



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



NISHTHA 1.0

SCHOOL LEADERSHIP: CONCEPTS & APPLICATIONS

Self Instructional Course For School Heads
and Teachers of Elementary Schools





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Introduction

National Initiative for School Heads' and Teachers Holistic Advancement (NISHTHA) has been conceptualized as a holistic capacity development programme for school heads and teachers of the government education system in India to enable them to transform their schools and emerge as change agents for improving quality in schools. NISHTHA also envisages active support of all stakeholders – students, teachers, school heads, parents, community and system level functionaries to collaboratively think, design and implement positive changes in their school, while at the same time understand mutual expectations and challenges. The purpose of NISHTHA is to improve student learning and student learning outcomes.

In the online medium, NISHTHA has been conceptualized in three phases – NISHTHA 1.0 for School Heads and Teachers of Elementary Schools, NISHTHA 2.0 – for School heads and Teachers of Secondary Schools and NISHTHA 3.0 – for Foundational Literacy and Numeracy.

This Course on **School Leadership: Concepts and Applications** has been developed by National Centre for School Leadership, NIEPA with the prime focus of enabling School Heads and Teachers of Elementary schools to take a prominent role in leading the school with a focused vision of improving quality of school and enhance students' learning and learning outcomes. This Course appears as No.13 in NISHTHA 1.0 as uploaded on DIKSHA portal.

The Course helps build a comprehensive understanding of the concept of leadership in the context of the school and in the context of the education system that the school is located in. It aims at enhancing knowledge, skills and attitudes of School Heads with a focus on academic supervision and developing a learning culture in schools. The Course exhaustively discusses the concept of leader in action, multiple roles and responsibilities of a school head, academic leadership for improving student learning and creating opportunities for team learning for improving student learning outcomes.

We are thankful to Ms. Monika Bajaj, Junior Consultant, NCSL for providing academic support in the Course development.

Course 13- School Leadership: Concepts and Applications

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***Above mentioned videos are available on DIKSHA portal and National Centre for School Leadership**

Course information

Description of the Course

This Course on School Leadership helps build a comprehensive understanding of the concept of leadership in the context of school and in the context of the education system that the school is located in. This course is essentially developed for elementary head teachers/school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who are capable of leading their school towards change and transformation, with the core mandate of improving student learning.

Keywords

School leadership, teacher leadership, school leadership in crisis situation, academic leadership, student learning, learning culture in school, school development plan, NCSL, NIEPA

Course Overview

Learning Objectives of the Course (Slide Text) (13_1_Objectives)

Upon completion of Course 13, Head Teachers and Teachers would be able to:

- understand and develop a perspective on school leadership and teacher leadership with a focus on multiple roles and responsibilities of a school leader and a teacher.
- develop academic leadership for improving student learning and quality improvement in schools.
- gain knowledge, skills, and attitudes to lead the school through building a collaborative learning culture conducive for student learning.

Content Outline (slide text) (13_2_Content Outline)

- School Leadership: the Concept
- Significance of School Leadership on Student Learning
- Academic Leadership for Improving Student learning
- Developing a Learning Culture in Schools
- Preparing a Context specific School Development Plan

Introduction

School Leadership: Concepts and Applications: An Introduction(Video)
(13_3_Introduction to school leadership)

YouTube Link: <https://www.youtube.com/watch?v=dbcuiQAD4jA>

DIKSHA

Link:

https://diksha.gov.in/resources/play/content/do_31309315279920332811299



do_31309315279920332811299

School Leadership: Concepts and Applications - An Introduction -Transcript (Text)
(13_4_Introduction to school leadership_Transcript)

Nmaskar, Welcome all the School Heads and the Teachers.

We are going to discuss the School Leadership concept and application. Why we are talking about School leadership development. School leadership development has been recognized as the most important component across the globe for overall improvement of the school and students' learning. Rightly recognized by NISHTHA, the significance of the role of school leaders in bringing transformation in school which in turn will improve the learning outcomes, the concept on School Leadership has been developed.

The theme focuses on developing understanding among the school heads and teachers to take up the role of leader which implies create a vision of your school keeping in view the specific context and issues your school is faced with. Each school has its specific context, each school has a population of students, each school has a different kind of community, so you need to make vision according to your needs. For this you need to develop and lead teams of your teachers, encourage professional growth of your teachers and experiment new initiatives.

The most significant shift from the existing role that affect administrator and manager to lead the teaching learning process and be an academic leader. As child is coming to your school and bringing his/her own language, knowledge, customs and experiences you need to create a friendly and conducive environment to ensure a positive learning culture.

The theme focuses on School Leadership: the Concept; School Leadership in Crisis Situation; Significance of School Leadership on Student Learning; Academic Leadership for Improving Student learning; developing a Learning Culture in Schools and Preparing a Context specific School Development Plan.

School Leadership: Concepts and Applications

The School Development Plan needs to be based on the diagnosis of an existing situation, what kind of a problem exist in your school at the moment using data for decision making and partnering with the stakeholders in the preparation and implementation of the plan.

The theme is practitioner oriented and empowers the school heads with the knowledge, skills and attitude for taking up a leadership role. To make the theme user friendly and self-learning material, we have created simulated situations, case studies and videos besides dealing with the concept of leadership.

During this crisis situation of Covid 19, the school heads need to take up additional responsibility and please be in touch with teachers and students by using ICT and mobile phones, creating whatsapp groups. School Management Committee members may be given the responsibility of keeping you informed. Talk to teachers to develop clear learning plans.

We hope that the concept and the theme will open new vistas for your thinking process and school practices for bringing transformation in your schools.

Thank you.

Additional Reading 1 : Key Areas for School Leadership Development (Text)

(13_5_Key Areas for School Leadership Development)

Let us examine the key areas for School Leadership Development.

As a leader of the school, you need to work on all seven key areas outlined in the National Curriculum Framework on School Leadership Development. These seven key areas comprehensively address the challenges faced by a school head in context of the school. A teacher can also work on these seven key areas, however, a teacher's circle of influence is limited to a classroom (s) or the students and parents of students she interacts with, whereas a school leader's circle of influence covers all the students and teachers within the school and stakeholders outside of the school. When a school leader works on these seven key areas, the school is transformed over a period of time into a center for excellence where every child learns.



Perspective on School Leadership

This is an overarching perspective on school leadership which cuts across all the other six key areas. As a leader, you need to develop an understanding of leadership and its impact on school transformation. This key area encourages you to build a conceptual understanding of school as a place for promoting growth and development of children and as a ground for continuous experimentation and change. Understanding of this area will help you to dialogue around the leadership challenges of a school head and understand how to overcome them for achieving the transformative agenda. The key area helps you emphasise on the centrality of the child, focusing on building a vision for change and transformation that is inclusive and progressive in nature. In this capacity, you as a school leader can assess the ground realities of the school at present and develop a vision for your school along with other stakeholders. Once the vision is developed, you begin the journey of realising it with the aim of holistic development of every child through collaborative and team work.

Developing Self

The focus of this key area is to develop a positive self-concept with regard to capabilities, attitudes and values in self, teachers, staff and students. This key area focuses as to how a school leader begins self-improvement through reflection and interaction by understanding the critical role of a leader in creating scope and opportunities for continuous learning and development of self and others. In this, the leader would need to first invest in ‘self’ to demonstrate vibrant leadership. The ability for this can be developed by practicing ‘reflection’ as a way of self-learning. The belief is that by practicing action-based-reflection, the school leader becomes more empowered to lead the desired change, which develops an attitude of “Yes, I can!” when faced with a challenge and consequently, transforms the

school. Understanding of this key area will help you develop the knowledge, skills and confidence to take responsibility for school change.

Transforming Teaching-learning Process

The significance of this key area is to transform the teaching-learning processes in school as a place for exploration and creativity and making classroom processes more child-centred. This enables the school leader to understand the purpose of education and reflect on issues such as why children come to school, what must teaching learning processes be like in order to welcome and retain students towards completion of the elementary cycle and so on. This key area emphasises on the developmental needs of the children and, through various experiential learning activities, tries to develop sensitivity among the school heads to understand the needs of children. It also focuses on developing skills in the school leader towards important processes related to teaching learning, such as observation of classrooms, providing feedback to teachers and being a coach and a mentor to them. The purpose of this key area is to enable the school head to lead the process of teaching and learning in a way that each child feels unique, important and respected and is motivated to come to school every day to learn new things and share his/her experiences.

Building and Leading Teams

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 concern for 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. A school leader may start thinking on how to lead the processes for team formation, collaboration, group dynamics, conflict resolution, effective communication and at the same time create opportunities for professional development of team members.

Leading Innovations

Innovations in any organisation are seen as a potential approach to suitably resolve problems and bring about change. Not only must innovations be used to solve problems, but also be seen as opportunities to involve all people and encourage inclusive practices in the school. Innovations encourage people to take risks, enjoy thinking and act with conviction. Learning by experimenting new initiatives becomes a natural phenomena in the school. Therefore, this key area highlights that it is important to build a culture of innovations in schools for taking the lead to transform schools into learning organisations. Innovations in teaching learning and school processes can make learning joyful, not only for the child, but also for teachers, parents and the community with school transforming itself into a learning organisation.

Leading Partnerships

Children from diverse socio-economic backgrounds 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. This key area helps you in creating and building partnerships with school's local communities involving community members, parents, other school heads and system level functionaries. Partnership brings ownership of the community and parents to the school.

Leading School Administration

This key area focuses on the administrative and financial aspects of leading a school. It highlights that a school head needs to understand administrative rules and guidelines issued by the respective state governments, as well as develop an understanding of school finances, budgeting and utilisation of funds. While leading a school, management of physical and human resources is important and this area explores the various dimensions of effectively dealing with resources. This key area also becomes significant for school heads as it attempts to help them lead school transformation with informed decision-making.

These seven key areas are intertwined and provide a whole package for development of knowledge, skills and inculcating positive attitudes among the school leaders. However, in all these efforts, the child remains at the center and school leaders work towards holistic development of each child.

Additional Reading 2: School Leadership in Crisis Situation (Text) (13_6_School Leadership in Crisis Situation)

School Leadership in a crisis situation calls for additional responsibility and innovative thinking. In these difficult times of COVID 19, the schooling process has changed drastically. Face-to-face teaching-learning processes have been replaced with online mode. On one hand, students cannot come to school and on the other hand, head teachers and teachers are faced with an unprecedented challenge of engaging students in teaching-learning processes along with completing administrative tasks.

What must be the attributes of a school leader/teacher leader during a crisis situation?

- Positive attitude
- Innovative thinking
- Creative implementation plans
- Garner effective support from community members and parents
- Resilience
- Develop ICT skills – use of Google meet, zoom, Microsoft teams and other apps

Action Points for a School Leader/Teacher Leader

- Develop communication channels with students, parents and community members to understand their needs and expectations from the school.
- As a school leader collaborate with teachers with the aim of connecting with each student of the school either through phone or by word of mouth.
- Chalk out a plan of being in regular touch with teachers, students and parents.
- Orient students and parents of following health advisories.
- Provide socio-psychological support to students and parents during this time with regular assurance that teaching-learning processes would continue with same efforts.
- Identify learning goals for each class and each subject so that online teaching-learning processes can be fruitful for both students and teachers.
- Design multiple activities for children at home along with teachers, so that students engage in art, music, drama or physical activities within their home.
- Develop learning plans for students where students, their parents and grandparents are co-partners in the learning process.
- Encourage self and teachers to learn new ICT based web resources.
- Become part of webinars and other platforms for online professional development in your state or across states.
- Identify students who have no access to the internet and develop learning plans for them accordingly.
- In remote rural areas, if students do not have access to the internet, devise innovative strategies for reaching out to them. You can identify an open space in the village, where limited students can come together. While maintaining social distancing, the teacher can communicate their learning plans and expectations they have from them. Alternatively, you can make teams of older and younger students, where older students can help younger ones academically, while maintaining social distancing.
- Provide and share online resources with other school leaders and teachers.
- Make use of Swayam Prabha TV Channels, for school students like Kishore Manch, channel no. 31 and GyanVani at radio for audio programmes to make learning accessible to all teachers and students.

Think for yourself as a School Leader:

1. How will you and your team of teachers reach out to children of your school for whom technology is not accessible?
2. How can you involve different stakeholders of your school in creating and implementing a sustainable learning plan for each student of your school?

