondary school. Through this activity, it is intended that a school head understands the process of drafting, noting and filing and gains clarity on the loop between the office of the School (HoS), the office of the Deputy Director and the Payment and Accounts Office, Directorate of Education, Delhi, for getting administrative approval and expenditure sanction for the event.
- The facilitator introduces the idea behind this session. It is a hands-on exercise that needs to be done in small groups. If the number of participants in the workshop is small, this exercise can be done at the individual level also.

**Exercise:** Your school has to organize an outstation tour for selected students. The Department has issued a circular towards this and allotted Rs. 1 lakh for the same, based on the strength of the school. However, this tour is to be organized for 40 students. You have to write a Note to the DD office, seeking administrative approval and expenditure sanction. The Note must have the following attachments (as mentioned in the circular):

1. Mode of Transport details
2. Medical Certificates of 40 students
3. NOC by parents of the 40 students agreeing for sending their wards on this tour

The Note must have the Subject line, and the line at the end which says 'Submitted for Approval' and the next line to whom it is addressed (such as the DD/EO)

- In case this is a small group activity, the facilitator can ask one of the groups to role play as the DD, and look at the notesheets received from other small groups. They can also raise objections in the notesheet, if the attachments on the information asked for in the Circular is not there. Once the notesheets are read through by the group role playing DD/EO, they are sent back to the respective groups who now have to address the objections if raised





and send back to the DD/EO or else if passed, send it to DDE for taking expenditure sanction. This time, another small group can role play as the DDE and look at the notesheet for any anomalies.

- Once the approvals are gained, the school heads can go ahead with issuing of tender notices to 3/4 companies of tour and travels, in case the trip is by bus. It is to be kept in mind that the envelopes carrying the tender notice (either to be handed over by hand or through post) must have the signatures of the all the members of the purchase committee. The facilitator asks the small groups to draft a tender notice at this stage.
- Once the quotations are received, a comparative statement is prepared, and signed by the members of the purchase committee and the company quoting the least rates is finalized for the tour. The groups can make a comparative statement on hypothetical data and finalize one of the travels and tours company. Another notesheet seeking approval of the finalized company, with comparative

statement and signatures of the purchase committee is forwarded to the DD office.

- Once the approvals are received, the tour is conducted and bills of expenditure incurred have to be sent to the PAO (Payment and Accounts Office) for release of funds. The expert facilitator, at this stage, can guide the small groups by pointing out some of the common mistakes that school heads and their staff make when taking bills or while attaching them for further processing.

#### NOTES FOR THE FACILITATOR

- This exercise needs careful facilitation by an expert who has hands-on experience her/himself on drafting notes, billing and filing. An expert would be able to handle queries of the participants and also be able to point out pitfalls and mistakes that are commonly made during these processes.

#### KEY MESSAGES

- This session is based on providing the school heads with the practical efficiency that is required in handling administrative issues.

### SESSION 3: AN OVERVIEW OF SCHOOL FINANCE

Session 3	1400hrs-1545hrs	
Activities	Duration (Mins.)	Expected Outcome
Background to School Finance	35	Gain an overall understanding of school finance relevant to the state
Selected Readings on School Finance	70	Gaining knowledge of rules related to Personal Claims for school and staff

#### ACTIVITY 3.1:

##### BACKGROUND TO SCHOOL FINANCE

#### How to conduct this activity?

**Method:** Presentation by an Expert Facilitator on School Finance

#### SUGGESTED STEPS

- This is a preliminary session on familiarizing the participants with the various aspects of school finance that are relevant to the functioning of a school, both at the elementary or secondary







level (only if there exist differences between an elementary school head or a secondary school principal).

- An expert facilitator can design a presentation or prepare a discussion based lecture that gives the participants an overview of different themes.
- It is important for the facilitator to also share the reference books that the school heads need to read through for gaining an understanding of different rules.
- After the overview is presented, and even intermittently, the participants can raise queries and clear their doubts.

#### NOTES FOR THE FACILITATOR

- It is possible that the discussions in the sessions can get overpowered by various problems encountered by the heads of schools. If this happens, the facilitator needs to budget some extra time for answering these questions, and not let the session overshoot time.

