



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



School Leadership Development

for

PM SHRI

PM ScHools for Rising India





Page no.

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LEADING A PMSHRI SCHOOL

A PMSHRI School Leader is committed to provide high quality education to all, that is *equitable, inclusive* and *joyful*, focussing on diverse learning needs of children and enhancing their unique capabilities

Areas of Intervention in a PMSHRI School for whole-school development

- 01 Early Childhood Care and Education |
- 02 Gender and Equity |
- 03 21st century skill-based education |
- 04 Access and Retention |
- 05 Foundational Literacy and Numeracy |
- 06 Strengthening of Teacher Education |
- 07 RTE Entitlements |
- 08 Quality and Innovation |
- 09 Inclusive Education |
- 10 Vocational Education |
- 11 Lifestyle for Environment |



SCHOOL LEADERSHIP: KEY CONCEPTS

An effective and influential school leader of a PMSHRI school needs to be well-versed with a number of application based concepts such as



Competencies

Pedagogical



Collaboration

Communication



Professional Development

Leadership



Mindset

Learning Culture



Para 5.16 – “School Principals and school complex leaders will have similar modular leadership/management workshops and online development opportunities and platforms to continuously improve their own leadership and management skills, and so that they too may share best practices with each other. Such leaders will also be expected to participate in 50 hours or more of CPD modules per year, covering leadership and management, as well as content and pedagogy with a focus on preparing and implementing pedagogical plans based on competency-based education.”

- National Education Policy, 2020



DEFINING SCHOOL LEADERSHIP

Leadership is a process of exercising influence to bring positive changes in self, other stakeholders and existing circumstances of the school.

To understand this idea at the level of practice, let us watch this video link

<https://www.youtube.com/watch?v=c9L3ReT7UuQ>



Reflective Questions based on the video

1. How did you feel while watching this video?
2. How is 'action' a key determinant in leading any initiative?
3. What inferences can you draw from the video for practicing leadership in the school context?
4. What do you understand by collaborative leadership?



Activity

Define school leadership based on your personal and professional experience.

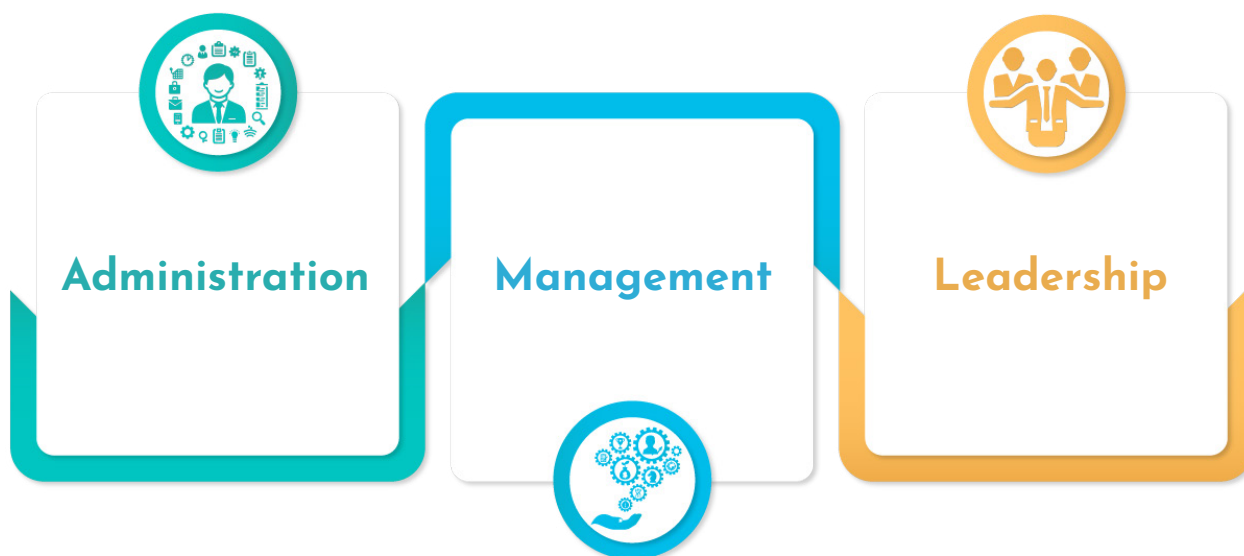


Key Message

As a PMSHRI School leader, you need to be a leader by action in addition to being a leader by position