School Leadership: The Concept

School Leadership: The Concept (Video) (13_7_School Leadership_Concept)

YouTube Link: <https://www.youtube.com/watch?v=ZKxwA-kAsKs>

DIKSHA

Link:

https://diksha.gov.in/resources/play/content/do_31309315395906764811263



do_31309315395906764811263

School Leadership: The Concept - Transcript (Text)(13_8_School Leadership_Concept_Transcript)

Namaste Head Teachers and Teachers!

You are a school head or a teacher by a virtue of direct selection or promotion. In this capacity, of a head teacher or a teacher, you are also a leader. We all know that head teachers work within the boundaries of norms, rules and regulations, i.e. within administrative boundaries.

However, there are certain times when it is required to take that extra initiative remaining within administrative boundaries. Do we have the motivation, interest, initiative to take actions that we are called to take in normal and difficult circumstances?

Do we have the sensitivity in behaviours and actions to go that extra mile?

Let us understand this with an example.

If you are a mere leader by position, you would act as an administrator or a manager. Your role would be to see that the school is running smoothly, conduct regular school rounds, maintain administrative and financial files and accounts, engage selectively with teachers, focus on only those students who are academically doing well. You might be going for quick fix solutions for all the routine or extraordinary challenges that you are facing in your school.

If you are a leader by action, i.e. in addition to being a leader by position, you would feel self-confident and take initiatives even beyond the requirements of existing administrative and managerial functions. As a leader by action, you will have the requisite knowledge, skills and attitude to effectively diagnose the current situation of your school on the following parameters:

- Infrastructure
- Resource availability
- Teacher efficacy
- Levels of student learning
- Understanding students' learning needs, their background, their strengths
- Understanding the characteristics of the community and the parents that your school is catering to.

This would give you a comprehensive understanding of where your school is at present and where you want to take it to be able to provide equitable and quality education to each and every child. With this aim, you as a leader by action would create a common vision for your school along with all the stakeholders.

Let us recapitulate the basic attributes of a leader by action?

1. A leader by action is able to take-Initiative
2. Self-motivation
3. Motivates others-Teachers, Students, Parents, Community
4. Self-confidence
5. Empathy towards teachers, students and other stakeholders

Beginning on this journey of becoming a teacher leader/school leader requires determination, courage, grit, passion and sustainable perseverance.

One way to proceed on this journey is to assess the three components of knowledge, skills and attitudes in yourself that are relevant for becoming an effective school leader with the aim of providing quality education. Some of the areas for expanding your Knowledge could be gaining in depth understanding of administrative and financial rules, and understanding concepts and applications of pedagogical – content knowledge. Areas related to skills could be developing communication, decision making, problem solving and ICT. Out of the three, the most important is to develop new attitudes that make you a proactive leader, such as becoming positive, taking initiative, having a collaborative attitude, believing that each child can learn and every teacher can develop professionally.

In these sessions, you would learn more about academic leadership and about developing a learning culture in your school. Comprehensively, this programme would help build leadership capacities in you as a school leader and as a teacher leader.

School Leadership: The concept (Text) (13_9_School Leadership_Concept)

As a school leader in a school context or as a teacher leader in a classroom setting, one needs to understand one's role beyond administration, management and teaching. Leadership in practice includes all your basic roles and responsibilities. In addition, leadership encourages you to take initiative, identify new challenges and create innovative solutions for bringing about positive changes in classrooms and in school. To understand the concept of leadership further, let us begin with the importance of self and motivation as important attributes of an effective leader.

Why is the notion of 'Self' important to understand if you want to become an effective leader?

Self and Motivation

Understanding self helps you to become aware of your attitudes and capabilities. It enables you to develop confidence and begin a process of thinking-questioning-rethinking on your attitudes and actions to bring about the desired changes, in order to become an effective leader. This process helps in altering your attitude to that of "Yes, I can!" especially when faced with a challenge and emerging as a leader for transforming your school. It is only when one is able to bring about a change in self that one can influence others by being a role model and as a problem solver. These attributes are essential for you to develop when you embark on your journey to become a school leader or a teacher leader.

However, developing self is a continuous process that is probably life-long. This process includes many aspects where we want to bring about a change related to our behaviour, our thinking or in terms of knowledge or skills. You may want to improve your behaviour while relating with others, create a more positive attitude, expose yourself to different life experiences, and develop professionally through self-reading, learning from other colleagues or attending in-service programmes. These are few of the many ways in which you can develop yourself. The more you develop yourself, the more self-confident you are to lead your school.

Activity 1: Attributes of an Effective Leader (Text - Padlet) (13_10_Attributes of an Effective Leader)

What are the basic attributes that you need to have to become an effective leader? Some of these can be taking initiative, maintaining a positive outlook, being self-motivated and putting consistent efforts for bringing change. What other attributes can you think of?

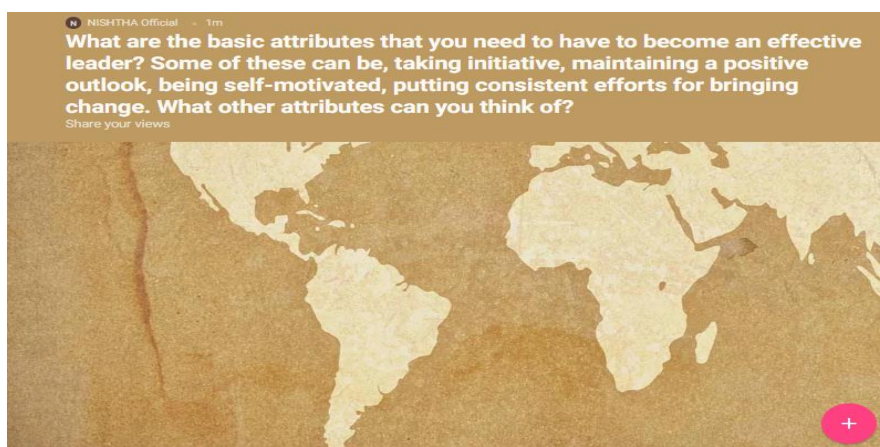
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Take a moment to reflect. Share your understanding in the collaborative wall by following the given steps:

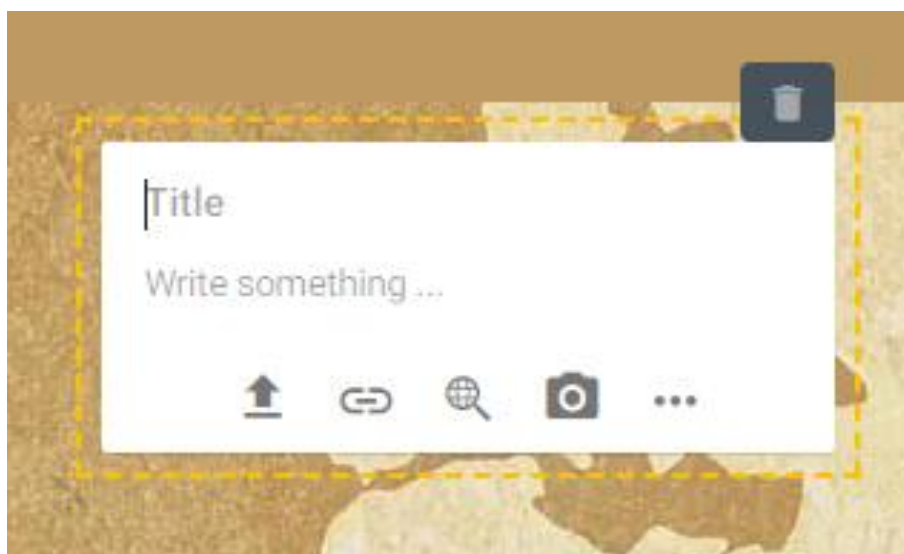
1. Click on this link <https://padlet.com/nishthancert/13d1> or scan the QR code given below



2. It will take you to an external site as shown below-



3. To post on the wall, first double-click on any open space or click on the  icon. A text box should appear with icons for audio, video, photos and attachments.



4. Give a title for a post (not mandatory) and click where it shows ‘write something’ and type your answer to the question given.
5. When you are finished, click anywhere outside of the box to save your entry.
6. Click anywhere in the box to edit, and comment on the posts of others by clicking on 'Add Comment'.
7. Then take a couple of minutes to see what others have posted. Be sure to give a ‘**Like**’ for the post you really like.

Leadership Defined (Text) (13_11_Leadership Defined)

Leadership in layman’s language is understood to be an authority figure or someone with enough power or influence to head a group of people or organisation.

Let us try to understand the terms ‘power’, ‘authority’ and ‘influence’ and see how these could actually help us define or redefine leadership.

Power is an ability to change the behaviour of other people with manipulation of reward and punishment. There are three kinds of power: (i) coercive power (personal harm) (ii) remunerative power (money) and (iii) normative power (norms, rules, and regulations).

Authority is legitimised power. The government functionaries have the authority which is granted to them by legitimate means. You also have the authority of a leader by position.

Influence is an ability to change the behaviour of other people without manipulation of reward and punishment or without authority.

The most effective **leadership style is to be able to influence without authority** and create a climate of trust, free from fear of rewards or punishments. The impact of influence is stronger, enduring and lasting. Thus, the key premise that can be drawn for school leadership is “*Leadership is a process of influencing*”. In the context of self and the school, a school leader influences her/himself, **others** (teachers, students, stakeholders) and **circumstances** in which the school is placed for bringing positive changes.

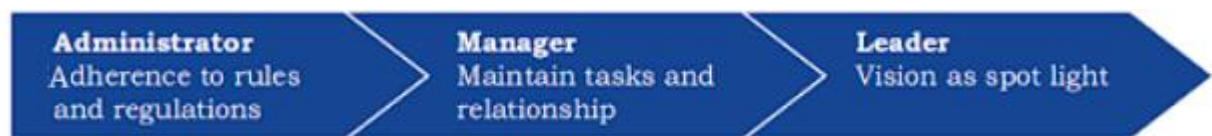
Move beyond Administration to Leadership

While in school you perform different roles — at times like an administrator you look into the organisational responsibilities and at times like head of a company you are managing the different departments within school and those aligned with school. But in this hustle and bustle of events, what you may miss out is thinking and acting like a leader. You may forget to visualise where each of the tasks that you spend time on, takes you and your school in terms of improvement. As a teacher, you might be spending more time on curriculum transactions, classroom management and completing daily schedules, with little time being spent on

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interacting with students, creating a conducive environment for learning, or planning new and innovative classroom learning processes.

There is an inherent difference in the way one works as an administrator, manager or a leader. Examine the figure below and decide where you stand while functioning as a school head/system level functionary in your workplace.



You will see in the figure, as the arena of work widens so does the nature of your functioning. When you work only within the rules and regulations while executing tasks, you tend to exhibit more administrative tendencies. Your spectrum of work is narrow. In most cases you wait for instructions, are reactive, and do not depend on your own decision making skills.

When you use your wisdom to run your school smoothly by supervising various school activities and departments, you are working more as a manager with extended boundaries, slightly beyond the limits of administration. However, the role of a leader is much beyond. A leader —

- develops a shared vision and translates vision into practice with well developed and nurtured teams (school vision/ classroom vision).
- creates an environment that promotes collaborative human relations, building and leading teams, supporting team efforts (school/classroom environment).
- inspires through actions and motivates others by providing a supportive culture (motivating teachers, students and other stakeholders).

Perhaps as heads of schools, dealing with multiple roles and responsibilities, you would have much more to add to this understanding. Based on this initial discussion, let us reflect on our understanding of school leadership.

Activity 2: Try Yourself (Text) (13_12_Try Yourself)**Moving from Routine tasks to Leadership**

As a school leader/ teacher leader reflect on the questions below and make a note of how you will incorporate more leadership behaviours, actions and practices in your time being spent at school? You may look at Additional Reading 1 to understand multiple roles and responsibilities of a school leader.

A. Grid for a School Leader

Current Practice as an Administrator/Manager	Changes in Practice as a School Leader	
What routine administrative/managerial tasks I conduct in a day in my school?	What new tasks or I need to incorporate in a day to become a leader committed to bring about a positive change?	How will I assess my development as a school leader?