#### KEY MESSAGES

This session is for familiarizing the participants with the scope and themes of school finance that they need to know for running their school effectively. This session also introduces them to a list of books that they can refer to for rules.

#### ACTIVITY 3.2:

##### SELECTED READINGS ON SCHOOL FINANCE

#### How to conduct this activity?

**Method:** Individual Reading followed by Small Group Discussion

#### SUGGESTED STEPS

- For this session, the facilitator distributes the chapter 9 on 'Personal Claims' (D23\_S3\_3.2\_Personal claims\_Handout) from Muthuswamy and Brinda (2015). Swamy's Master Manual for DDOs and Heads of Offices. 2015.

Part I – Finance and Accounts to all the participants. However, depending on the choice of the participants, any other chapter could also be taken up for reading and clarifying of doubts, such as rules related with disbursement, or powers of DDOs (Drawing and Disbursing Officer), regulation of allowances etc.

- The participants are expected to first read the chapter individually and note down what are the key points of the chapter and if they have any doubts. Give participants about 20 minutes to read.
- Once the participants have read, ask them to get back to their small groups and discuss with each other. Small group discussion is relevant as it helps to consolidate the learnings as well as clarify the doubts that the members may have. At the end of this discussion, the groups can make a note of the remaining doubts and share in the large group.
- In the large group, the expert facilitator takes up the queries of each of the groups and answers them clearly. In case there are still any issues remaining, the expert facilitator can always check with the department and get back to the participants.

#### NOTES FOR THE FACILITATOR

- You must get an expert facilitator for this session
- Do not compromise with the method of the session, as the school heads need to give a firsthand reading to the rule book, or else they might not get into the practice of reading and clarifying the doubts when necessary.
- Encourage them to buy rule books and engage with them
- This is a session which is based on gaining





knowledge and understanding of various rules pertaining to school finance. This session is intended for school heads to become familiar with state rules. Hence, it is expected that this session is furnished with documents that are relevant to your state. You can also invite some state functionary to facilitate the session, but the format of the session which focuses on each participant reading through and gaining firsthand experience of rules etc is achieved as

an outcome for this session, must be definitely kept in mind.

- It is important that the facilitator for this session has a thorough knowledge of state rules and regulation related to school finance.

#### KEY MESSAGES

To help the school heads read through the rules, and get into the practice of reading and engaging with rule books.

### SESSION 4: UNDERSTANDING SCHOOL FINANCE: A PRACTICAL EXERCISE

Session 4	1600 Hrs to 1800 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Cash Book Maintenance	120	To familiarize the school heads with proper maintenance of cash books for receipts and payments

#### ACTIVITY 4.1: CASH BOOK MAINTENANCE

##### How to conduct this activity?

**Method:** Small Group hands-on exercise facilitated by an Expert

##### SUGGESTED STEPS

- **Background to the activity:** This session is a hand-on exercise in small groups on maintaining cash book entries on receipts and payments. A handout of cash book register has been attached as a resource [*Handout on Cash Book page (D23\_S4\_4.1)*]. The facilitator can distribute few white A4 sheets to the participants in small groups for doing this exercise. On the sheet they can draw the rows and columns given in the handout. The handout can be flashed on the projector or the facilitator can draw it on the black/white board.

- The cash book can be maintained weekly, adding the receipts and payments based on the heads of grants received and expenditure incurred. The expert facilitator can give a few guidelines on filling the handout by the small groups, such as:
  - What does the ledger folio mean? [these are the pages that have the respective bills in the Bill book]
  - What do we mean by Receipts (page on the left) and Payments (page on the right)?
  - What is meant by opening and closing balance?
- Once the basics are clear to the participants, they in small groups attempt to fill the rows and columns accordingly, based on hypothetical headings of receipts and expenditure. In case



the facilitator wants to give the heads, she/he can give to each of the groups, such as scholarship disbursement, subsidy for student uniform, examination, medical bills, security and sanitation, electricity and water connection, Yoga scheme etc. The list can be endless.

