



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

सत्यमेव जयते

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एन सी ई आर टी
NCERT



NISHTHA 3.0

SCHOOL LEADERSHIP: FOUNDATIONAL LITERACY AND NUMERACY

SELF INSTRUCTIONAL COURSE FOR
SCHOOL HEADS AND TEACHERS



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PROF. SUNITA CHUGH
DR. CHARU SMITA MALIK
DR. PUJA SINGHAL

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 (FLN).

This Course on **School Leadership for Foundational Literacy and Numeracy** has been developed by National Centre for School Leadership, NIEPA with the prime focus of enabling school heads and teachers of primary and composite schools with the objective of developing them as school leaders and teacher leaders who can lead their school for strengthening foundational literacy and numeracy. This Course appears as Course No.10 in NISHTHA 3.0 as uploaded on DIKSHA portal.

This Course helps school heads and teachers to build their leadership capacities as context-responsive, adaptive and collaborative leaders to create effective conditions for implementation of FLN. Further, school heads are visualized as Pedagogical Leaders who create a collaborative vision and focus on knowledge and transactional skills related to various pedagogies relevant for children of the age group of 3-9 years. Pedagogical Leaders also network with stakeholders including parents, families, communities and system level functionaries to achieve the developmental goals articulated for foundational literacy and numeracy. Pedagogical Leaders are equipped with necessary knowledge, skills and attitudes to mentor and coach teachers, develop relevant assessments for FLN and create a conducive learning culture for children in schools.

We greatly acknowledge the contribution of Ms. Pallavi Sharma, Deputy Commissioner, Kendriya Vidyalaya Sangathan (KVS) for deputing teachers of primary schools from Kendriya Vidyalaya Sangathan (KVS) for featuring in video documentation for English version of the Course. We are thankful to Jyoti Tiwary, Music Teacher, Nidhi Verma and Anuradha Sharma-Teachers of Primary Schools, Kendriya Vidyalaya Sangathan (KVS) for participating in the demonstration video on Foundational Literacy and Numeracy (FLN). We are also thankful to Purnima Verma, UDC, Satish Kumar, Assistant from NIEPA, Monika Bajaj, Junior Consultant and Alka Negi, Data Entry Operator from NCSL, NIEPA for featuring in video documentation.

Course 10: School Leadership for Foundational Literacy and Numeracy

- **Course Information**
 - Description of the Course
 - Keywords
- **Course Overview**
 - Course Instruction (Text) (10_1_eng_course_instruction)
 - Objectives (Slide Text) (10_2_eng_objectives)
 - Course Outline (Slide Text) (10_3_eng_course_outline)
- **Developing a Framework on School Leadership for FLN**
 - Leadership for Foundational Literacy and Numeracy: Introduction (Video) (10_4_eng_leadership_for_foundational_literacy_and_numeracy_introduction)
 - Leadership for Foundational Literacy and Numeracy: Introduction - Transcript (Text) (10_5_eng_leadership_for_foundational_literacy_and_numeracy_introduction_transcript)
 - Developing a Perspective on School Leadership for Foundational Literacy and Numeracy (Text) (10_6_eng_developing_perspective_on_leadership_fln) (804 words)
 - Models on School Leadership Development in the context of FLN (Text) (10_7_eng_models_school_leadership_fln) (693 words)
 - Activity 1: Try It Yourself (Text) (10_8_eng_activity1_try_yourself)
 - Activity 2: Reflect (Text - Blog) (10_9_eng_activity2_reflect)
- **Pedagogical Leadership for Foundational Literacy and Numeracy**
 - Who is a Pedagogical Leader? (Video) (10_10_eng_who_is_a_pedagogical_leader)
 - Who is a Pedagogical Leader? - Transcript (10_11_eng_who_is_a_pedagogical_leader_transcript)
 - Activity 3: Explore (H5P - Image Hotspot) (10_12_eng_activity3_explore)
 - Activity 4: Share Your Thoughts (Text - Blog) (10_13_eng_activity4_share_your_thoughts)
 - How to become a Pedagogical Leader? (Video) (10_14_eng_how_to_become_a_pedagogical_leader)
 - How to become a Pedagogical Leader? - Transcript (Text) (10_15_eng_how_to_become_a_pedagogical_leader_transcript)
- **Building Successful Partnerships of School, Family, Community for FLN**
 - Engaging Parents, Family and Community to Achieve the Aims of FLN (Text) (10_16_eng_how_to_engage_parents_family_and_community_to_achieve_aims_of_fln) (759 words)
 - Activity 5: Try It Yourself (Text) (10_17_eng_activity5_try_yourself)