B. Grid for a Teacher Leader

Current Practice as a Teacher	Changes in Practice as a Teacher Leader	
What routine teaching-learning processes do I engage in daily?	What new ideas, new perspectives and innovative methods can I implement in the teaching-learning processes to bring about a positive change?	How will I assess my development as a school leader?

Let us consolidate our learning (Slide Text) (13_13_Consolidation 1)

Slide 1

School Leadership – *Leadership in the context of school refers to a process of influence on self, others (teachers, students, parents, community and other stakeholders) and circumstances of the school, in order to bring about positive changes that lead to long-term sustainable transformation. This requires school leaders to:*

- *acquire knowledge, skills and attitudes that lead to personal and professional development of self and establish oneself as a role model*
- *instill confidence in others (students and teachers) through motivation and coaching so that they also develop as a leader*

Slide 2

Teacher Leadership – *Teacher leadership involves a continuous process of enhancing knowledge, skills and attitudes in self to improve one's own teaching practice and take initiative to deal with existing and new challenges to meet the learning needs of children. It also involves:*

- *initiative to experiment, innovate and engage in professional enquiry to create new knowledge and methods of teaching-learning processes.*
- *become a reflective practitioner*
- *provide conducive learning conditions in classrooms, school and beyond the four walls of the school*
- *create opportunities for children to engage in activities that encourage independent and collaborative learning*

Significance of School Leadership on student learning

Significance of School Leadership on Student Learning (Text) (13_14_Significance of School Leadership on Student Learning)

You are well aware that a teacher's influence on student learning is direct, as the teacher is continuously involved in creating and recreating teaching-learning processes, keeping the child at the centre. However, research shows that in addition to the direct influence of teachers on student learning in a school, the role of a school leader is also very important. School leadership is the second most important factor after teacher quality which impacts student learning (Robinson *et. al.*, 2008).

School Leaders create conditions for teachers to teach effectively such as ensuring adequate resources and a learning culture that allows students to flourish as learners. They build teams, translate vision for successful learning of all students, cultivate leadership in others, help

teachers upgrade their skills and use evidence based student learning data to foster school improvement. Effective school leadership is all the more required when schools are operating in challenging circumstances and need to be transformed on all the parameters. In short, successful school leaders engage in building a shared vision, goal setting for teachers and students, improving teaching-learning conditions and ensuring student learning.

Robinson *et. al.*, 2008 proposed four types of effects of school leadership on student learning after studying a number of research studies. These are: direct effect, mediated effect, reciprocal effect and inverse effect.

Direct effect: Implies that school leadership directly influences student learning (See Figure 1). This kind of effect is found more pronounced in cases where the school leader also plays the role of a teacher in addition to supporting and mentoring other teachers. In elementary schools in India, it is found that the school leader engages in teaching-learning processes of primary or upper primary classes, hence his/her knowledge and skills directly impact student learning. A school leader's role is not only to create congenial conditions within the classrooms but also in the entire school for ensuring effective teaching-learning processes so that all children learn.



Figure 1: Direct effect

Mediated or Intermediate effect: In the indirect or mediated effect, two or more variables apart from school leadership are also considered that influence student learning. For example, in elementary schools, you are able to influence student learning by working on teacher quality or teacher professional development (Figure 2). This mediation effect is carried out by you through

- providing academic support to teachers
- co-designing collaborative projects for students' overall development
- coaching and mentoring teachers so that teachers can enhance student learning

If you look at the larger perspective, system leadership (such as the block resource persons, cluster resource persons etc) can also provide academic support to teachers for improving teacher quality in your school.

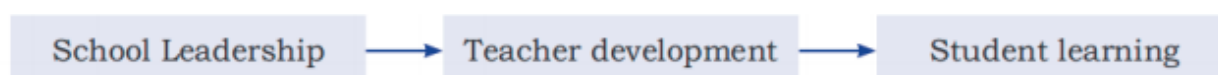


Figure 2: Mediated or intermediate effect

Reciprocal Effect: In the above discussion, you agree that school leadership brings about positive changes in student learning levels, either through direct or intermediate effect. In Figure 3 below, the reciprocal effect is shown. The first part of Figure 3 is the reciprocal of the direct effect, which shows that even student learning influences school leadership. What does

it mean? When you as a school leader engage with students, understand their learning needs, their interests and methods by which you can enhance their learning, this knowledge and experience of what constitutes as student learning, informs your practice. While leading, you are in a better position to make effective decisions and design academic processes for your school more effectively along with your teachers. In this way, it can be said that student learning influences school leadership. Think of a school leader whose interactions with students is less and has little idea about their learning needs, in which case, reciprocal effect does not happen.

The second part of reciprocal effect in Figure 3 shows the reciprocal of the intermediate effect. A school leader influences student learning through providing academic support to teachers, is the reverse also true? Yes. Understand it through an example. Despite collaborative efforts made by the school leader and teachers, there may still persist differences in learning levels of students and a few children may still be performing lower than their expected grade competencies. In other words, low students' learning levels can suggest that the efforts of school leaders and teachers are not sufficient enough. This provides feedback for the school leader and teachers to modify or change their strategies and practices to improve the student learning. This might also require that the school leader motivates teachers to expand their knowledge and professionally develop themselves further. Hence, you see, how student learning in turn, informs gaps in teacher development and school leadership, making a way to strengthen both teacher and school leadership.

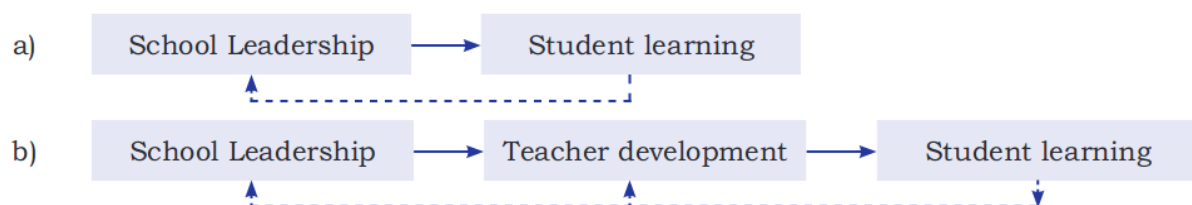


Figure 3: Reciprocal effect

Inverse Effect: The inverse effect can be understood as the reverse of direct effect. In direct effect, we saw that school leadership influences students and student learning. In the inverse effect, it is the students who influence the practices and implementation of school leader. For example, even if one gifted child is in the school, the child influences the teaching learning processes of the school. The school leader and the teachers have to cater to the intellectual and academic needs of this gifted child and design processes to address her/his learning needs. Hence, students with their unique talents and interests can also influence the thinking and practices of school leadership, which the school leader would have not been able to visualize earlier. Similarly, it is possible that a school leader has not experienced linguistic diversity in an earlier school, and now being posted in a new school has to design appropriate learning strategies for children coming from different linguistic backgrounds. It is a new challenge and the school leader has to expand his/her knowledge, skills and attitudes to cater to this new challenge. Thus, student participation and learning needs influences school leadership.

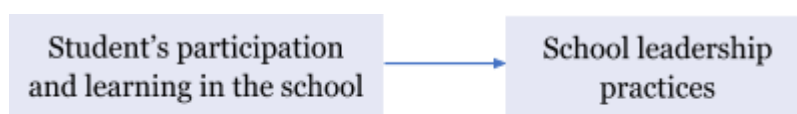


Figure 4: Inverse Effect

Activity 3 : School Leadership and Student Learning (Text -Padlet)(13_15_School Leadership and Student Learning)

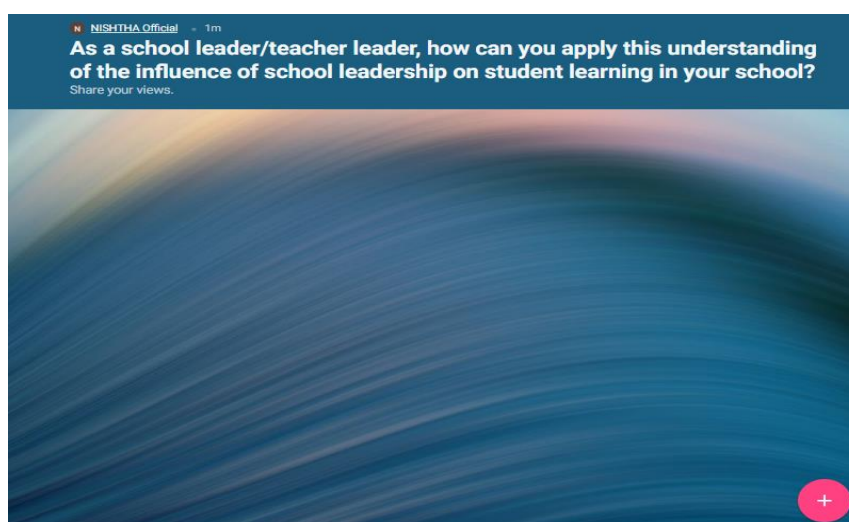
As a school leader/teacher leader, how can you apply this understanding of the influence of school leadership on student learning in your school?


Take a moment to reflect? Share your understanding in the collaborative wall by following the given steps

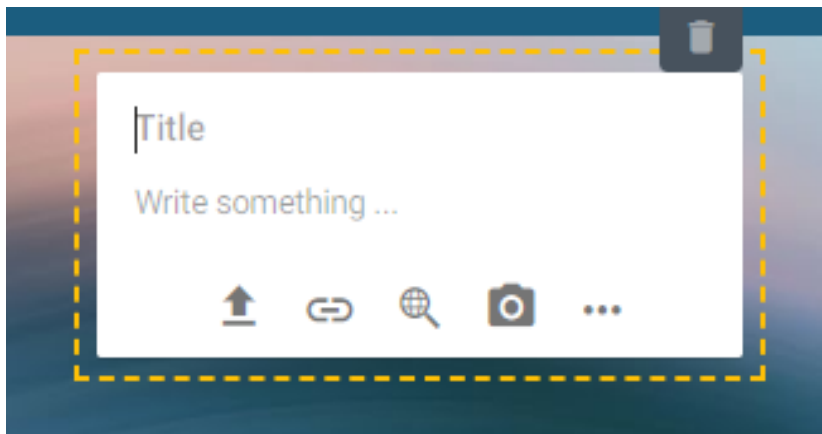
1. Click on this link <https://padlet.com/nishthancert/13d2> or scan the QR code given below



2. It will take you to an external site as shown below-



3. To post on the wall, first double-click on any open space or click on the  icon. A text box should appear with icons for audio, video, photos and attachments.



4. Give a title for a post (not mandatory) and click where it shows 'write something' and type your answer to the question given.
5. When you are finished, click anywhere outside of the box to save your entry.
6. Click anywhere in the box to edit, and comment on the posts of others by clicking on 'Add Comment'.
7. Then take a couple of minutes to see what others have posted. Be sure to give a '**Like**' for the post you really like.

Academic Leadership for Improving Student Learning

Academic leadership for Improving Student Learning (video) (13_16_Academic leadership for Improving Student Learning)

YouTube Link: https://www.youtube.com/watch?v=gJE_zVqhaCE

DIKSHA

Link:

https://diksha.gov.in/resources/play/content/do_31309315517446553611468



do_31309315517446553611468

Academic leadership for Improving Student Learning - Transcript (Text)
(13_17_Academic leadership for Improving Student Learning_ Transcript)

Namaskar Friends!

You have already learned about the leadership concept and we have already discussed , what we are going to deal in the theme of School Leadership:Concept and Application. Today we are going to discuss about the Academic Leadership.

Academic Leadership, how do we define Academic Leadership and if you have to become an academic leader, what is the skill, what is the knowledge, that are required for you to be an effective academic leader.

Academic Leadership refers to the set of knowledge, skills and attitudes that a School Head possesses for transforming teaching-learning process of the school in such a way that it leads to improving student learning. At the same time he/she creates and provides opportunities for teachers to develop their professional development which in turn improves the teaching learning process.

A school head who assumes the role of an academic leader strongly believes that each child is capable of learning and progressing and the teachers can improve their teaching practice, knowledge and skills. An academic leader also supports and supervises teacher practice as well as teaching-learning processes.

Friends, you are also aware that a head teacher or school head of a primary, upper primary, or an elementary school, also engages in teaching classes. Hence it is important to that he/she is both a *teacher and a school leader*.

This I feel is an advantage as the head teacher understands the role of a teacher, the challenges a teacher faces while dealing with diverse student populations and differential learning needs of students.