- However, while working on the cash book exercise, the small groups need to clearly specify the opening balance, bill number/cheque number, expenditure and closing balance. Care needs to be taken to also show the left and the right side totals of the amount as equal, so that the amount of receipts is consistent with the amount of expenditure.
- Once the small groups have done this activity, the groups can share with each other and any

modifications, as well as queries can be addressed in the large group by the expert facilitator.

#### **NOTES FOR THE FACILITATOR**

- This exercise needs careful facilitation by an expert who has hands-on experience her/himself on finance and accounting at the school level. An expert would be able to handle queries of the participants and also be able to point pitfalls and mistakes that are commonly made during these processes.

#### **KEY MESSAGES**

- This session is based on providing the school heads with the practical efficiency that is required in handling financial issues.





## CONSOLIDATION AND DEVELOPING SCHOOL DEVELOPMENT PLAN, DAY 24

### INTRODUCTION

The last two days of capacity building of school heads would lead them to consolidate their learning over the last 23 days, and, together, visualize 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 to develop a concrete, realistic futuristic plan for the school in the renewed role of the School Leader working towards school transformation. The two days are designed in such a way that the school heads take the help of peers and through group discussions, dialogues and brainstorming use their experiences and knowledge to develop step wise solutions to their own schools challenges and issues. The peer group discussions helps develop powerful insights among the school heads to reflect and come out with a School Development Plan keeping the

context of their schools in mind.

On the 23rd day, the school heads reflect on what they have learnt in the last few days and demonstrate their understanding of a ‘transformed’ school. 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.

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 also plan with the school heads 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.



### AN OVERVIEW OF THE DAY

Day 24		
Session	Name	Duration
1	Consolidation of learning	90 minutes
2	Creating school development plan based on any 1 school's profile	90 minutes
3	Presenting SDPs and peer review	120 minutes
4	Developing criteria of a good SDP	60 minutes

### SESSION 1: CONSOLIDATION OF LEARNING

Session 1	0930-1015 hrs	
Activities	Duration (Mins.)	Expected Outcome
Recap of 23 days : Playing a Photo story	25	Reviewing last 23 days experiences
Group Reflection & sharing		
Individual Reflection	20	Are able to articulate individual learning of each key area

#### ACTIVITY 1.1:

#### RECAP OF THE LAST 23 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 certain sessions covered on each day, putting titles, wherever necessary.) This helps the participants to trace back and remember the

moments during the workshop and refresh the memory in a more experiential way. It also helps create an ambience of 'consolidation' along with fun. The photo story also helps bring about a sense of belonging amongst the group in their 23 days' journey together.

**Group Reflection Tool:** Participants form seven groups of 5/6 members each. These seven groups take up one key area each. The groups are required to reflect on the activities and key messages of the particular key area that they have chosen. They can also look at their individual notes (debrief of sessions) for deriving the learning. The individual groups can either work on the charts







provided or, if they have access to computers, they could create colorful 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 try and exemplify the 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.

**Individual Reflection steps:** After group discussion, each of the participants will involve in self reflection. The participants could put down on paper "My learning in the last 23 days!" This piece of writing must include their personal reflections on each key area.

### REFLECTIVE QUESTIONS

- What are the key learnings that you can recall quickly in the last 23 days?
- For each day, can you try to recall one new idea/ take away that struck you?

### NOTES FOR THE FACILITATOR

You could entrust somebody to capture the photos of the participants from day one. Then by the end of 23 days it would be easy for you to put them all together. Over the last 23 days, if you have a camera easily available, 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 it is suggested not to spend much time on 'agreeing' on a certain learning.

## SESSION 2: CREATING SCHOOL DEVELOPMENT PLANS BASED ON ANY 1 SCHOOL'S PROFILE

Session 2	1030-1300 hrs	
Activities	Duration (Mins.)	Expected Outcome
Forming groups, ideating and Group work on developing SDPs	150	The school heads think together, as a peer community, on their idea of a 'transformed' school and create a School Development Plan taking the context of 1 school into consideration with all its challenges and issues

### 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. The activity can be guided by *Module on SDP (D24\_S2\_2.1)*.

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 school heads sit together and visualize what their schools will look like, when transformed. The participants are also encouraged to cover aspects of 'How they can bring about the change in their school' through





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 learning evolved in the 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 chooses one school belonging to a group member and discusses about how to transform this particular school. The question to be asked here is ‘Once transformed how would the school look like? To do this activity, it is suggested that the group could use the filled in school profile that is part of preparatory exercise.