- **Planning and Implementation of FLN in Schools**
 - Conceptualising FLN at Block and School Level (10_18_eng_conceptualizing_fln_block_school_level) (Text)
 - Implementation of Foundational Literacy and Numeracy by School Heads (Video) (10_19_eng_implementation_of_fln_by_school_heads)
 - Implementation of Foundational Literacy and Numeracy by School Heads - Transcript (Text) (10_20_eng_implementation_of_fln_by_school_heads_transcript)
 - Activity 6: Explore (H5P - Image Hotspot) (10_21_eng_activity6_explore)
- **Summary**
 - Summary (Mind Map) (10_22_eng_summary)
- **Portfolio Activity**
 - Assignment (Text) (10_23_eng_assignment)
- **Additional Resources**
 - References (Text) (10_24_eng_references)
 - Weblinks (Text) (10_25_eng_weblinks)
- **Assessment**
 - Quiz (10_26_eng_quiz)

List of Video Resources available *

S. No.	Title
1.	Leadership for Foundational Literacy and Numeracy: Introduction (Video) (10_4_eng_leadership_for_foundational_literacy_and_numeracy_introduction)
2.	Who is a Pedagogical Leader? (Video) (10_10_eng_who_is_a_pedagogical_leader)
3.	How to become a Pedagogical Leader? (Video) (10_14_eng_how_to_become_a_pedagogical_leader)
4.	Implementation of Foundational Literacy and Numeracy by School Heads (Video) (10_19_eng_implementation_of_fln_by_school_heads)

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

School Leadership for Foundational Literacy and Numeracy

Course Information

Description of the Course

School Leadership Development for Foundational Literacy and Numeracy is conceptualised for primary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who can lead their school for achieving foundational literacy and numeracy for children in the age-group of 3-9 years.

Keywords

NISHTHAFLN, SCHOOL LEADERSHIP, PRIMARY SCHOOLS, TEACHER LEADERSHIP, SOCIO - EMOTIONAL ATTRIBUTES, DEVELOPMENTAL NEEDS OF LEARNERS, PEDAGOGICAL LEADERSHIP, STUDENT LEARNING, LEARNING CULTURE, SCHOOL DEVELOPMENT, SCHOOL COMMUNITY, PARENTS, CONCEPTS, APPLICATIONS, NCSL, NIEPA

Course Overview

Course Instruction (Text) (10_1_eng_course_instruction)

Instructions to the Learner

Welcome to the NISHTHA 3.0 for NIPUN Bharat programme. Every teacher/ school head is expected to do 12 courses.

Modality of the Course

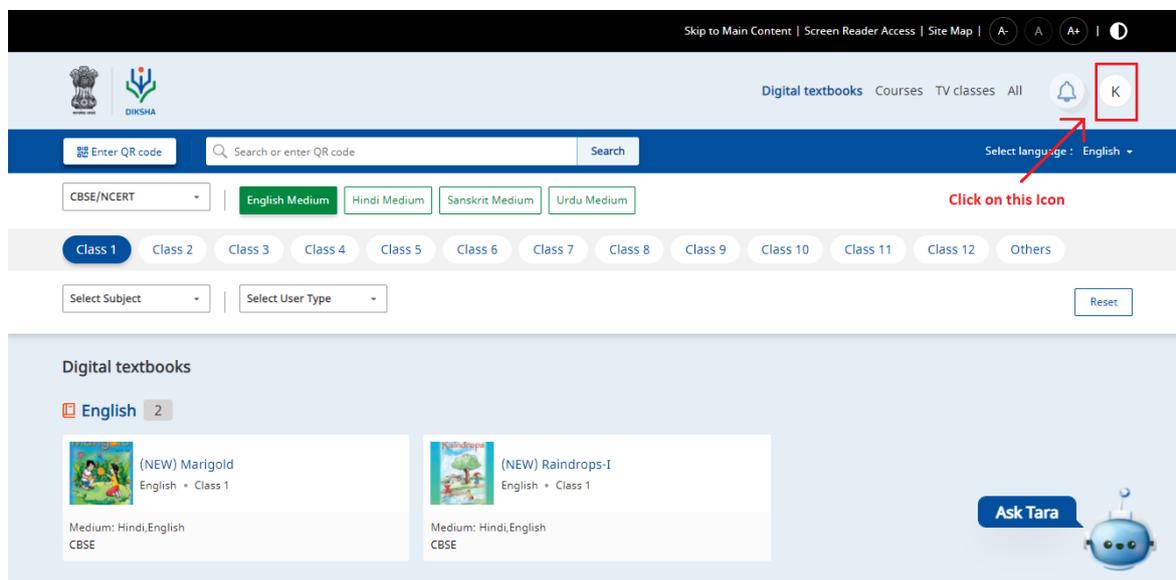
It is mandatory for every learner to go through all the course content presented in the form of videos, textual resources and a variety of practice activities to achieve 100 per cent course completion. Additional resources are provided for extending learning beyond this course content.