Now Dr. Charu I would like you to also reflect on the.. What are your views on the Academic Leadership?

I agree with you mam, that at the elementary level, the head teacher engages directly in the teaching-learning process and hence, understands the role of a teacher very well. In the classroom, the teacher acts as the leader, supporting overall development of the child, and ensuring that learning needs of every child are met. The teacher is responsible for the students she is involved with and attempts to communicate with the parents of these students. However, the role of a school head is larger in scope. The teacher is a leader in her area of influence, that is the classroom, whereas the school head is the leader, of *all teachers, all students*, and the ultimate accountability of a school leader lies in ensuring development of personal-social qualities, wellbeing, and learning levels of each student in the school. Hence, the role of a school head as an academic leader becomes very important if the school has to be transformed qualitatively. The ultimate accountability of learning outcomes of each child and professional development of every teacher rests on the school leader. Now let's us look into the key functions of Academic Leader. I request Dr. Sunita to please.

Now, I will focus on what are the key functions of an academic leader?

1. **Ensuring a conducive learning environment** - This is the primary responsibility of a school leader in order to become an effective academic leader, the responsibility of ensuring a lively learning environment. These could be developing a print-rich school and classroom environment, encouraging creation of lively teaching learning aids, developing skills of self and teachers on ICT related resources, going beyond the textbooks – connecting children with nature and outside world, that I feel is very very important, designing teaching-learning processes that are child-centred, that are for the meeting the individual needs of each child, sustaining communication with community members and parents with a focus on not only the learning development of the child but also the holistic development of the children .
2. **Providing academic support to teachers** – is one of the significant function of an academic leader. This function of a school leader includes providing support in terms of physical resources, support in wake of challenges being faced by teachers that could be

related to student learning needs emerging from cognitive, affective or linguistic diversity, and our country is having lot of linguistic diversity, encouraging and supporting teachers in bridging gaps between the school and the parents to strengthen learning of child.

Yes you have highlighted two very key functions of an academic leader which are ensuring a conducive learning environment and providing academic support to teachers. Let me highlight two more functions:

3. **Coaching and mentoring teachers** – these are specialized skills of academic leadership that the school head must be adapt at for providing on-site support as well as through discussions after classroom processes. Both these skills are developed over time, where the school leader and the teachers communicate or dialogue in a trustworthy environment. The dialogue between the school head and the teachers aim at strengthening the professional development of teachers. In the process, a school leader also gains in knowledge, skills and attitudes. Coaching and Mentoring are both processes that have a positive influence on learning levels of students.
The next function of an academic leader is-

4. **Planning the academic calendar of the school along with teachers** – A school is a space where the academic processes are designed and transacted. These academic processes include a host of activities such as planning for the curriculum, sports, drama, theatre, art integrated activities etc. The role of an academic leader is to plan for the *academic calendar* along with teachers so that all these activities are balanced and designed according to age appropriate learning levels of students at the elementary level.

Academic Leadership: Providing Academic Support (Video) (13_18_Academic Leadership: Providing Academic Support)

YouTube Link: <https://www.youtube.com/watch?v=zKOoMi9Fv00>

DIKSHA Link: https://diksha.gov.in/resources/play/content/do_31309454890784358412040



do_31309454890784358412040

Academic Leadership: Providing Academic Support - Transcript (Text)
(13_19_Academic Leadership: Providing Academic Support Transcript)

After going through this critical function of Head of academic leadership let's us enact a demonstration between a school leader and a teacher. So that the concept is clear to you. Dr. Sunita will play the role of School leader and I would be play the role of teacher.

Teacher: Charu, you are a new inductee in our school. How has been your experience so far in teaching grades 4 and 5 students?

Teacher: I am excited to be in this school mam but my first impression is that most of the children seem to learn and understand the concepts quite well.

Head Teacher: I have been observing your classroom processes for a few days now, could you please share what have been your experiences and challenges in interacting with children?

Teacher: Yes mam, you have been observing my classroom processes...I have around 45 students in grade 4 and around 32 in grade 5. There are a few children who seem to face difficulty in being attentive, and I find them disinterested in classroom processes. Though I have been using multiple methods such as role play, drama and taking the students out for nature walks, still there are a few children who are not very involved. When I talked to these students informally, I discovered two issues, one, the students have a distinct dialect being spoken in their home and two, the students also talked of how in their homes, they had access to mobile phones and they played games on it.

Head Teacher: So as I see, as the two critical issues that you have been facing in the linguistic diversity of children and inability to use resources beyond the available teaching learning aids?

Have you thought about these two issues, can you think of some solutions to the problem that you have raised?

Teacher: Yes, mam you are very correct, the two issues I am facing is linguistic diversity of children and the inability of using resources beyond the normal, conventional the teaching-learning aids. I have thought of using new strategies, I need to interact with the community members who speak this distinct dialect and would perhaps request if some community member can be a co-teacher with me for a few classes. I am also thinking of creating ICT based opportunities for students using smartphones and computer labs so that I can expand their horizon to use web-based resources.

Head Teacher: I am very happy, you seem to come up with interesting solutions, let me add a few more. You can also look at SWAYAM Prabha Channels, for school students like Kishore Manch, channel no. 31 and GyanVani at radio for audio programmes for our children.

Head Teacher: Do let me know if you need any support from me for ensuring that all the children of grade 4 and 5 learned?

Teacher: Yes mam, I was thinking if you can connect me with my colleague from the neighboring school who seems to be very innovative and creates interesting learning aids for children. I would learn a lot from her.

Head Teacher: Thank you Charu, it was interesting to have a discussion with you. let us now meet in next session to take our discussions further.

Thank you Mam!

In this demonstration, we observed how the school head as an academic leader provided academic support to the teacher. The school leader skillfully asks questions from the teacher, instead of providing ready-made answers. These questions encourage the teacher to problem solve and come up with innovative solutions by herself. Here, the school leader also adds a few suggestions from her experience, but you would observe that during the majority of the conversation, the school leader motivates the teacher to begin a process of independent and critical thinking so that she retains the ownership of her own professional development. Thus academic leadership includes providing support, coaching and mentoring teachers and ensuring that learning processes are advancing at a higher level for all students.

Academic leadership for Improving Student Learning (Text)(13_20_Academic leadership for Improving Student Learning)

There are many roles and responsibilities of a school leader. Amongst all, perhaps, the most significant role is to provide qualitative and meaningful learning experiences to students. These experiences combine a number of themes such as providing a safe and secure school environment, developing socio-personal qualities, wellbeing, independent as well as collaborative thinking amongst students and most importantly, improving student learning and learning outcomes. Academic leadership is a comprehensive area of expertise required of a School Leader that covers all these themes, but specifically aims at improving student learning. In Figure below Academic Leadership is shown as linked with the aim of improving quality education with a focus on improving student learning. Further, an academic leader needs to develop an understanding on two broad areas: 1) concepts and applications regarding academic and teaching-learning processes of the school and 2) concepts and applications regarding academic supervision.

Activity 4 - Explore Areas for Strengthening Academic Leadership (H5P - Image Hotspot) (13_21_Explore areas of Academic leadership for Improving Student Learning)

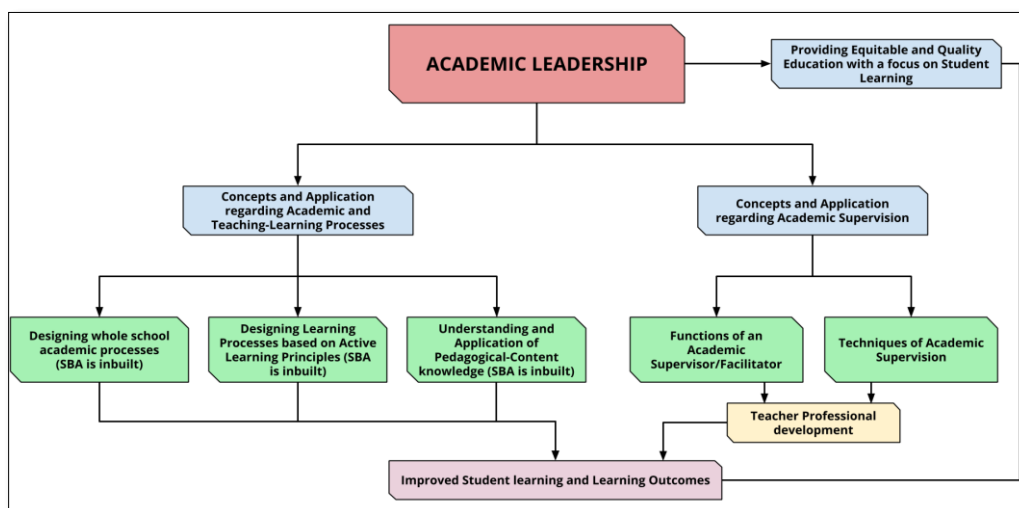
http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1318

DIKSHA Link:

https://diksha.gov.in/resources/play/content/do_3130928648036270081805



do_3130928648036270081805



Use the figure below and create hotspots for given content

1. **Academic Leadership** - Academic leadership is a comprehensive area of expertise required of a School Leader that aims at providing qualitative and meaningful learning experiences to students and opportunities of professional development to teachers. It is a broad area that covers themes such as developing a learning culture in school, inculcating socio-personal qualities, well-being, independent as well as collaborative thinking amongst students and improving student learning and learning outcomes. Providing academic support to teachers, coaching and mentoring and conducting academic supervision also form integral aspects of academic leadership. In this way, an academic leader of the school enhances parameters of quality education.

The two broad components of academic leadership can be understood as:

- Understanding concepts and application regarding academic and teaching-learning processes in the school that focus on improving ways in which students learn and build on their competencies.
- Understanding concepts and application regarding academic supervision, whereby, the competencies of teachers are built to improve their teaching-learning practices and enhance learning levels of students.

2. **Providing Quality Education with a focus on Student Learning** - This is the broad aim of educational discourse at national level, which is clearly spelt out in Samagra Shiksha. In fact, the purpose of school education is to provide quality education to students with a focus on improving student learning and learning outcomes.
3. **Concepts and Application regarding Academic and Teaching-Learning Processes** –As a school leader it is very important to know the correct ways of designing learning processes in the entire school where individual and collaborative learning needs of students are met. This theme examines three aspects of academic and teaching-learning processes in schools: 1) designing whole school academic processes in the school, 2) learning processes based on active learning principles and 3) understanding pedagogical-content knowledge by school leader and teacher leader.

4. **Designing whole school academic processes** – Often while discussing teaching-learning processes, a school leader's focus narrows down to classroom processes. Only focusing on the classroom process may not yield results unless development of teachers and students is designed holistically. You may need to work on creating democratic spaces for students, teachers, parents, academic /block resource persons within the school so that they can share their ideas, opinions, expectations and best practices on what and how to develop and enhance a learning environment in the school. You would agree that an effective school team (teachers, non-teaching staff, head teacher and members of school management committee) which works with a common vision on inculcating social-personal qualities and well-being can have a positive impact on overall development of students, perhaps even more than *only* focusing on what happens within classrooms. Strategies such as integrating community resources into teaching-learning processes can provide better learning experiences for children, in addition to completion of curricular goals. Encouraging a culture of innovations in the school can motivate teachers and students to think of new and creative ideas for enhancement of learning, experimentation and exploration. Designing assessment strategies with regard to learning progression of children is also an integral part of the academic processes of the school. Hence, academic leadership needs to focus on improving the learning environment of the school, before advancing to strengthening pedagogical processes within school and classrooms.
5. **Designing Learning processes based on Active learning principles** - How can you create a learning environment where children feel safe and secure, develop critical thinking skills and inquiring minds? The answer lies in doing away with rote memorization and fostering learning where children feel joy to learn. This kind of learning process where children are not merely listening to lectures but instead are engaged in higher order thinking tasks is called child-centered pedagogy, of which active learning is an integral part. An understanding of active learning principles provides a school leader with knowledge, skills and attitudes for creating a conducive learning environment for children where each child constructs h/his knowledge and learns applications of that knowledge. The child is able to connect the textbook with his/her outside world and at the same time develops competencies such as deeper understanding and application of concepts, critical and analytical thinking, collaborative learning and problem solving to name a few. In active learning processes of the classroom or the school, the teacher acts as a facilitator. Active learning principles form part of general pedagogical principles, that is, is applicable to classroom processes designed for *any* subject. Assessment strategies for children are inbuilt in this learner-centred teaching-learning processes. Here, the school leader encourages teachers to use multiple evidence based strategies to assess the knowledge, skills and attitudes gained by learners on different aspects of learning. You can check the video on **Young Historians** provided in web resources as an example of learning processes designed on active learning.