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:

- A vision for the school that they have developed during the first days of the workshop
- Understand and analyse the challenges of this one school and how to solve them.

## REFLECTIVE QUESTIONS

- For each of the concern, what would be your transformative agenda (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 23 days, in relation to the problem at hand)
- How would you track the progress of the implemented strategy? List down 3-4 steps
- Who are the stakeholders whose help you will seek? What are the resources that you would need?

## NOTES FOR THE FACILITATOR

- 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 documented and given to participants for their use
- It is recommended that the profile of the school that the group picks should belong to one of the group members so that they engage in fruitful discussion on how to bring about the change.

## KEY MESSAGES

- The SDP must highlight where you want the school to reach and equally highlight how you are planning to reach there.

## SESSION 3: PRESENTATION OF SDP& PEER REVIEW

Session 3	1400 Hrs to 1630 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Presenting SDPs and Peer Review	120	Sharing the SDP prepared by each group and generating feedback on each SDP





### 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 group's presentation, the facilitator engages in a discussion where the other groups are asked to provide their feedback on the presentation. The comments have to include one pointer that 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

- Is this plan realistic? Do you think this plan would work? Why or why not?

- What should be the characteristics of a good SDP?
- What is the picture of the ideal school that seems to be emerging? (If there are pointers that has come up that was not covered in the 7 key areas, then those points could be documented separately)

#### NOTES FOR THE FACILITATOR

- Keep in mind that the discussions does not turn into a critique session but turns out to be more constructive with each participant learning from the others work.
- You can keep noting the points emerging out of the discussion under each key area on the board, This list of ideas would help in arriving at a common understanding of a transformed school.

#### KEY MESSAGES

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

### SESSION 4: DEVELOPING CRITERIA OF A 'GOOD' SDP

Session 4	1615 Hrs to 1715 Hrs	
Activities	Duration (Mins.)	Expected Outcome
To enable the School Heads to develop a realistic SDP	60	Developing a criteria for a 'good' school development plan

### ACTIVITY 4.1: CRITERIA FOR SCHOOL DEVELOPMENT PLAN - TRANSLATING 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, they can present the SDP, clearly detailing the challenges and possible solutions. While one group is presenting, the participants who are observing, have to take notes. Participants need to evaluate the school development plan (that is being presented) on:

- Strengths and weaknesses in the plan?
- Are the goals articulated in the plan aligning





with the proposed vision of the school?

- Are 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 constitutes the SDP and writes them on the board. The participants take time and review the criteria developed by group on what constitutes a 'good' school development plan. The participants could further enrich the criteria developed by adding additional points which they think is important.

## CONSOLIDATION AND DEVELOPING SCHOOL DEVELOPMENT PLAN, DAY 25

### AN OVERVIEW OF THE DAY

Day 25		
Session	Name	Duration
1	School Development Plan for my school	90 minutes
2	Discussing Way Forward	120 minutes
3	Debrief and Feedback of the Workshop	90 minutes
4	Closure	60 minutes

### SESSION 1: SCHOOL DEVELOPMENT PLAN FOR MY SCHOOL

Session 1	0930-1130 hrs	
Activities	Duration (Mins.)	Expected Outcome
Develop the School Development Plan specifically for their school	90	Develop individual school development plans for their school

#### 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 24 days while they design the SDP for their school; their daily reflection diaries/ notepads (written on each day); their school





profile Preparatory activity where they have discussed their specific school context and school related challenges. The SDP developed by each participant would serve as a tool for Review and feedback workshops when the school heads return to the parent organization to share their experiments.

- At the end of the session, the participants 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 can be returned to the participants.

### NOTES FOR THE FACILITATOR

While the participants work on their SDP, the facilitator needs to be available to help the participants arrive at the SDP.

- It is suggested that the participants also mention in the SDP, the practicum/innovation projects they'd like to take up in their schools. They could enumerate this along with the timelines accorded.

### KEY MESSAGES

- The main intention of doing this activity is to put in actionable words- What is your strategy to put your ideas into action?