LANDSCAPING THE ROLES AND RESPONSIBILITIES OF PMSHRI SCHOOL LEADER



- > Adherence to rules and regulations
- > Drafting equitable policies for admission and participation of students
- > Upkeep of files and records
- > Financial administration
- > Planning and execution in the ambit of rules
- > Sharing important information with all the stakeholders
- > Managing tasks and day-to-day processes
- > Resource allocation and optimum utilization
- > Ensuring communication network with stakeholders
- > Managing Teams
- > Organization of events such as *baal mela, rozgar mela*, annual sports day, felicitation functions, green exhibition, science fairs etc
- > Vision as spotlight
- > Motivating colleagues, teachers, students and community
- > Seeking collaboration of all stakeholders
- > Continuous professional development of Self and Teachers
- > Leading pedagogical processes and innovations
- > Academic Supervision
- > Reviewing progress and course correction
- > Leading whole-school improvement



A great leader is one who does not create followers but inspires others to lead

- Rabindranath Tagore



SCHOOL LEADERSHIP AND COMPETENCY DEVELOPMENT: A NECESSARY LINK

A competency is a combination of necessary knowledge, skills, attitudes, behaviours and value associated with a particular domain.

A school leader exhibits these competencies to influence school structures and processes to lead positive changes.

A school culture which exhibits a complex play of competency development in both adults and students, contributes to higher order knowledge exchange, skill development, improved well-being and enhanced learning outcomes of students.

As adult learners progressing on the journey of practice-reflection-action, a school leader is expected to develop a number of competencies to execute various roles and responsibilities.

School leaders need to develop multiple competencies in their career progression.

Leader competencies are then demonstrated through behaviours and actions, having a positive influence on professional development of teachers and student learning.



Leadership is not about ruling over people, but about enlightening them

- Dr. Sarvepalli Radhakrishnan



COMPETENCY DEVELOPMENT: RATING SCALE

This is a simple rating scale that can help you assess your standing as a School Leader across various Competencies. You may tick the appropriate column, where you see yourself currently, and work towards improving your competency level. In the rating scheme, 1 is the lowest and 5 is the highest.

Key Adult Competencies	1	2	3	4	5
Physical and Mental					
Socio-emotional					
Reflection					
Communication					
Growth Mindset					
Grit					
Motivating Others					
Collaboration					
Coaching					
Mentoring					
Demonstration					
Role Modelling					
Prioritization					
Adaptability					
Multi-skill					
Supervision					
Counselling					
Conflict Resolution					
Digital Fluency					
Problem Solving					
Innovation					
Decision Making					
Resilience					



Leadership is a choice, not a position

- Stephen Covey



HOW WILL YOU DEVELOP THESE COMPETENCIES AS A SCHOOL LEADER?

Think and reflect upon strategies....

Key Adult Competencies	How can I develop these competencies in my self?	What opportunities can I provide to teachers so that they develop as teacher leaders with improved professional practice?	What opportunities can I create for students so that they develop as student leaders engaged in learning and development?
Physical and Mental			
Socio-emotional			
Reflection			
Communication			
Growth Mindset			
Grit			
Motivating Others			
Collaboration			
Coaching			
Mentoring			
Demonstration			
Role Modelling			
Prioritization			
Adaptability			
Multi-skill			
Supervision			
Counselling			
Conflict Resolution			
Digital Fluency			
Problem Solving			
Innovation			
Decision Making			
Resilience			



A true leader leads by example, not by force

- Sri Ramakrishna Paramahansa



LET'S DISCUSS A FEW KEY COMPETENCIES



RESILIENCE

the ability to successfully address setbacks in the face of adversity at the same time maintaining positivity, fortitude and well-being



DEMONSTRATION

is a practical exhibition of how a particular behaviour, action or belief works, with the aim of building human capacities



MINDSET

a set of beliefs that shape how one makes sense of the world around them and themselves



GRIT

the ability to be passionate and show perseverance towards a goal for a long time despite being confronted by various obstacles



COMMUNICATION

the ability to express oneself and function with others through verbal, non-verbal, written and active listening methods