6. **Understanding and Application of Pedagogical-Content-knowledge (PCK)** - A teacher leader has both content knowledge and pedagogical knowledge of the subjects she is involved in teaching. Pedagogical-content knowledge is an integration of both these sets of knowledge but is not limited to this. It also includes a deeper understanding of the characteristics of learners: their background, interests, motivational level and learning styles. In addition, the teacher attempts to understand the potential conceptions or misconceptions that children carry to the classroom about everyday concepts. If a teacher leader is able to skillfully contextualize the content she is transacting along with the choice of correct pedagogical methods to suit the context and learning needs of the children in a particular subject, she can be said to have pedagogical-content knowledge. PCK also includes assessment *for* and *of* learning as part of classroom processes. In the context of leadership, teachers need to be thorough with the PCK of subjects they are dealing with, however, the role of a school leader is larger in scope. As an academic leader of the entire school, he/she is also a leader of *all* the subjects, hence, needs to have a fair understanding of the concept of PCK and how it applies to different subjects. This will help the school leader in designing effective teaching-learning processes in the school in collaboration with teachers. As a school leader and a teacher leader, a deeper understanding of PCK will help you in leading effective classroom transactions and creating meaningful learning experiences for children. This would help in building learner competencies and improvement in student learning. To develop further understanding of PCK, access resources under the pedagogy course of science, mathematics, language and social science for NISHTHA. You can check the video on **pedagogical-content knowledge** provided in web resources for a deeper understanding of this.

7. **Concepts and Application regarding Academic Supervision** - Academic supervision can be defined as the effort to encourage, coach and mentor the continued growth of teachers in school, both individually and collectively. The school leader as an academic supervisor/facilitator supports in clearly defining learning goals for teachers and facilitating opportunities for them for their professional development. Academic supervision contributes to teacher professional development which in turn improves student learning.

Academic supervision stands for

- Providing academic support to teachers
- Academic dialogue with teachers and fellow colleagues
- Building learning conversations with teachers after classroom observations
- Supporting teachers in becoming reflective practitioners
- Provide on-site practical support to teachers
- Support in reviewing progress of academic processes in school

8. Functions of an Academic Supervisor/Facilitator

Planning and Organising — Academic supervisor/facilitator's basic role is to collaboratively plan the weekly work schedule of teachers along with them.

Provision of a conducive learning environment — An academic supervisor/ facilitator plays an important role in the physical setting of the school and in arranging the physical resources at the right place. This involves providing a proper sitting place, ventilation, lighting, clean water, computer facilities etc in the school. In addition, the supervisor along with teachers also supports the provision of teaching learning material and creating a print-rich learning environment in the school.

Leadership and Guidance — A supervisor/facilitator is the leader of teachers. S/he leads the teachers and motivates them to develop knowledge, skills and attitudes necessary for their professional practice. An academic supervisor guides the teachers by fixing achievable goals regarding student learning and discussing strategies to achieve those goals and targets.

Motivation — An academic supervisor/facilitator motivates teachers.

Monitoring and Checking— Monitoring and checking progress is an important function performed by an academic supervisor/facilitator. This involves monitoring the actual performance of teachers against collaboratively set goals and learning progression of children.

9. **Techniques of Academic Supervision**— A school leader needs to have requisite knowledge, skills and attitudes to conduct academic supervision in the school. Along with understanding and gaining knowledge on the concept of academic supervision, you also need to develop skills that are useful for providing academic support to teachers. One of the important skills is to create meaningful conversations between the school leader (academic supervisor) and the teacher, which focus on learning and development of both - the supervisor and the teacher. This type of 'learning' conversation centres around issues such as classroom observations, challenges being faced by teachers or how to design new and innovative teaching-learning processes. The academic supervisor skillfully creates opportunities for teachers to express their concerns, reflect on their own practice and share evidence on student characteristics or student learning. In a learning conversation, the role of the academic supervisor is to ask thoughtful and reflective questions from the teacher, so that the teacher gets more opportunity to speak, express and come up with potential solutions. In traditional methods of providing feedback, the school leader takes the opportunity to *tell* the teacher what to do and what not to do, but, during learning conversations, the school leader *asks* the teacher, in a way, more talking is done by the teacher as the teacher is the one who has to develop and improve on his/her teaching practice, knowledge, skills

and attitudes. The role of the academic supervisor is that of a coach or a mentor. The attitudes expected of an academic supervisor are as follows:

- trusting colleagues and teachers
- willingness to collaborate
- belief that both the leader and the teacher are co-partners in professional development
- creating an unbiased and fear free environment for teachers

10. **Teacher Professional Development-** Academic supervision leads to both a school leader's and teacher's professional development. Continuous academic support, engaging in learning conversations and promoting team learning among teachers contribute to the updation of knowledge, skills and attitudes of teachers on a regular basis. As a result, teachers create a conducive learning environment, become reflective practitioners, share their practices, design purposeful assessments and discuss evidence on student learning in a trustworthy school environment. This has a positive impact on student learning.
11. **Improved Student Learning and Learning Outcomes-** Student learning can be broadly described as knowledge, skills, personal-social qualities and attitudes that students achieve through the process of schooling. An academic leader's responsibility is to see that *each* student of the school learns and *each* student achieves expected learning outcomes. However, this goal is achievable only when the academic leader collaborates with all teachers in the school to provide meaningful learning opportunities to students. Thus, academic leadership with its sub-themes (explained through this image) contributes to improved student learning and achievement of learning outcomes by each child.

Activity 5: Passive Learning and Active Learning (Diksha activity) (13_22_ Passive Learning and Active Learning)

Categorise the statements as passive and active learning

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1320

DIKSHA Link: https://diksha.gov.in/play/content/do_3130993695196938241851



do_3130993695196938241851

Passive Learning	Active Learning
Teachers are engaged with generalised theories of children and learning.	Teachers understand the social, cultural and political contexts in which learners grow and develop. They engage with learners in real life situations along with theoretical enquiry.
Knowledge treated as external to the learner and something to be acquired	Knowledge generated in the shared context of teaching, learning, personal and social experiences through critical enquiry.
Little opportunity for reflection and self-study	Teachers engage children in deeper discussions and reflection. Students encouraged identifying and articulating issues for self-study and critical enquiry. Students maintain reflective journals on their observations, reflections, including conflicts.
Students work individually on assignments, in-house tests, field work and practice teaching	Students are encouraged to work in teams, interact with each other and undertake projects across diverse subject domains. Group presentations are encouraged.
No “space” to address students’ assumptions about social realities, the learner and the process of learning	Learning “spaces” provided to examine students’ own position in society and their assumptions as part of classroom discourse.
No “space” to examine students’ conceptions of subject-knowledge	Structured “space” provided to revisit, examine and challenge (mis)conceptions of knowledge.
Encourage rote learning	Discourage rote learning, makes learning a joyful

	and participatory activity, organises learner-centred, activity-based, participatory learning experiences— play, projects, discussion, dialogue, observation, visits, integrate academic learning with productive work.
Does not lead to value education	Promotes peace values - democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

Source: NCFTE (2009) http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf

Question for the activity

As a school leader/teacher leader, attempt this activity to learn more about the difference between principles of active learning as separate from passive learning. This would help you to design and create learning opportunities for students that enhance their learning, build their competencies and also develop socio-personal qualities in them.

Additional Reading: Learning Outcomes and School Based Assessment (Text) (13_23_Learning Outcomes and School Based Assessment)

A. Learning Outcomes

What are Learning Outcomes?

Moving away from rote memorisation methods, competency (learning outcomes) based assessment has been emphasised. To make teachers and the whole system understand what children will achieve after going through a process of learning during the year in a particular class in terms of knowledge, skills and change in social-personal qualities and attitudes, the NCERT has come up with Learning Outcomes. Learning Outcomes are statements that tell about the knowledge or skills children need to gain by the end of a particular class or course and these are supported by the pedagogies which teachers need to implement for enhancing learning. They are the process-based statements which provide the check points that are measurable in a qualitative or quantitative manner to assess the progress of a child on the scale of holistic development.

Two learning outcomes for Environmental Studies as examples are given below —

- Learner describes the need of food for people of different age groups, animals and birds, availability of food and water, and use of water at home and surroundings.
- Learner describes roles of family members, family influences (traits/features/habits/practices), need for living together through oral/written/other ways.

In order to attain the above learning outcomes, the learners have to be provided with opportunities to work in pairs, groups, individually and are to be encouraged to observe and explore the immediate surroundings; record and express them in oral/written/drawings/gestures. Children need to be allowed to discuss with elders and visit different places, collect information from them on the topic of their choice and discuss the findings in the groups. The learning outcomes at the elementary stage are meant to provide effective learning opportunities to all the students including children with special needs (CWSN) and those belonging to disadvantaged groups. These have been developed for the curricular areas—Environment Studies, Science, Mathematics, Social Sciences, and Language. These learning outcomes are linked with the curricular expectations and pedagogical processes. The provisions for children belonging to disadvantaged groups include the following —

- Ensure their participation in the learning process and help them progress like other children. Avoid comparing children.
- Modifying the curriculum and learning environment to suit individual needs.
- Provision of adopted activities in different content areas.
- Accessible text and materials to suit age and levels of learning.
- Appropriate management of classrooms, e.g., management of noise, glare, etc.
- Provision of additional support by using Information and Communication Technology (ICT), video or digitised formats.
- Mobility aids (wheel chair, crutches, white cane), hearing aids, optical or non-optical aids, educational aids (Taylor frame, abacus, etc.).
- Sensitising other children about the strengths and weaknesses of CWSN.
- Additional time and selecting suitable mode(s) for the successful completion of assessments.
- Respect for home language and relating to socio-cultural milieu (e.g., traditions and customary practices, etc.).

Excerpt taken from Course 1, *Curriculum, Learner- Centered Pedagogy, Learning Outcomes and Inclusive Education* (pg.9-10), NCERT for NISHTHA

Learning outcomes are thus class-wise process based small goals that are “measurable in a qualitative or quantitative manner to assess the progress of the child as per the expected holistic learning for the overall development of the child.” The teachers are expected to use “contextual resources and appropriate learning processes” while designing lesson plans and encouraged to “provide a variety of learning situations/ opportunities as per the need of different learners in an inclusive classroom.” However, the learning outcomes that are spelt subject-wise for a class are not to be understood in isolation, rather taken as a whole for holistic understanding of the child. Similarly, learning outcomes defined in each curricular area are built on each other across curricular areas and stages.

The head teachers can access the detailed document on Learning Outcomes at Elementary Stage prepared by NCERT at <http://ncert.nic.in/>. Learning outcomes grade-wise and subject-wise are also provided in the list of courses shared earlier. The document on Learning Outcomes at the Elementary Stage includes learning outcomes mentioned distinctively for each

class in languages (Hindi, English, Urdu), mathematics, environmental studies, science and social science up to the elementary stage. The document is meant for all the stakeholders, especially for the parents/guardians, teachers, SMC and community members.

B. School Based Assessment

What is School Based Assessment?

School based assessment is an assessment embedded in the teaching and learning process within the broader educational philosophy of ‘assessment for and assessment in learning’. School based assessment is assessment of school students by school teachers in schools. This is a common practice of sharing the performance of children at the end of the year in different subjects. The grades (based on marks) do not give any information on what the strengths or gaps in learning are; why the gaps and how to address the gaps in learning. We need to realise that when children’s progress is shared with them in terms of marks or grades without explaining about their strengths and weaknesses, it labels them, such as A graders, B graders and so on. Moreover, frequent, external and centralised examinations may also be frightening especially for young children.

Assessment: what, why and how?

The prime objective of assessment is to decipher the learning needs of children to allow them to build on their strengths, and support them to overcome the gaps in learning, if any. To understand the ‘Why, What and How’ of Assessment, let us have a look at —

- What are the criteria of assessment?
- What purpose does it serve?

This sub-section elaborates on the criteria, i.e., the learning outcomes, key features of the assessment and its purpose with details on how we can observe children’s learning and development using classroom and school based assessment strategies.