Certification

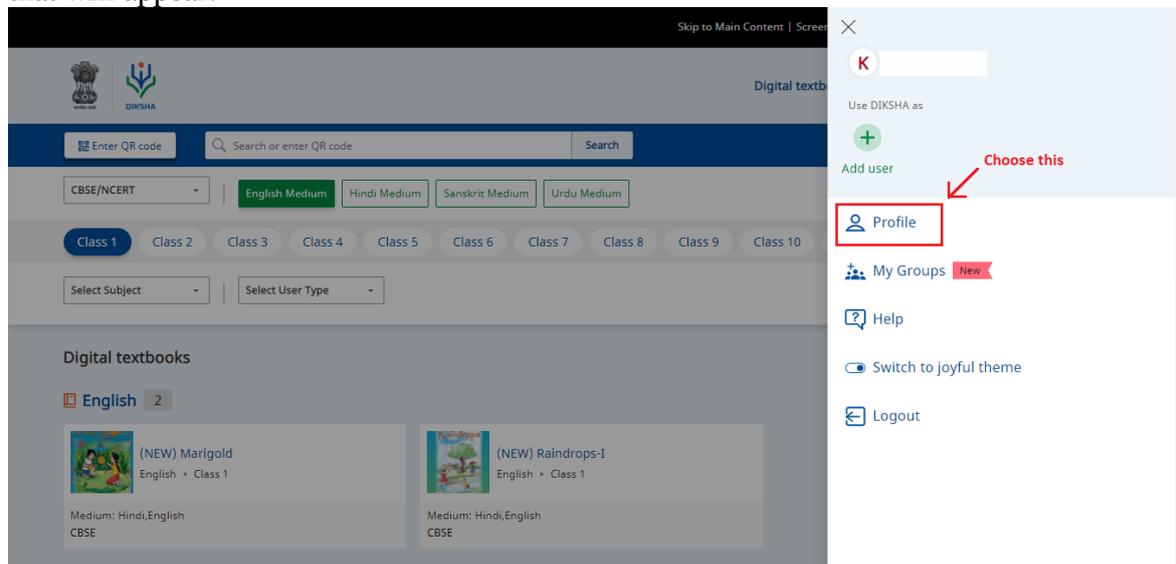
At the end of the course, learners are expected to take up an objective assessment quiz. Learners who acquire 70 per cent in the final assessment will receive a **Certificate of Participation** online in the DIKSHA portal itself. It may take 0-15 days to populate the Certificate. It can be downloaded from the profile page on the DIKSHA portal following the steps given below:

How to Access and Download Certificate in DIKSHA Portal

Step 1: Go to Profile Page, to go to profile, click on the circle icon with the first letter of your first name inset in it, at the top right corner of your screen, highlighted in **red box**.



Step 2: Choose the Profile option highlighted in the **red box** from the right drawer menu that will appear.



Step 3: Then your Profile section will appear, **scroll down** in the page further and you'll find your My Learning and Learner Passbook section, and then click on the **“Download Certificate”** button highlighted in **red box** to download the certificate of your respective completed course. And your certificate will start downloading.