ADAPTABILITY

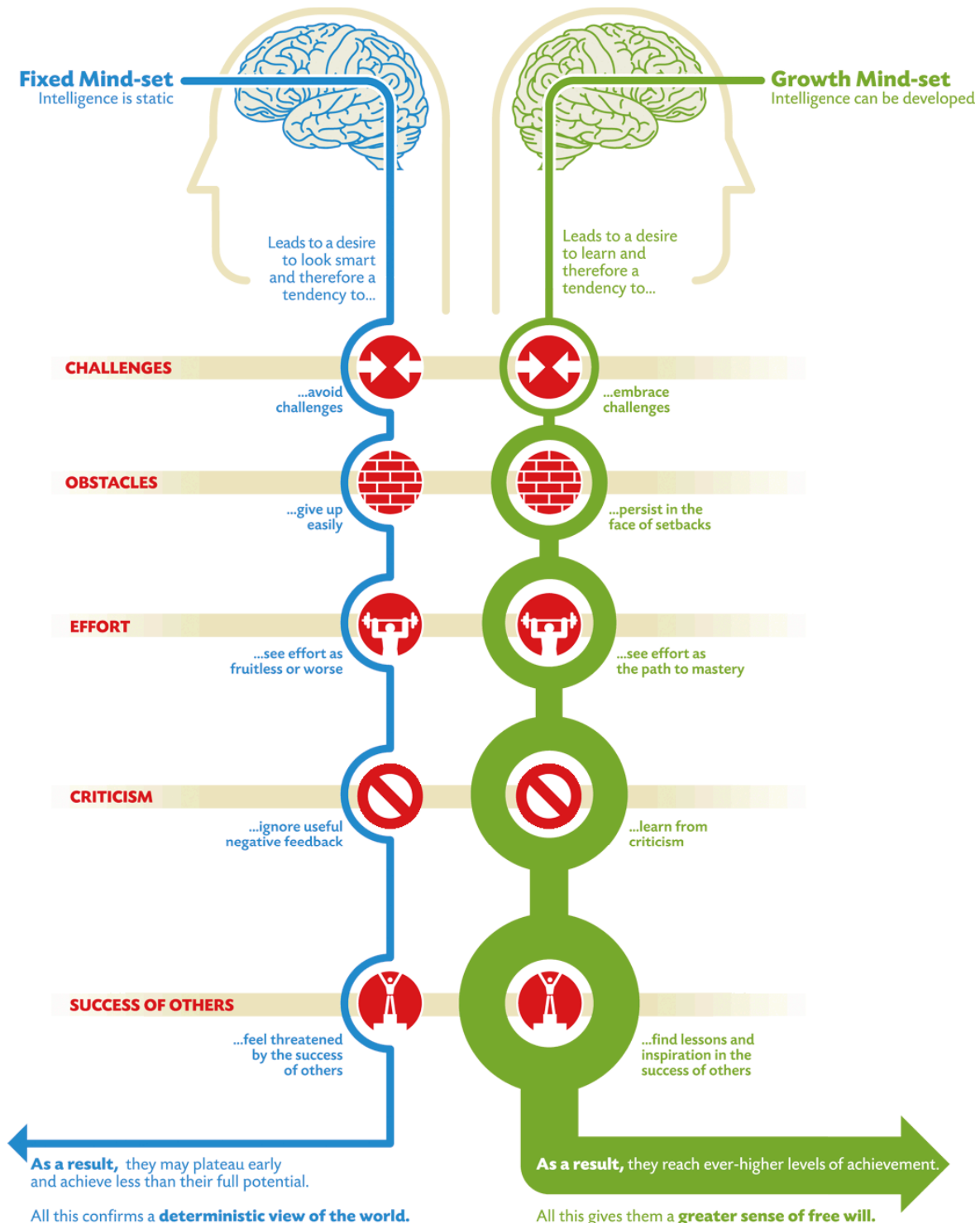
the willingness to change in order to adjust; to be capable in overturning adversity into advantage





GROWTH MINDSET

An outstanding research by Dr Carol S. Dweck on the impact of mindsets on an individual's performance and approach to learning, brought forth interesting facts. Her study focussed on how an adult or a student 'fixed' on performance and success relied more on innate abilities, whereas an adult or a student with a learning goal pursued interesting and challenging tasks in order to learn more, and surprisingly overcame failures in life and academics.