Learning Outcomes: the Criteria of Assessment

Assessment of learning, not just requires understanding of what kind of learning is desired but also the criteria against which it could be assessed. Most often, the stakeholders conducting the macro or school based assessment are not clear about it as teachers consider textbooks to be the complete curriculum and assess children using questions given in the unit end exercises whereas the examination and achievement surveys use some Multiple Choice Questions (MCQ) without a clear rationale about the competencies being assessed and the learning behind each of them. The subject wise learning outcomes, for each class, apprise different stakeholders, at school/block/district/state/national level, of the criteria of assessment and status of the achievement competencies of the students. Learning outcomes defined explicitly

can guide and ensure the responsibility and accountability of different stakeholders for the accomplishment of targets in different curricular areas.

Purpose of Assessment: Assessment for Learning

Assessment is integral to teaching-learning and occurs continuously during the learning. In order to be holistic and free from biases or distortion, it needs to be multiple evidence based which requires tapping different sources to collect information using a range of activities that the child participates in both inside and outside the classroom on different aspects of learning, i.e., knowledge, performance, skills, interests, attitude and motivation. This helps teachers not only to understand the learning gaps of each child but also to reflect, review and modify their teaching learning as per the need and learning styles of students. It involves students as partners in planning, transaction and assessment of the teaching learning process and, thus, involves both giving and receiving feedback by the students and teachers.

- This requires providing opportunities and space to students to critically assess, reflect and analyse their own work during the teaching learning process and identify their strengths and gaps. They may be encouraged to assess themselves and reflect on peer and group work. Assessment as learning enhances a child's confidence and helps develop abilities for lifelong learning. It also occurs during teaching learning. This kind of assessment is yet to be practiced in the schools of our country.
- It is used to benchmark students' learning against criteria based on identified curricular aims and objectives. To provide comprehensive information regarding the extent of student learning vis-à-vis curricular objectives on all aspects of curriculum, including performance in different subject areas, skills, interests, attitudes and motivation in a holistic manner without segregating into compartments of scholastic and non scholastic areas.
- Teachers map the students' progress on processes of learning based on evidence collected using information from individual/ group/self or peer assessment. A profile for each child may be maintained which can be used to compile the progress of the child in comparison to her/his previous performance. The teacher may record these observations (in her/his diary/log book/comments written on child's notebooks/worksheets/projects, etc.), as and when required, for her/him to monitor the learning progress of each child. It needs to be used meaningfully to help children improve their learning and progress.

Additional Reading: Techniques of Academic Supervision (Text) (13_24_Additional Reading)

Techniques for Academic Supervision–How to conduct Academic Supervision?

A. Ask-Describe-Ask: An effective technique for feedback leading to better teaching practice

The Ask-Describe-Ask approach takes the supervisor from an authoritative role to a democratic role wherein the observer/ supervisor (head teacher) and the observer (teacher)

are co- learners in the process. There is a common agreement between the two on the future targets and the plan for improvement. This approach is non-threatening and leads towards developing a rapport and trust with the supervisor which eventually facilitates learning conversations. You may read more about this process in the web link http://pslm.niepa.ac.in/pluginfile.php/554/mod_book/chapter/102/Ask-Describe-Ask%20model.pdf (Additional Resources). Brief steps of this model are given below. This model is a learning conversation between the head teacher/supervisor and the teacher after the academic supervisor has observed the classroom of the teacher.

1. Ask the teacher to first assess her own teaching practice during the classroom
 - a. What were his/her teaching goals?
 - b. What went well and what could have gone better?
 - c. We do this because it— starts a dialogue, ensures that the teacher is heard first, builds the trust of the teacher with the supervisor (that this is for her /his own learning and progress).
2. Describe what you observed as a supervisor during the classroom observation.
 - a. Give descriptive information to the teacher on what you observed in the classroom.
 - b. Give feedback on the teacher’s self-assessment.
 - c. Use phrases like “I observed....” Or “The following evidence is....” to create a description of what you saw.
 - d. Avoid use of judgmental language.
 - e. This will help build the trust with the teachers on their own learning and progression from the feedback.
3. Ask about understanding and strategies for improvement from the teacher —
 - a. What is our learning and what could the teacher do differently next time?
 - b. Give your own suggestions if appropriate but remember that your role as an academic supervisor is to help the teacher to learn and change even when you are absent.
 - c. Identify next steps and commit to monitoring improvement together.

B. Learning Rounds

Learning rounds involve teachers and school leaders observing teaching practice as a group in a series of classroom observations. The purpose is to develop effective system-wide improvements in teaching-learning across a school or schools. The observation is always done around a focus area in teaching-learning. This focus area is usually identified as being problematic and something that the school finds difficulty in addressing effectively. For instance,

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- difference in learning pace of children in a particular subject
- a concern that few children are not having their learning needs effectively met
- the use of higher and lower order questions by teachers

All focus areas must be identifiable by classroom observation. Teams of observers (teachers and school heads) can spend around 30-minutes around the chosen theme. During the afternoon, discussions are held around the findings. Observers use descriptive language to build up a shared understanding of what they saw around the chosen theme. They then use this lens to develop 'next steps' to improve teaching-learning in both their own practice and/or across the school. Staff within a school and/or observers from outside a school can use learning rounds in ways given below.

- A group of teachers using learning rounds to develop their own professional learning.
- A group of teachers and school leaders using Learning Rounds to develop whole school improvement in student learning
- A group of experts from outside the school using Learning Rounds to support a school's improvement process (such as system level functionaries/DIET/SCERT faculty)
- A group of head teachers from several schools indulging in learning rounds in a specific school

The heart of the Learning Rounds process is that everyone is learning in a joint enquiry. The expectation is not that the group will solve a particular problem, but that the observers will come away with a clearer picture and new ideas about next steps in addressing the issue.

Activity 6: Try Yourself (Text)(13_25_Try Yourself)

This activity helps you reflect on how as an Academic Leader of your school, you would plan academic supervision for teachers to improve the learning environment of school in general and teaching-learning processes, in particular. Draw a plan of action.

Additional Activity (Text)(13_26_Additional Activity)

Activity 1: Writing a Play script on Academic Supervision

Write a play script on how an academic dialogue would take place between you as academic leader and a teacher in the school?

Activity 2: Reflection on your role as an Academic Supervisor

How have you provided on-site support to teachers in your career as a school leader so far? Mention some of them. Critically reflect upon these incidents to identify some of the gaps in your processes to support teachers and how would you in future address these gaps?

Developing a Learning Culture in School

Developing Learning Culture in Schools (Video)(13_27_Developing Learning Culture in Schools)

YouTube Link: <https://www.youtube.com/watch?v=Z8-JHPIKuFc>

DIKSHA Link: https://diksha.gov.in/resources/play/content/do_31309315945816883211099



do_31309315945816883211099

Developing Learning Culture in Schools - Transcript (Text)(13_28_Developing Learning Culture in School_Transcript)

How do we define a school in terms of *learning*?

Is it true that a school space is one where only the child is learning?

Perhaps not!

A school is a space where the child is learning, and along with the child, teachers, head teachers and even the parents, community members are also continuously learning, both *independently* as well as *collaboratively*.

A learning culture in school can be defined as an environment that supports an open mindset, encourages all the teachers and students to explore and learn not only through text books but to gain knowledge through different sources and share with their peer group. Here peer group sharing denotes both sharing among the students, among the teachers and among the school heads.

Debates, discussions, exhibition, drama, art integrated curricular transaction, are some of the ways through which learning culture can be created, fostered and sustained.

Thus, the schooling process is a vibrant and dynamic space where students, teachers and head teachers are continuous learners and keep their knowledge updated.

Let us examine what are the key components of developing a learning culture in schools. Some of these are:

1. Enhancing, knowledge, skills and attitudes for head teacher and teachers – that is engaging in continuous professional development
2. Strengthening pedagogical-content knowledge by teachers and head teachers – take support of NISHTHA courses and videos
3. Developing a learner centred environment in school
4. Becoming a reflective practitioner
5. Supporting a culture of innovations
6. Engaging in team learning for improving student learning
7. Becoming part of professional learning communities – head teachers and teachers

Let me highlight two aspects of learning culture in the school as a school leader you need to engage in self-reflection and encourage teachers to become a reflective practitioner. Another aspect is to encourage team-learning in school.

Reflective Practitioner

Reflection can be understood as a process of self-examination and self-evaluation that head teachers and teachers must regularly engage in to interpret and improve their professional practices. Reflection is an important strategy/tool through which you can critically examine your own practice. Individuals who practice reflection in their professional capacity are called reflective practitioners.

A School Leader's role is to develop the skill of reflective practice in oneself and in other teachers.

Team Learning for Improving Student Learning

The staff in any school can be seen as an example of an already existing team that is together, dealing with all the issues concerning a school. A staff meeting is a regular feature in school processes and generally takes place bimonthly or at least once in a month. As a school leader, you can lead the process of academic transformation through the staff meeting. You may discuss issues such as 1) new/innovative teaching-learning practice employed by teachers in classroom, 2) assessment strategies used for student learning (both assessment in learning and for learning) and 3) learning outcomes of students. The staff meeting is a learning ground for all teachers – to share with each other challenges related to teaching practice, diverse issues of students, discussing learning needs of different children and also sharing new practices that focuses on enhancing student learning. Staff meeting can also be used as a space for creating reflective dialogue among staff.

Developing Learning Culture in Schools- Demonstration (Video)(13_29_Developing Learning Culture in Schools)

YouTube Link: https://www.youtube.com/watch?v=IXJTw_I2X8k

DIKSHA Link: https://diksha.gov.in/resources/play/content/do_31309316110278656011101



do_31309316110278656011101

Developing Learning Culture in Schools- Demonstration - Transcript

(Text)(13_30_Developing Learning Culture in Schools_Transcript)

In this demonstration you will see how two head teachers as school leaders converse on developing learning culture in their respective schools.

Charu: Namaste Sunitaji, I've been hearing a lot about new changes that you have brought in your elementary school since I've also decided to transfer my school. I would like to know what is your vision regarding your school?

Sunita: Charu thank you very much for your appreciation. I really appreciate that, you know, you have heard about me. When I joined the school almost eight months back the physical conditions of the school were fairly good, but, there were a few critical aspect that I observed in the days to come. One, there was an emotional distance between students of our primary classes and teachers. This pain me a lot. Two, there were no linkages between the school and the community members. Three, baring one teacher the other two teachers. We have three teachers in our school, the other two teachers felt demotivated and become routine tasks completers. On the other hand the children were eager to learn but were irregular.

Charu: That must have been really challenging for you. How did you start? What was in your mind?

Sunita: Charu, I considered myself as a change leader and I consider myself to be a leader in action rather than in position.

Initially the school presented difficult circumstances, but then i decided to change the school culture into a learning culture. At first I interacted with the teachers for a number of days in a very friendly manner, slowly they open up and shared with me their personal and professional problems and challenges. Despite having an apathetic attitude towards their personal issues, I

focus more on the professional front. The school culture gradually change whereby taking a leadership role. Our staff meeting was changed into a Collaborative Learning space where we all share our challenges, read books, discussed and shared best practices. I also invited two teachers from my previous to become part of our staff meetings.

Charu: Sunitaji, What Strategies did you adopt for Bridging the Gap between teachers and students since you highlighted that that was one of the challenges you faced that there was emotional distance between the teachers and students.

Sunita: Charu when I observed initially only few students are participating in the morning assembly and in the classrooms, one of the key aspects of developing a learning culture is providing opportunities of expression and communication to all the students. This was the message that we agreed as the school leaders and the teachers. slowly the teachers took a step back and students came in the forefront.

A learning culture has started shaping up in my school. One more thing - I purchase age appropriate storybooks and general books for the library ensuring that both teachers and students read them. Teachers and students now sit together, eat together and learn together.

Charu, even I heard that you have worked with community members tell me about your experience working with the community.

Charu: Yes Ma'am , I observed that the SMC members were not coming regularly despite sending multiple communications on time.

My teachers and I then decided to go to their locality and called the meeting in the evening as per their own convenience. We tried to find out the reasons for the low attendance and for not actively participating in the SMC meetings. It was discovered that the voice was never heard before and it was not given enough weightage. The meetings previously held, were held with a set prior agenda by the previous school head.