My learning(2) (Refreshed daily)				
Course	Batch	Course completion date	Status	
Action Research	Action_research0105	MAY 2021	Completed	Download certificate
COVID19- Responsive Behaviors	COVID19-Responsive...	APRIL 2021	Completed	Download certificate

Initiate Download by clicking here

Learner passbook			
Course	Certificate given by	Certificate issued date	
Action Research	ncert	25 MAY 2021	Download certificate
COVID19- Responsive Behaviors	ncert	28 APRIL 2021	Download certificate
COVID19- Responsive Behaviors	ncert	28 APRIL 2021	Download certificate

Objectives (Slide Text) (10_2_eng_objectives)

Objectives

On completion of this course, the learners will be able to:

- Acquire knowledge, skills, and attitudes to strengthen and lead foundational literacy and numeracy among children of 3-9 years of age
- Develop an understanding on pedagogical leadership for enhancing teachers' capacities and improving student learning at foundational stage
- Create a collaborative school development plan for integrating FLN as a priority area for school transformation
- Network with parents and community to help build foundational stage of children's education

Course Outline (Slide Text) (10_3_eng_course_outline)

Course Outline

- Perspective on school leadership for leading Foundational Literacy and Numeracy (FLN)
- Pedagogical leadership for strengthening FLN
- Development of strong networking with community and parents to build effective school-community relations
- Preparation of a context specific school development plan
- Implementation of FLN by school heads

Developing a Framework on School Leadership for FLN

Leadership for Foundational Literacy and Numeracy: Introduction (Video)
(10_4_eng_leadership_for_foundational_literacy_and_numeracy_introduction)

Leadership for Foundational Literacy and Numeracy: Introduction-Transcript (Text)
(10_5_eng_leadership_for_foundational_literacy_and_numeracy_introduction_transcript)

Leadership for Foundational Literacy and Numeracy: Introduction-Transcript

Welcome School Leaders and Teachers!

We all are aware of significance of Foundational literacy and numeracy in the overall physical, social, emotional, and cognitive development of the child. FLN empowers children to make meaning, think critically, creatively and reach their full potential. Needless to say, literacy and numeracy are applied across all disciplines and areas of learning in later grades of schooling. It also has a major impact on future learning prospects of the children. Hence, to promote an equitable and inclusive education in India, it is imperative to strengthen literacy and numeracy and skills among all young children.

National Education Policy 2020 envisages the significance of FLN and considers age of 3-8 years as the foundational stage. The policy visualizes the children to be competent in meaningful reading and writing by the time they enter grade 3. However, NIPUN Bharat - National Initiative for Proficiency in Reading with Understanding and Numeracy - Mission has added age 9 into the foundational stage, which means that NISHTHA for foundational Literacy and Numeracy includes children between 3-9 years of age.

FLN is thus, from preschool to Grade 3. Grade 3 is an important turning point for the children to shift from 'learn to read' to 'read to learn' in the later grades. NIPUN Bharat visualizes the achievement of FLN competencies by 2026-2027. Since, FLN is going to be introduced in the schools for the first time, system level functionaries as school leaders of primary schools have a significant role to play in the implementation of this initiative. Keeping the child at the centre, this course on school leadership has been developed to equip the school leaders and teachers with the knowledge, skills and attitudes required to lead learning competencies among children of 3-9 years of age on Foundational Literacy and Numeracy.

This Course helps the school heads and teachers to build their leadership capacities as adaptive and collaborative leaders, create a vision for learning of children of age group 3-9 in school and learn new ways of networking with the parents and community. The core concept being dealt in this course is of a pedagogical leader, who has knowledge and application skills of various pedagogical practices, is able to coach teachers, develop relevant assessments for FLN and create a conducive learning culture for children in schools. This course is practitioner centred. Hence, to make it user-friendly, self-learning material has been created which includes reflective writing, to-do activities, case studies and video-based sessions.

Friends, I hope this gives you an overview of the concept of FLN in the Indian context. This is just a brief snapshot; however, we understand that every school has its specific challenges. This new leadership role demands of you a specialized set of knowledge, skills, and attitudes that you will learn in this Course in detail.

All the very best!

Developing a Perspective on School Leadership for Foundational Literacy and Numeracy (Text)

(10_6_eng_developing_perspective_on_leadership_fln)

Developing a Perspective on School Leadership for Foundational Literacy and Numeracy

Globally, it is an established fact that the foundational stage of learning is the most crucial in a child's developmental trajectory, positively impacting the child's health and learning levels. In fact, achieving competencies associated with FLN are critical for attaining Sustainable Development Goal 4 that promises equitable and quality education to all. These competencies cover socio-emotional skills, literacy, numeracy and even well-being. FLN is considered a 'gateway skill' as it marks the entry of a child into the formal schooling processes.

Despite phenomenal achievements in school education in India, a persisting concern of 'learning crisis', with wide gaps in learning levels remains. These gaps are widened in the context of children coming from poor and disadvantaged sections of population. More so, these learning gaps convert into 'cumulative learning deficit', which in simple terms, can be understood as the adding up of learning gap in a child's progression in school, over the years. A child who is unable to compute basic mathematical functions or read with comprehension by the end of Class III, is often unable to learn competencies that are required at upper primary or secondary level. As a result, the child accumulates learning deficit.