## SESSION 2: DISCUSSING WAY FORWARD

Session 2	1200 Hrs to 1400 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Way forward	90	The participants gain a perspective on what is the plan of action post the One month Certificate Course on school leadership and Management  Understand how to create and work as a Professional Learning Community (PLC)

### ACTIVITY 2.1: WAY FORWARD

#### How to conduct the activity?

**Method:** Powerpoint Presentation (D25\_S2\_2.1\_One year engagement)

#### SUGGESTED STEPS

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

The facilitator spends time explaining the rationale

and objective for each intervention spread over the One year in the form of review and feedback meetings, onsite support etc. The time period allotted for each intervention is also explained.

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 the questions simultaneously or after the presentation.

### NOTES FOR THE FACILITATOR

- Each intervention in the form of review and feedback workshops needs to be explained in details with respect to its rationale and output.







If the discussion leads to discussions on strategies to operationalising them, then the same is encouraged. The facilitator enables the school heads to build PLCs. Encourage 3-4 geographically close to each other to come together fortnightly, meet and discuss issues and challenges and best practices. This way PLCs could be formed.

- Once these PLCs are formed with 3/4 school heads each, we could design action points for them, and then explain how they could take the

plan ahead as a group in terms of review and feedback, onsite support etc.

#### KEY MESSAGES

- The one month course is deliberately designed not to be a one-time/one shot engagement
- It is always the accompanying support mechanism that enables the school heads to develop capacities to sustain continuous growth of one self and the school for School transformation.

### SESSION 3: DEBRIEF AND FEEDBACK OF THE WORKSHOP

Session3	1500Hrs to 1630 Hrs	
Activities	Duration (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 the workshop	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 is shared by each participants on the workshop

#### ACTIVITY 3.1: CONSOLIDATION

##### How to conduct the activity?

**Method:** Playing a video- 'The power of One' (D25\_S3\_3.1\_The power of One\_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. The facilitator need not discuss the video as it may have been interpreted by the participants differently. Yet the facilitator can emphasize that whatever message the participants

have derived, let it remain with them throughout their professional journey.

#### ACTIVITY 3.2: FEEDBACK

##### How to conduct the activity?

**Method:** Individual exercise followed by sharing and closure

##### SUGGESTED STEPS

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





denote three different aspects on which the feedback has been sought:

- **Color 1 (Eg. Blue):** This seeks from the 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 for the participants.
- **Color 3 (Eg. Green):** This seeks the feedback from the participants on the facilitators who undertook the session and also on the relevance of content that was offered during the course.

Once the participants have completed the forms, they are then asked to take a few minutes and reflect on the following two questions. The answers could further be presented within the larger group.

#### REFLECTIVE QUESTIONS

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

#### NOTES FOR THE FACILITATOR

- Purposeful suggestions can be encouraged.

### SESSION 4: CLOSURE

Session 4	1645 Hrs to 1715 Hrs	
Activities	Duration (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.