Even the suggestions made by the SMC numbers were never carried forward by the school. This time we carefully took down the suggestions from them as to what kind of improvement they would like in the school. We communicated with them and try to find out their short-term and long-term expectations from us I.e. our school.

One of the issues raised was to ensure the regularity of teachers. And the issue of behaviour of the teachers towards the children. My teachers and I created a plan on how we will work with the community members and parents so that their attendance and participation in the SMC meetings is ensured. Today they feel that we have created enough space and opportunities within the school premises for the SMC.

Sunita: I must say Charu that are good efforts. Let us keep discussing time to time. I am still struggling and I will make consistent efforts with my team to change the learning culture in our school.

Charu: Thank you Sunita ji, it was a very fruitful discussion on how we can develop a learning culture in our school.

Additional Activities (Text)(13_31_Additional Activities)

Activity 1: Teacher and School Leader as a Reflective Practitioner

How would you as a school leader/teacher leader engage in the process of self-reflection on a daily basis – the tasks you completed in the school, classroom processes, any new innovation that you are leading in the school, or any problem that you encountered and how you dealt with it?

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Activity 2: Team Learning on Improving Student learning: A Case of Staff Meeting

A staff meeting is a potential ground for team learning amongst school leaders and teachers in a school. Team learning can be designed around all school processes. However, in this activity, team learning has been centered around improving student learning.

Guiding Steps for conducting Effective Staff Meetings as ground for Team Learning	Does this happen in your school? (Yes/No)	What steps would you take as a school leader to improve on these processes of staff meetings?
Clarifying the purpose of staff meeting		
Set an agenda for the meeting in discussion with teachers		
Planning time for discussion on each agenda item		

Leading the staff meeting around the agenda—demonstration by the leader, sharing views and evidences collected by all members, arriving at evidence-based decisions	
Fix responsibilities during the meeting itself and set targets and accountability	
Ensure participation of all members in the meeting	
Keep regular follow-up of the agenda and review decisions at the meetings	

Additional Reading: Planning a Context-specific School Development Plan

(Text)(13_32_Planning a context-specific School Development)

The school development plan (SDP) has a vision, goals, targets and strategies to attain the desired outcomes decided by the school in a specified duration. It is more an in-house activity carried out by in-school teaching and non-teaching staff along with community, parents and other stakeholders, with the school head as the leader to set targets and chalk out details on how and when these can be achieved. The basic idea is to provide direction to school for its development. It may be noted, that the objectives identified for the school development plan are in measurable terms, so that when the goals and objectives of SDP are implemented and completed, the school should be in a position to state that such measurable achievement has been made out of the school development plan of the school.

Vision as a Spot Light

Vision is the first step to provide direction to the school for development. While vision is a broader canvas from where the development plan begins, the entire SDP is much more an in-depth exercise taken up at the school level, to plan and guide implementation. While developing the vision, you must keep the following in mind —

- Vision statement must reflect a futuristic intent
- Vision must be value driven, for example, you may want to develop students with the belief that *all can learn*
- At the same time vision must communicate a direction which is achievable in a time frame
- Vision must have a specified time frame, usually 3 or 5 years
- The school development plan is a roadmap that sets out the changes an institution needs to make and also tells when these changes will be made.

Three Stages of Preparation of a School Development Plan (SDP)

Preparation of a school-based development plan can be divided into three stages:

1. The planning stage
2. The implementation stage
3. The monitoring and evaluation stage

Step 1: Formation of Committees/Teams

The teams are formed to share the responsibilities for preparation and implementation of the school development plan. This activity also enables teachers and staff to work in teams and utilise their potentials and talents that enhances their sense of belongingness to the school. This will bring them closer to the school and its development. For each school, at least formation of four teams seems to be a workable proposition. Identify the following teams:

1. Planning Team
2. Action Team
3. Leadership Team
4. Appraisal Team

Step 2: Baseline Information

The planning process involves the need to understand the school, school data enrolment, future enrolment requirement, teachers and their requirements, understanding community (demography), school facilities, the staff, community and stakeholders who will be involved in the school planning process. The school staff needs to introspect what they have, what they want and how to obtain it through this exercise of school development plan. Each school draws its own road map for improvement based on its specific requirements.

Step 3: Vision Building

The vision and the collected baseline data can be of much use to navigate direction for preparation of the school-based development plan. For vision building you have to review your current role and your expectations towards your role. You have to articulate on self-vision and organisational vision e.g. ‘where you would like to see yourself in the next 3 years (self-vision)’ and ‘how would you like to see your organisation in the next 3 years (organisational vision),’ etc. Next, develop the vision statement along with the help of your stakeholders. It has to be a collective exercise.

Process to be followed in the formulation of vision statement —

- Keep your vision visible.
- Use one sentence or a concise paragraph.
- Write everything in the present tense, as if you already have accomplished it.
- This creates the right frame of mind and a confidence about the future.

Step 4: Set Priorities

Select the major priorities for your school keeping the vision in mind. In a way, you must have developed a vision statement based on the context-specific needs of your school. Organise the various priorities in such a fashion, that it provides you with a clear indication on what you will do in a particular year for three consecutive years, so that the vision is achieved in a time period of three years. Describe what activities can be taken up for each month and on whom the responsibility should rest for priorities separately. Examples are —

- Identify, assess, and develop the learning needs of all children
- Develop teacher's subject knowledge and skills for teaching practice
- Make the teaching-learning process joyful and a learning experience for all students and teachers

Step 5: Goals/Targets

Goals come next after you have developed the vision of your school along with your stakeholders. If your vision statement has been made for three years, it would be useful to have three annual goals that align with the vision. This means that each year, you have to achieve the goal set through target setting. These goals will also align with the priorities that you have set. Targets are short-term, measurable deadlines that can be of three, six or nine months' duration. In a year, you can set two to three targets to achieve the annual goal. Strategies are the action points which will help you in meeting targets.

Step 6: Monitoring and Evaluation Mechanism

Once the SDP is ready, it is time for implementation and timely monitoring. The monitoring team would help in keeping a track of targets goals. You can evaluate the progress of SDP half-yearly or annually.

Reflective Questions

- How do you see your role as leader in the formulation and implementation of the SDP?
- Reflect on where your school stands today in terms of its strengths and weaknesses?
What two priority areas you would like to improve in your school and why?
- How many stages are there in the preparation of the school development plan?

Additional Reading: ICT Initiatives in School education (Text)(13_33_ICT Initiatives in School education)

Every school teacher and head teachers/principals have different strengths and abilities. They also use these abilities to take up, plan, implement, address and resolve class-room management and general problems and issues encountered on a day to day basis. However the class size, nature of content, teacher taught ratio, availability of resources in field, language and geographical diversity etc. tend to pose challenges before teaching community and educational administrators. It is the need of the hour to ensure and enable every teacher and head teacher to provide academic leadership, innovate, solve daily problems and ultimately contribute for school effectiveness. In view of the above backdrop, Information and Communication Technologies (ICTs) can play a crucial role to enhance teaching- learning environment.

As per UNESCO, ICT refers to a diverse set of technological tools and resources to create, store, retrieve, manipulate, send and receive digital information. ICT has a potential to enable a person to get connected with the world, connect with each other, create with ICT, interact with ICT and also to use all the possibilities in education to reach out and bridge the divide that exists in the society. To make use of the potentials of ICT, one should understand what and how the ICT can be utilised. Some of the important ICT initiatives/activities undertaken in the recent past in the school education sector under the aegis of the MHRD-GoI are discussed here.



- Initiatives like National Repository of Open Educational Resources (NROER), ePathshala (Web portal and Mobile Apps), and DIKSHA provides access to Open Educational Resources (OERs) in the form of images, audios, videos, interactives, graphics, animations, digital books, digital maps, timelines, etc. To promote life-long learning and continuous professional development, initiatives like MOOCs on SWAYAM and ICT curriculum provide a series of courses in online as well as blended mode. A 24x7 DTH TV channel under SWAYAM Prabha is an initiative to reach mass communities even where internet connectivity is a challenge.

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- *Shala Gunvatta (Shagun)* provides space for educators to share their best practices that also enable online monitoring.
- As exposure to technology increases, threads of safety in the cyber world also persist. It is the responsibility of the policy makers, curriculum developers, school administrators and teachers to be aware of the cyber safety measures, cyber netiquettes, cyber laws, etc., and also to create awareness among the students.
- Recent initiative of training nearly 42 lakh teachers in a phased manner is supported by a Learning Management System (LMS) that is accessible at (<https://itpd.ncert.gov.in/>). This portal will enable capturing the progress and implementation of the integrated teacher training programmes. ICT plays an important role in capturing and analysing the data of the several resource groups as well as the teachers being trained. It also provides space for sharing of best practices by states and UTs.

Additional Reading: Case Studies of School Leaders (Text)(13_34_Case studies of School Leaders)

Case Studies of School Leaders

Name of the School Head: Chhewang Urigol, Government Primary School, Khar, Lahaul Spiti Himachal Pradesh

Located in the remotest village of Khar (Lahaul Spiti, Himachal Pradesh), the Government Primary School has performed substantially well. The school is located in a backward region which is not well connected to the mainland. Extreme geographical conditions did not deter the school head, Chhewang Urigol in pursuing his dreams of establishing a school which is no less than the ones located in the cities. The school is well equipped and well maintained. It is a small school with two teachers. The school has fully functional library, a teaching-learning material (TLM) corner, activity room, kitchen, toilets and playground. The classrooms are well ventilated and have regular supply of electricity. It is interesting to note that the school is using solar lights which are environment friendly. Using such technologies also encourages the young generation to understand the environment, instilling in them a reasoning power to contribute towards a more sustainable environment. All these initiatives were taken by the School Head, who transformed the school into a well-functioning unit.



Government Primary School, Khar

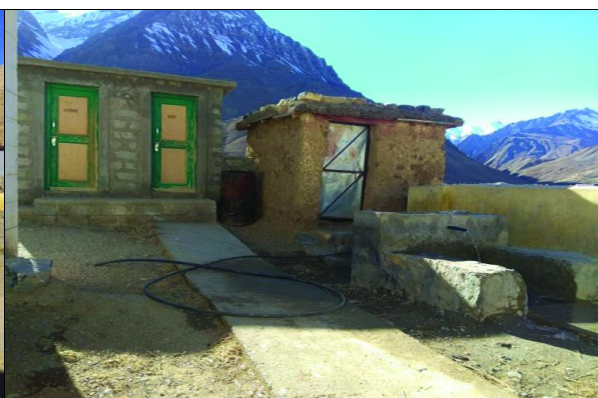


Activity Room

Chhewang along with the support of the villagers, has also managed to build a TV room. This room is specifically used to make students learn through multimedia and not through traditional ways of rote learning. The students are exposed to moral stories and poems. Apart from this, the students are also shown and made aware about everyday news. This room also has a computer, on which the students are made to learn and practice the basics of operating and using a computer. The library has been established with the support of other teachers who have contributed books. The students study in the library usually after the lunch. To make the learning experience fun, classrooms have been painted with pictures and quotes. The school has well maintained separate washrooms for summers and winters which help the students to carry on with their studies even in the harsh weather.



Playground



Kitchen



Teaching-learning material and activity room



Classroom

The school also has a playground which was restructured on the initiative of the School Head. Chhewang also plans to build a greenhouse in the school in the near future which will allow students to have healthy and organic food. There is a fully functional and well equipped kitchen serving nutritious food to the students. It is interesting to note that the school is functioning to not only develop cognitive abilities but is also looking after providing proper nutrition to the students.

Despite all the oddities the school has managed to get their students enrolled in Jawahar Navodaya Vidyalaya (NVS) and this is because the students are good in mathematics, according to Chhewang. He has personally coached students for the entrance of NVS.

S.No	Year	Number of students qualified for Jawahar Navodaya Vidyalaya
1.	2009–2010	04
2.	2010–2011	02
3.	2011–2012	01
4.	2013–2014	02
5.	2014–2015	01
6.	2015–2016	01
7.	2016–2017	01
8.	2017–2018	02

School heads like Chhewang serve as a good example for society who through his persistent efforts has built a school from the scratch. It was his awakening to modern education which not merely relied on rote learning and textual understanding but also on becoming aware of one's surroundings and developing critical faculties. This is what is reflected in his vision of

this school. Chhewang Urigol attended the National Conference on Leadership Pathways for School Improvement, 22–24 January 2019, organised by National Centre for School Leadership, NIEPA.