In India, most of the children enrolled in government schools are first-generation learners, which imply that they do not have strong academic support systems in families. Until now, the entry age to formal schooling remained at 5+ or 6 years of age, as per varying practices among States/UTs. Thus, before enrolling in the school, a child remained at home or at best, engaged in activities at the *anganwadi* or in preschool located in few government primary schools across the country. The significance of the national mission NIPUN to achieve FLN can be understood in this context. The mission seeks to provide a facilitative learning environment to children from 3 years of age and help prepare them to develop competencies needed for higher classes. However, we know that a child at 3 years of age is bound closely with the mother and the family. In the age group of 3-5 years, a child requires close bonding with the family and peers to develop socio-emotional skills, cognitive and nutritional strength. During this phase, the responsibility of the *anganwadi* and the primary school (with which the *anganwadi* is associated) becomes very important.

The ICDS scheme of the Ministry of Women and Child Development with its district and block level monitoring mechanisms and through its key functionaries, the CDPO and the *anganwadi*, is responsible for addressing the cognitive and socio-emotional skill development of children of 3-5 years of age. With the national mission on FLN, now the school leader of the primary/composite school (a school which includes primary and pre-school classes) must take the lead and initiative in ensuring that children of this age group and beyond in the age bracket of 3-9 years, achieve the following three developmental goals depicted in the figure below:

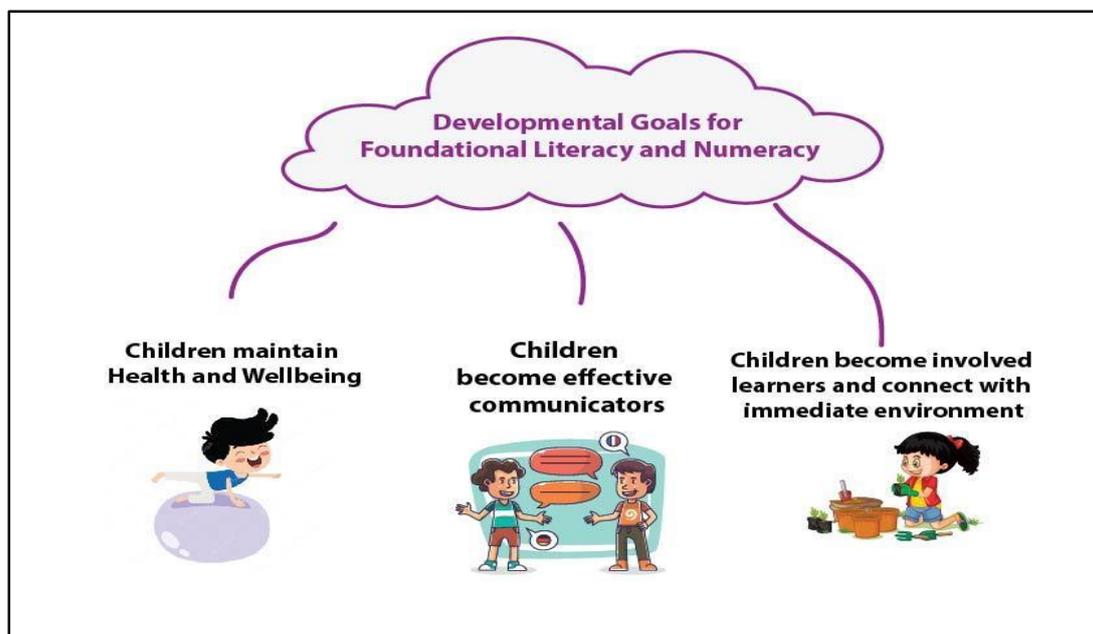


Fig 1: Developmental Goals for Foundational Literacy and Numeracy

Further, the National Mission on FLN has staggered the foundational stage of learning into the following stages with corresponding levels defined for learning outcomes (Level 1 to Level 6). You may refer to the earlier Courses for a detailed understanding on competencies and learning outcomes related to FLN.