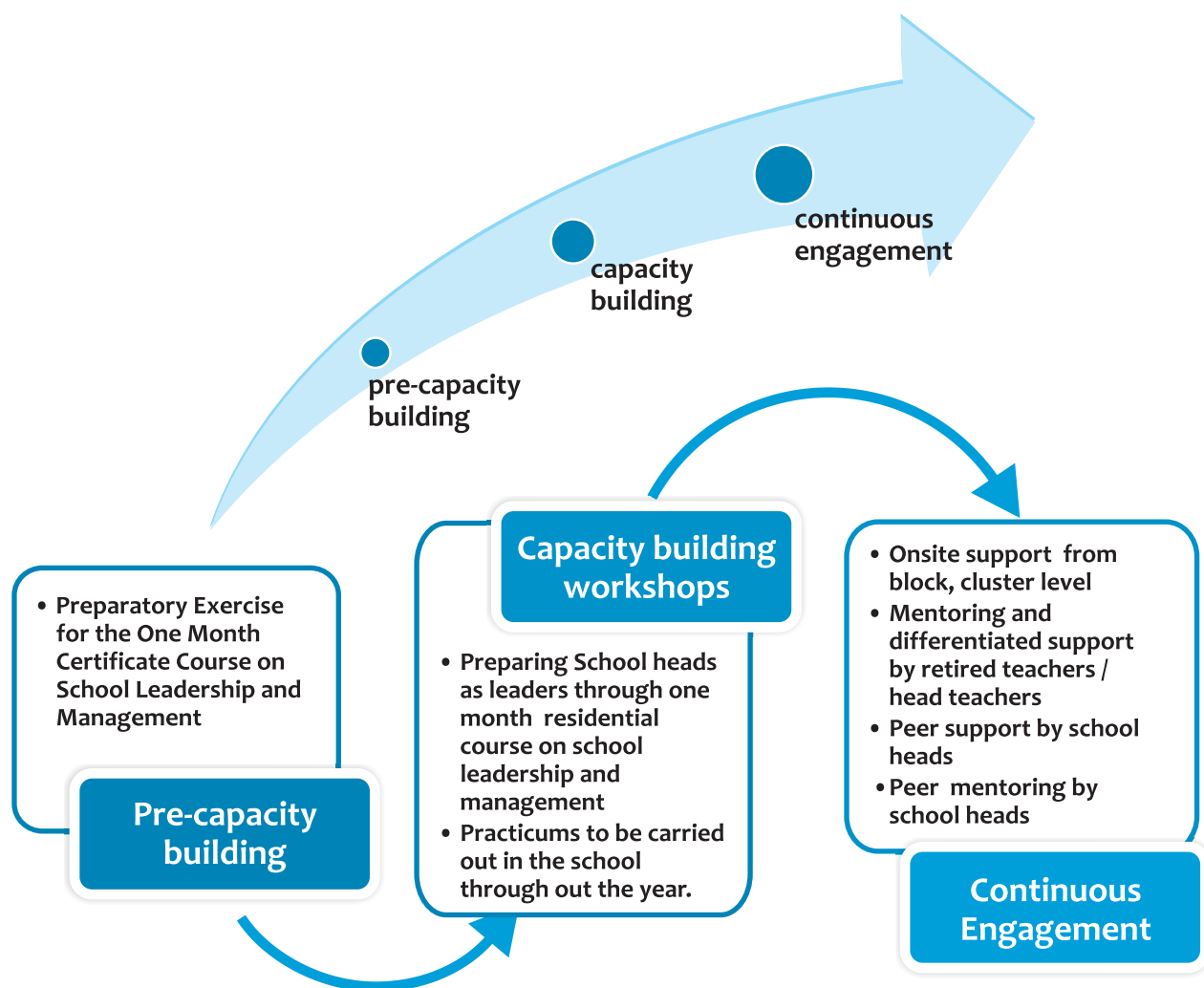
## ONE YEAR ENGAGEMENT WITH SCHOOL HEADS

### INTRODUCTION

The engagement after the One Month Course on School Leadership and Management is being seen as a creative space seeking to continue the dialogue that has been initiated during the programme. Unlike the process followed during the programme where the interaction with the school heads was face to face, the continuous engagement post the One Month face to face programme is conceived in

such way that support to school heads is provided through review feedback mechanisms and onsite support. It is assumed that this time is the most testing time in the learning curve of the school head – the time when they are attempting to bring about changes in their schools.

The post capacity building engagement starts immediately after the One Month Course and continues for one year.





## 1. Meaning of Continuous Engagement

After the One Month Certificate Course on School Leadership and Management, either conducted by NCSL or by State Resource Groups in states, the school heads will undergo Review and Feedback workshops at various intervals according to the timelines. The state would need to arrive at timelines for conducting the review and feedback workshops and also arrange for the mechanisms for the onsite support of the school heads during the one year engagement.

## 2. Objective

The objective of the Review and Feedback workshop would be to create opportunity to review one's work, get an exposure to what peers are doing and feel inspired and learn from them. Review and Feedback Workshops would also provide an opportunity to the heads of schools to share the challenges in implementing the learning derived from the One Month Course.

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 eight to ten 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 should be 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 among the school heads.