Name of the School Head: Ragini Ramchandra Surve, Zilla Parishad Aadarsha School, Niwali, Chiplun, Ratnagiri, Maharashtra

Zilla Parishad Aadarsha School, Niwali, Chiplun located in district Ratnagiri, Maharashtra serves as one of the exemplary primary schools in India. The School Head has been a dynamic influence on the school. Instead of following the traditional rote learning process, the School Head Ragini Ramchandra Surve has introduced innovative teaching and learning processes in primary classes. But this would not have been possible without the support of her colleagues who personally visited schools in block Kumthe of Maharashtra. One of the interesting outcomes of this visit was the introduction of the academic staff to the activity-based teaching. This technique of teaching proved to be extremely beneficial as it encouraged students to give better results academically and also improved their cognitive levels. Before introducing this technique the School Head had organised a meeting with other stakeholders and introduced this concept to them. Interestingly all the stakeholders showed a lot of enthusiasm and helped the school to transform and adopt activity-based teaching techniques. They helped in designing the floors of the school making them more colourful.

In the school, activity based techniques in teaching-learning processes focus on the following:

Through the medium of drama, story and plays, the students are made to learn new concepts. The students are asked to enact and perform plays on concepts/themes from the syllabus (as shown in image on next page).

Students are given three words from which they have to make a new story. This enables the students to think creatively and express themselves. This activity enables students to develop a critical mind.



Location of Zilla Parishad Aadarsh School, Niwali

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- Students are grouped according to their age and are encouraged to write poems using simple words but having a rhyming scheme.
- The students are given a word and they in turn have to think of other words relating to the given words. This enables them to sharpen their vocabulary.
- One of the exercises also involves giving students Marathi alphabets, encouraging them to develop new words. This is another experiment at improving their vocabulary.
- Enhancing mathematical reasoning:
 - students prepare numbers from given digits
 - arrange numbers in ascending and descending order
 - expansion of numbers
 - identify even and odd numbers
 - identify place values
 - add, subtract, multiply and divide numbers
 - throw dices and read the numbers on them
- For improving English of students, they are encouraged to perform (drama and poetry) in English.
- Students are also encouraged to present their artistic abilities, therefore exhibitions showcasing their craft and art skills are organised.



It is interesting to note the keen involvement of parents in teaching-learning processes which further encourage the children to pursue their dreams. The school has received appreciation from the education officers and the Education Committee of the Zilla Parishad. The DIET Officers have also appreciated the efforts taken by the school heads in bringing a transformation. New experiments and innovations in teaching-learning processes have enabled not only students but also the teachers to grow cognitively. Below is the image showing an educational officer addressing students.



The students now find it easier to grasp difficult concepts. For instance, let's say number 29 is taught by using two bundles of 10 sticks each and nine individual sticks arranged in such a manner that forms 29. Through the medium of various educational equipment the learning process has been made easier.



Students learning numbers

In addition, the School Head has worked upon improving school infrastructure and also strengthened school management.

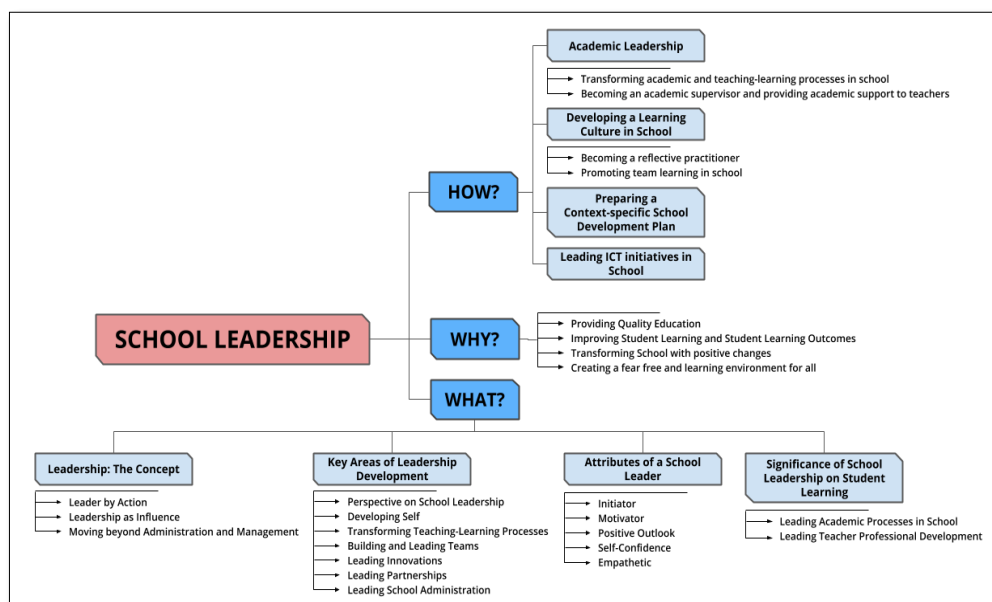
Ragini R. Surve attended the National Conference on Leadership Pathways for School Improvement, 22–24 January 2019, organised by National Centre for School Leadership, NIEPA.



School Head being felicitated for her Tireless Efforts

Summary

Summary (Mindmap) (13_35_Summary)



Portfolio Activity

Portfolio Activity (Text)(13_36_Portfolio Activity)

For School Leader:

Consolidate your learnings from this theme on School Leadership: Concepts and Applications. As a School Leader, create a Transformative Plan for your School with the ***Vision statement: Leading School for Providing Quality Education and Improving Student Learning***. Each school's context is different, hence, keep the context of your school in mind while planning for your school along with your teachers, students and community members. Identify broad areas of intervention and detail out strategies for each area. Areas identified can be: developing self and others, providing academic leadership, developing a learning culture, building and leading teams, partnering with community etc.

For Teacher Leader:

Consolidate your learnings from this theme on School Leadership: Concepts and Applications. As a Teacher Leader, create a Transformative Plan for improving student learning with your students. you can think of a ***Vision statement as: Leading professional development for improving student learning***. Each student's background and learning needs are different. How can you develop yourself professionally (gain knowledge, skills and attitudes) to effectively design and create meaningful learning opportunities (individual and collaborative) for students that enhance their learning and build their competencies.

Additional Resources

References (Text)(13_37_References)

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- Robinson, V., C. Lloyd and K.J. Rowe. 2008. The Impact of leadership on student outcomes: An analysis of the differential effects of leadership types. Educational Administration Quarterly. 44 (5), 635-674.
- Malik, Charu Smita. 2018. From Community Participation to Community Engagement: The Call for School Leadership in the Indian Context, Journal of Indian Education. ISSN 0377-0435 (Print) 0972-5628 (Online)
- Subitha, GV and Charu Smita Malik. (eds). 2016. Resource Book on One Month Certificate Course on School Leadership and Management, NUEPA, New Delhi.

Web resources (Text)(13_38_Web resources)

Section	Name of the Video	Web link
Self and Motivation	Lead India Video	https://www.youtube.com/watch?v=JR8i9p3pcPg&feature=youtube
Leaders in Action	Change Leadership and School Improvement: Role of School Head	https://www.youtube.com/watch?v=hSfg6ON8iqQ&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=4&t=0s
Multiple Roles and Responsibilities	Developing School as a Learning Organisation	https://www.youtube.com/watch?v=1NJEI6VXEQg&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=11&t=0s
	Professional Development Plan	https://www.youtube.com/watch?v=QEhOFI6d_qU&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=9&t=0s
	School and Purpose of Education	https://www.youtube.com/watch?v=Q9zbADOKd0E&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=13&t=0s
	Knowing more about Innovations	https://www.youtube.com/watch?v=VdNE3z13Ws&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=8&t=0s
Developing a Perspective on Active Learning Principles	Young Historians	https://youtube/p9VAM8yv2Ng
Understanding of Pedagogical-content Knowledge as a School Head	Pedagogical-content Knowledge	https://www.youtube.com/watch?v=eE9U-WEhjMQ
Academic Supervision in School	Observation, Feedback and Supervision	https://www.youtube.com/watch?v=GoC-5lIGCTw&list=PLUgLcpnv1YidWTfKv5Z4E9zaskiV2ZCJf&index=10&t=0s
Teachers as Reflective Practitioners	Teachers as Reflective Practitioners	https://www.youtube.com/watch?v=9fihPN41RaE

- Learning outcomes. http://www.ncert.nic.in/pdf/Annual_report_17_18.pdf
- Maryellen Weimer. <https://www.facultyfocus.com/articles/teachingand-learning/five-key-principles-of-active-learning/> accessed on 20th May 2019

School Leadership: Concepts and Applications

- National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher. NCFTE. 2009. http://ncte-india.org/ncte_new/pdf/NCFTE_2010.pdf
- TESS-India. Transforming teaching-learning process: Leading teacher's professional development. https://www.open.edu/open_learn/create/course/view.php?id=1911
- <http://ncsl.niepa.ac.in/>
- <http://pslm.niepa.ac.in/>
- <https://itpd.ncert.gov.in/>

Quiz

Quiz(13_39_Quiz)



do_31309436209993318411894

Set 1

1. What are the two important attributes of self-required for becoming an effective leader?
 - a. Administrator and manager
 - b. Organizer and planner
 - c. **An initiator and positive outlook**
 - d. Disruptor and a complaining attitude
2. What must be the role of a head teacher as a school leader?
 - a. Being a leader
 - b. Being a leader by position
 - c. Being a leader by action
 - d. **Being a leader by action in addition to being a leader by position**
3. What are the three components of developing oneself as a school/teacher leader?
 - a. Knowledge, communication and negative thinking
 - b. **Knowledge, skills and attitudes**
 - c. Positive thinking, being rigid and communication
 - d. Attitudes, skills and communication

4. Which one does not constitute the concept of pedagogical-content knowledge?
 - a. Subject-specific knowledge
 - b. Pedagogical understanding of the subject
 - c. Understanding of student learning needs and diversity
 - d. **Infrastructure of the school**
5. Which one is not a key component of academic leadership?
 - a. Active learning
 - b. Pedagogical-content knowledge
 - c. Academic supervision
 - d. **Understanding of administrative rules and regulations**
6. Which of these best define the concept of developing a learning culture in schools?
 - a. Learning outcomes
 - b. School development plan
 - c. Creating a common vision
 - d. **Team learning**
7. Which of this is not true of active learning?
 - a. Active learning encourages peer learning
 - b. **Active learning does not encourage individual thinking**
 - c. Active learning focuses on analytical thinking
 - d. Teacher is a facilitator in active learning
8. School Development Plan is not useful for
 - a. Preparing the vision of school
 - b. Assessing the concern areas of school
 - c. Estimating the existing resources available to school
 - d. **Administrative purposes only**
9. Direct effect of school leadership on student learning implies
 - a. Taking school rounds
 - b. **Engaging in teaching-learning processes in classroom**
 - c. Randomly checking the notebooks of the students
 - d. Facilitating teachers to experiment new teaching methods
10. Which is the best platform for consolidating team learning of staff in a school?
 - a. Playground
 - b. Classroom
 - c. **Staff meeting**
 - d. Kitchen shed

Set 2

1. Which of these does not describe a school leader?
 - a. Takes initiative
 - b. Accepts challenges
 - c. Works in collaboration with other stakeholders
 - d. **Blames others for untoward incidents**
2. Why is developing self important for becoming an effective school leader?
 - a. Developing self helps in self awareness
 - b. **Developing self leads to enhanced self-confidence which equips one to take up multiple challenges as a school leader**
 - c. Developing self helps in school transformation
 - d. Developing self is important for school leadership
3. Which is the best platform for consolidating team learning of staff in a school?
 - a. Playground
 - b. Classroom
 - c. **Staff meeting**
 - d. Kitchen shed
4. Which of these is not Learning culture can be strengthened (tick mark which is not true)
 - a. Debate
 - b. Drama
 - c. **Blind copying from blackboard**
 - d. Using ICT based web resources
5. School Leaders do not create a democratic space for parents by
 - a. Keeping a fixed time thrice a week to meet
 - b. Giving opportunity to raise any issue that affects the child learning
 - c. Encouraging teachers to interact with parents on their child's development
 - d. **Calling them only to share the examination result of the child**



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