- Preschool is held primarily in *anganwadi* centres or preschool centres located in the campus of primary schools. The age group of children corresponding to pre-school is 3-6 years, of which the first two years, 3-5 correspond to *anganwadi* and 5-6 correspond to *balvatika* under the FLN Mission.
- *Vidyapravesh*, under the FLN Mission, is a specially designed three-month play-based course to be transacted with all the children in the first three months of Class I.
- Class I to III grades correspond to the age group of 6-9 years for which classes are held in the primary school.

In case the school is a composite school, the school head of the upper primary or of the secondary/senior secondary will have to take the lead in integrating preschool in schooling processes.

Stages of foundational learning		Corresponding age group	Levels corresponding to learning outcomes as defined in FLN
Preschool	<i>Anganwadi</i>	3-5	L1+ L2
	<i>Balvatika</i>	5-6	L3
Class I, II and III	<i>Vidyapravesh</i> is a three-month play-based course to be provided to all children in the first three months of Class I	6-9	L4+ L5+ L6

What is the concept of ‘learn to read’ to ‘read to learn’ as outlined in FLN?

This concept describes how children at pre-primary stages learn basic literacy and numeracy skills, as outlined in NISHTHA-FLN, so that in later years of schooling they become competent to engage with text, numbers, and knowledge domains on their own. In later stages of schooling, children are confident to ‘read to learn’. However, it does not mean that the role of teacher becomes insignificant. The teacher remains a facilitator and supports children in their learning trajectory. Thus ‘learn to read’ to ‘read to learn’ implies that the school leadership team has to enable conditions for building foundational skills of children so that they are confident at later stages to lead their process of learning with the support of teachers.

Models on School Leadership Development in the Context of FLN (Text)

(10_7_eng_models_school_leadership_fln) (693 words)

Models on School Leadership Development in the Context of FLN

The FLN Mission has presented before us a unique challenge that will have a far reaching impact on the well-being and learning levels of children. Considering academic and administrative requirements at the school level, a leader of a primary school or a composite school needs to build own competency, in terms of knowledge, skills and dispositions, on school leadership. This will give you a brief understanding on how to lead your school to make FLN a success. Following are four models:

- Context-specific leadership:** In literature on school leadership, this model has perhaps received most resonance with school leaders. We know that each school’s location is unique, and it caters to children from specific geographical diversity and socio-economic contexts. Your school may be in a flood prone area, a conflict zone, surrounded by forests or desert, or even placed in high altitude. The socio-cultural and economic context of children in the catchment area of the preschool *anganwadi* or the school is also specific to that area. In such cases, leadership for strengthening FLN would require a deep understanding of the family background and cultural context of children in the age group of 3-9 years. It would also imply that the school leader and teachers have knowledge of the major language or dialects spoken by the inhabitants as also the developmental needs of children of this age group. There would be many children of the area who do not attend *anganwadi*/preschool. Hence, the school

leadership team will have to influence the local people and community to create an environment for enrolling children in preschool. These inter-personal skills will emanate from the context of the school and the people. Context-specific leadership will also mean that the leadership team will have to provide for academic and administrative resources as per the context of the preschool and *balvatika*.

- **Adaptive leadership:** In the context of FLN, a school leader's responsibility would be to prepare self and teachers to adapt to new challenges emerging from its implementation. This will be a dynamic process. Adaptive leadership equips the leader to deal with problems and challenges that are not clear-cut or cannot be solved only by leaders' authority or expertise. In addition to this, FLN centres on children of a tender age and much of the challenge would emerge from adapting to the needs and time requirements of children and their families. An adaptive leader would need to require engaging and mobilising people, questioning people's assumptions, perceptions, beliefs, attitudes, and behaviours. This would be required to create a common vision to achieve the developmental goals of FLN. A few characteristics of an adaptive leader are:
 - Exerting influence
 - Embracing vulnerability of parents and children
 - Creating trust
 - Leading through difficult, multi-dimensional and adaptive challenges
 - Carving space for creativity
 - Listening to people who are at fringes, marginalised or even deviant – so that all feel valued and heard
 - Creating 'workable solutions' by engaging with people
- **Collaborative leadership:** This form of leadership rests on human interactions. It implies collaboration of people, ideas, decisions, and events. Collaborative processes foster shared commitment to achieving important goals, broad participation, and collaboration in decision-making and shared accountability for student learning outcomes. A collaborative leader needs to bring together all the stakeholders and facilitate:
 - Developing a shared vision, people working collaboratively to achieve vision
 - Task distribution
 - Conditions that support effective learning-teaching processes
 - Capacity development of self and teachers on professional learning and exchange
 - Practicing leadership that increases the school's capacity for improving teachers' instructional expertise with effect on strengthening FLN skills
 - Creation of mutual respect
 - Stakeholder involvement
 - Shared responsibility
- **Transformational leadership:** This is the process by which the school leader engages with others and creates a connection that results in increased motivation and professional ethics in both the leader and the colleagues. The prime focus of transformational leadership is on establishing a productive school culture and a clear and collaborative vision to enhance the quality teaching-learning processes, developing people, and improving the organisation. The school leaders not only adapt to the changing situation but also try to change and transform the existing system by creating a vision, taking initiative, and adopting a problem-solving attitude.