Source: <https://www.mindsetworks.com/science/Impact>

ACTIVITY

Given below are a set of statements that signify fixed and growth mindset. You may like to go through them closely and categorize the statements in the Table below:

- | | |
|--|--|
| 1. Intelligence and creative abilities are 'static' | 11. Success is about establishing superiority |
| 2. Seeking help and guidance is a measure of unintelligence | 12. "Smart" people (adults/children) do not make any mistakes |
| 3. Children are labelled as "smart" or "slow learner" | 13. "hard working" people (adults/children) are more successful in the long-term |
| 4. Happiness is associated with challenging tasks | 14. Effort is a cherished value |
| 5. Thrive on challenges | 15. Success is when adults and children work hard to become their best |
| 6. See failure as an opportunity to grow | 16. True potential is static |
| 7. Constantly feeling that one does not know anything | 17. Fear risk |
| 8. Intrinsic abilities can be cultivated and honed further through efforts | 18. Seeking approval for existing abilities |
| 9. Passion for learning | 19. True potential can be expanded through passion, toil and persevearance |
| 10. Accepting challenges as an opportunity | 20. Failure is the end |

Fixed Mindset

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Growth Mindset

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The strength of a leader lies in his character, not in his position

- Pt. Madan Mohan Malaviya



Key Message

As a PMSHRI School leader, you must develop a growth mindset in self and motivate others to develop the same.



GRIT

Dr Angela Lee Duckworth explores the competency of grit in this TED talk. Listen to this video and draw inferences:



Source: <https://www.youtube.com/watch?v=H14bBuluwB8>

Reflective Questions

1. What are the determinants to success of students?
2. What keeps the teachers motivated?
3. How do I build a solid work ethic for teachers and students in my school?
4. What impacts learning outcomes of students?

Implications for School Leaders

- Discuss with teachers and students on strategies to draw intrinsic motivation while engaging with tasks!
- It is not innate intelligence but Grit, Passion and Perseverance that are significant predictors of success, hence ingrain these values in students!
- The brain grows in response to new challenges, hence motivate teachers and students to face new challenges and create exciting opportunities to learn!
- Failure is not a permanent condition, hence encourage students to embrace failures, learn from them and expand their horizon!
- Develop a growth mindset in teachers and students!



A leader must always be connected to the grassroots and understand the people's needs

- Pt. Deendayal Upadhyay



MODELS ON SCHOOL LEADERSHIP IN THE CONTEXT OF LEARNING

Instructional Leadership

emphasized largely on the role of a school leader in influencing the teaching-learning processes of the school, with exclusive focus on management of curricular areas and defining instructional goals for student learning.

Leadership for Learning

is a comprehensive model that includes leadership values, teacher professional development, understanding of the school context and networking as critical to fostering a school's transformation; emphasizes on every stakeholder being a lifelong 'learner'.

Pedagogical Leadership

is based on the premise that the school leader and teachers are a knower and practitioner of pedagogical processes that build student competencies. The school leader facilitates teacher professional development, fosters a positive school culture and optimize learning opportunities for students.



Arise, awake, and stop not until the goal is reached

- Swami Vivekananda



PEDAGOGICAL LEADERSHIP

Pedagogical leadership refers to the competencies developed by a school leader to create a learner-centred school culture through deep understanding and application of various pedagogies.

- Develops a vision for the school that centres around innovative pedagogical interventions aimed at enhancing student competencies
- Facilitates teacher professional development
- Develops teachers as reflective practitioners so that they engage in informed teacher practice
- Fosters positive school culture that focuses on 'learning'
- Optimizes learning opportunities for both teachers and students
- Develops and implements pedagogical plans with teachers for personalized learning of students





STRATEGIES FOR TEACHER PROFESSIONAL DEVELOPMENT

- Peer discussion among teachers
- Observation visits to classrooms and other schools
 - Participation in a network of teachers formed specifically for the professional development of teachers such as the professional learning communities
- Individual or collaborative research on a topic of professional interest
 - Mentoring and coaching
 - Learning techniques of reflective practice
- Action Research
 - Participating and presenting in conferences or seminars
- Using student learning data for improving teaching practice
 - Upgrading digital competencies

What other strategies of teacher professional development can you think of?

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LEADER ACTIONS FOR IMPLEMENTING GENERIC PEDAGOGIES

Leadership Competencies imbibed and practiced by the School Leader become a feeder ground for Teachers who are motivated to develop themselves. Further, competent school leaders are continuously building up a vast repertoire of knowledge, skills, attitudes and value frameworks to create a conducive learning culture for students to flourish and become their best self.