The advantage of such a community is that the school heads need not depend on the external orders/demands (such as trainings designed and delivered by the govt. institutions) to function, and secondly, PLCs function as a support mechanism for School Heads, who feel stuck at the time of trying something new in their school. PLCs can help school heads get first hand experiential knowledge from their peers on how they have resolved or tried to resolve their problem.

## 3. Steps in the Creation of Professional Learning Community

- School heads would meet during the One Month Course on school leadership and management.



- 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 engage in sharing 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) from neighbouring schools also could meet and discuss their experiences.

#### **4. 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 One month

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 Review and Feedback Workshop, the school heads would again go to their respective schools and try out new 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 Review and Feedback Workshop, the participants would get onsite support from the SRG members and finally assemble for the final retreat (12th month).







## 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	One month course	Provide On-site support		Review & feedback workshop #1	Provide On-site support			Review & feedback workshop #2	Peer visits			Retreat
Duration	25 days	At least once in 2 months		2 days	Twice in 3 months			2 days	2 visits in PLC's school per School Head			2 days
Facilitator	NCSL/SRG	Designed & led by NCSL & SRG		2 days	SRG			Designed & led by SRG	School Heads themselves			Designed & led by NCSL & SRG
Objective		To support the School Heads as they carry out the trans-formative agenda in their schools			To support the School Heads as they carry the out the transformative agenda in their schools				The School Heads initiate peer-learning through formation of PLC			To Celebrate success and learn from each other's journey on how they initiated changes in their schools
Outcome	Capacity building of School Heads	(1) Hand-holding the School Heads as they attempt to transform their schools. (2)Exhibit the competency of Reflective Practice as a School Head. (3)Create opportunities for SRGs to perform a greater role for ownership building (4)To initiate peer-learning processes leading to formation of PLCs.							The school heads are confident of leading and managing change initiatives and to sustain them. They are also confident of sustaining system of peer learning through PLCs.			



## 5. Alternate Models for providing Onsite Support

### Model 1: Onsite support from Block and Cluster levels to schools

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

Regular weekly visits to schools and monthly meetings at the block/cluster level.

Conducting monthly 2 day meetings focusing exclusively on school transformation and role of school heads in it. Create professional learning communities which will provide subject expertise and also offer pedagogical support to the teachers and school heads

### Model 2: Peer Support by School Heads

Conduct peer interaction among School heads within the cluster to discuss and share with each other about their school's experience, issues, etc. This could 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 that 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 share new knowledge. They could meet once in 15 or 20 days. Eventually, these school heads, 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

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.

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

## 6. Suggested Schedule 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 reflection and the experiences of peers. For this, the following design has been worked out:





Day-1			
Session	Name	Duration	Expected outcome
Session-1	Welcome and Introduction	9.30-10 am	Participants get to know each other
Session-2	The SRGs present a brief review of the school leadership programme, the importance of the review workshops and their observations during onsite support/mentoring	10-11.30 am	Discussion on the status of the leadership programme in the block/cluster and review of the same
Session-3	School Heads discuss their transformative agenda- their specific plan for change, how the plan has materialized; their achievements and challenges	11.30 am-1 pm 2-4 pm	Discussion and review of school heads' transformative agenda
Session-4	Consolidation	4-5 pm	Facilitators document the best practices and challenges faced by the school heads
Day-2			
Session-1	SRGs discuss the importance of PLCs and enable formation of PLCs within the group	9.30-11 am	Formation of PLCs
Session-2	Re-discussion on the challenges and solving the issues and challenges in groups–	11.30 am- 1 pm	Emphasis on problem solving as a team enterprise and derive solutions for school heads' issues and challenges
Session-3	Taking forward best practices- Documentation and dissemination	2-4 pm	Develop strategies on how to disseminate best practices within the block/cluster
Session-4	School Heads create a revised action plan for the next 3 months and develop action plan for the renewed networking with the PLCs followed by consolidation	4-5 pm	Revised plan of action and strategy for the future.



## 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 Resource Book for the One month Course on School Leadership and Management 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 a 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 Resource Book 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 Resource Book 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 Resource Book acts as a practical guide for delivery of the One month 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 and process based learning resources based on the seven key areas in the curriculum. The Resource Book 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 Resource Book 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 Resource Book, 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.





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# 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.





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