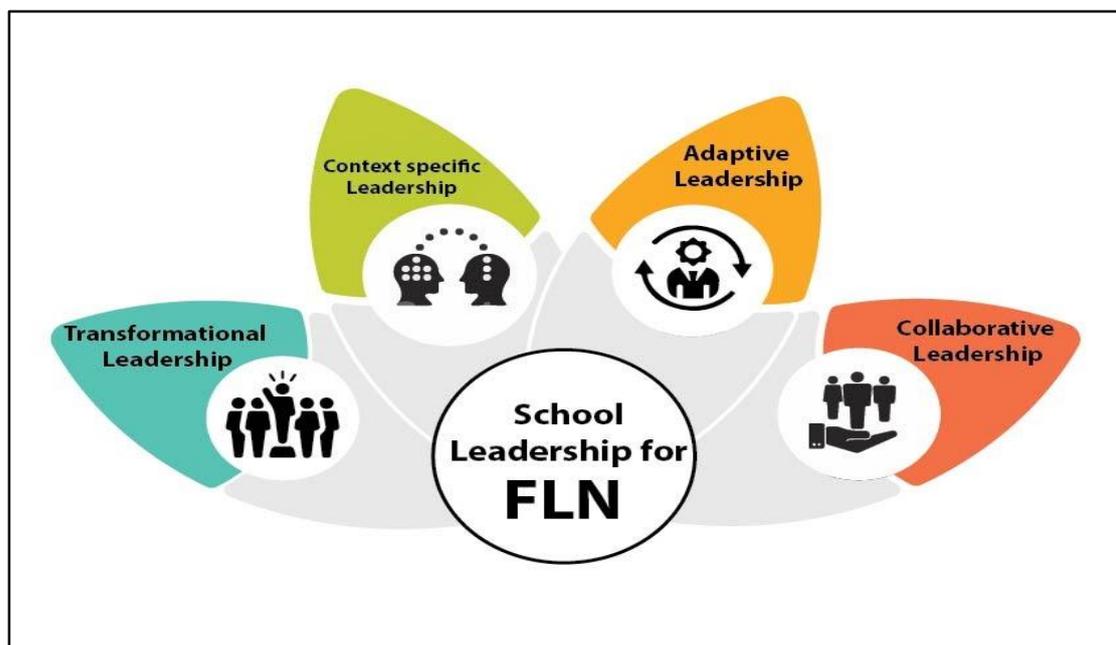


Fig 2: Different Models on School Leadership Development for Strengthening FLN

Activity 1: Try It Yourself (Text) (10_8_eng_activity1_try_yourself)

Activity 1: Defining Context-based School Pathways for Aims of FLN

Aims of FLN Mission	What will be your key action steps (2-3) as a school leader for creating conditions to achieve the aims of FLN?	Which stakeholders will you involve?
Creating an inclusive classroom		
Enabling children to become motivated, independent, and engaged readers and writers with comprehension		
Building numeracy and spatial understanding skills		
Ensuring availability and effective usage of high quality and culturally responsive teaching-learning material		
Capacity building of teachers and resource persons		
Engaging with all stakeholders for lifelong learning of each		
Student assessment through different methods		
Tracking of learning levels of all students		

Activity 2: Reflect (Text - Blog) (10_9_eng_activity2_reflect)

Activity 2: Reflect

How will you engage with different stakeholders to adapt to the learning needs of children of 3-9 years of age? Reflect on your role as a School Leader.

Pedagogical Leadership for Foundational Literacy and Numeracy

Who is a Pedagogical Leader? (Video) (10_10_eng_who_is_a_pedagogical_leader)

Who is a Pedagogical Leader?-Transcript (Text)
(10_11_eng_who_is_a_pedagogical_leader_transcript)

Who is a Pedagogical Leader?- Transcript

Dr. Puja: Welcome school leaders and teachers. We all know that FLN has become a national mission in which the role of the school leader is critical. This course has visualised school leaders as pedagogical leaders to meet the expectations and demands emerging from our commitment to strengthen foundational literacy and numeracy among young children of the age group of 3-9 years.