- » **What competencies would you like your students to develop?**
- » **What kind of mindsets you want to see your teachers and students practice?**
- » **How will you motivate teachers and students to practice grit and perseverance?**

One of the most important role of a PMSHRI School Leader is that of an Academic Supervisor who closely examines pedagogical processes 'in action' in the school, across grades and across subject-based transactions. When pedagogical processes are learner-centred and aim at holistic development, chances are very high that students progress faster on competency-levels and learning outcomes. Here's a Table that can act as a checklist for a Pedagogical Leader to oversee the application of various generic pedagogies in and out of classrooms; the corresponding processes initiated by teachers and the competencies gained and exhibited by the students.

Pedagogies	Processes	What competencies are gained by students?
Fostering Participation	<ul style="list-style-type: none"> • Open discussion • Questioning • Peer group • Developing connection between concepts and across subjects • Encouraging student voice • Students as creators of content • Encouraging enquiry-based group learning 	<ul style="list-style-type: none"> • Confidence • Articulation • Autonomy to create • Metacognition
Personalized Learning	<ul style="list-style-type: none"> • Individual engaging with knowledge, problemposing • Fear free expression • Dialogue with teacher • Encourage to learn on their own • Learner-driven • Designing creative learning activities • Using spaces outside the school 	<ul style="list-style-type: none"> • Sense of wonder • Curiosity • Autonomy to learn, fail and then re-learn



Project and Problem-based (alternative timetabling can be scheduled)	<ul style="list-style-type: none"> • Problem-posing based on real-life contexts and designing collaborative solutions • Project outcomes tied to curriculum goals • Not confined to single space or single source 	<ul style="list-style-type: none"> • Questioning and critiques • Critical thinking • Reasoning • Learner investigation • Autonomy to design • Presentation skills
Collaboration and communication	<ul style="list-style-type: none"> • Enquiry-based • Design-based 	<ul style="list-style-type: none"> • E-drafting • Critique • Exhibition/presentation
Engage and motivate learners	<ul style="list-style-type: none"> • Develop the interest of the learners • Maintain involvement • Encourage diverse settings and inclusion • Encourage confidence 	<ul style="list-style-type: none"> • Social responsibility • Cross-cultural sensitivity • Meaning and purpose • Emotional intelligence
Cultivate creativity and Innovation	<ul style="list-style-type: none"> • Social endeavour • Generate ideas together 	<ul style="list-style-type: none"> • Ideation • Novelty • Social responsibility

Source: Adapted from UNESCO.2021.Reimagining Our Futures Together- A New Social Contract for Education. <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

DEVELOPING A LEARNING CULTURE IN SCHOOL





LEADERSHIP PATHWAYS FOR CONTINUOUS PROFESSIONAL DEVELOPMENT OF SCHOOL LEADERS

The National Centre for School Leadership, NIEPA defines leadership pathways as a learning trajectory of School Principals to begin their journey towards professional development and learning. School leaders can choose one or more leadership pathways to strengthen their professional practice of leadership. Five of these are given below:

- Recognizing and Understanding the Context of the school and the people/stakeholders
- Acquiring know-how and skills
- Self-directed learning
- Peer networking and professional learning communities
- Preparing next generation leaders



To know more about this, read the following

Source: <http://ncsl.niepa.ac.in/document/module%201.pdf>



True leadership is not about control, but about awakening freedom and clarity in people

- Jiddu Krishnamurti



SCHOOL LEADERSHIP DEVELOPMENT: SEVEN CURRICULAR AREAS

The National Programme Design and Curriculum Framework on School Leadership Development outlines seven key areas (NCSL 2015). These key areas with clearly defined objectives and content areas equip the school leaders to initiate and lead changes for whole-school development.



Source: http://ncsl.niepa.ac.in/materials/english_national_pdcfsld.pdf



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Assess Yourself

Click on the Link to attempt the Quiz

<https://forms.gle/Ug6nGg3WpFg687k6A>

Scan the QR Code to attempt the Quiz



Click on the Link for Power Point Presentations

<https://drive.google.com/drive/folders/1wnpml3rjZO3ZMELWzdw1ehxXZh6dRbY4>

Scan the QR Code for Power Point Presentations