Let us discuss the prerequisites for becoming a pedagogical leader. We have with us Prof. Sunita Chugh and Dr Charu Smita Malik. I am Dr Puja Singhal.

Dr. Puja to Prof. Sunita: Prof. Sunita, who is a pedagogical leader? What does he and she do?

Prof. Sunita: Dr. Puja, Pedagogical Leader is a person having deep understanding of knowledge and transaction skills to lead the pedagogies of different subjects and disciplines. The aim of a Pedagogical leader is to create a conducive learning environment for all children and help them attain desired learning outcomes. For this, well planned pedagogical practices are required that can contribute in holistic development of a child including all developmental domains- cognitive socio-emotional, language and literacy, psycho-motor, numeracy and creative development that are interlinked with each other. School leaders have to have a knowledge about what the child needs at the age of 3, what kind of emotional needs are of the child, the health needs of the child and what kind of learning pedagogy are required for the age group of 3-6 years .

Dr. Puja to Prof. Sunita: Mam, now I want to know what is the importance of a pedagogical leader in the context of foundational literacy and numeracy?

Prof. Sunita: Dr. Puja, As you know that the foundational stage of children's education is crucial for their cognitive, socio-emotional, and creative development. The learners belonging to the age group of 3-9 years are beginning their life path; hence, school processes must accord them with exposure, experimentation and free will to learn new skills. As children progress from the age group 3-6 years, where the predominant pedagogy is that of play-way, they can be given different kinds of toys, so that play-way methodology can be adopted in the school. During 6-9 years of age, their foundational literacy and numeracy skills are strengthened. Further, these pedagogies are not based on 'chalk and talk' method but focus on activity-based

learning and exposure to experimentation. For example they can be given some kind of blocks where they can learn as to the colours, they can also learn the counting from that. To facilitate this, a pedagogical leadership needs to collaborate with pre-school and primary school teachers, *anganwadi* workers, *balvatika* teachers, educational functionaries and CDPOs (Child Development Project Officers). I hope Dr. Puja, you got the answer to your question.

Dr. Puja to Dr. Charu: Yes madam, this gives us clarity on why a pedagogical leader is needed for young children. Dr. Charu, I would like to know what must be the perspective of a pedagogical leader. How can she create a vision for her school?

Dr. Charu: You know Dr. Puja, vision building is a core element of leading a school. Since the foundational stage of children’s education requires support and contribution of several stakeholders – *balvatika* teachers, *anganwadi*, school head, CDPO, parents, community and education officers at the block and district level. A school leader must be able to bring them all together on a common platform to converse around issues of child development. The vision of a school leader must be to prepare the children of 3-9 years with strong skills of foundational literacy and numeracy. This would enable the children to gain learning competencies for Grade III and effective transit into Grade IV. A futuristic and at the same time, a practical vision, helps the school leadership team to realize the goals within a specific time frame. An example of a vision statement could be:–

“Build a safe and happy environment for children where they can explore, experiment and learn skills of foundational literacy and numeracy”

Dr. Charu to Dr. Puja: Dr Puja, I know you have researched leadership attributes. What according to you can be some of the basic leadership attributes of a pedagogical leader?

Dr. Puja: Dr. Charu, since we are dealing with children of 3-9 years of age, it is crucial that one of the core attributes be that of: a positive and a flexible mindset. Within a positive framework, a school leader and teachers need to be flexible in both their mindset as well as in approach. We know that the attention span of children of 3-6 years of age is very short, and they need to be engaged primarily through play-based pedagogies. It is often seen that children switch to multiple objects or perceptions of the outer world. A leader must ensure and coach the teachers to be facilitators in the child’s journey. A rigid approach may work against children’s dispositions and lead to the child’s disinterest and drop-out.

Other attributes of school leaders for foundational stage can be like:

Taking initiative, Bringing people together on a common platform, Building trust, Understanding emotions and feelings, Keen observer, understanding developmental needs of children, Openness, Understanding of pedagogical leadership.

Dr. Charu to Dr. Puja: Yes, correct. Let us delve deeper into pedagogical leadership. Dr Puja, what are the pedagogical approaches that can be employed for learning-teaching processes of children of 3-9 years of age group?

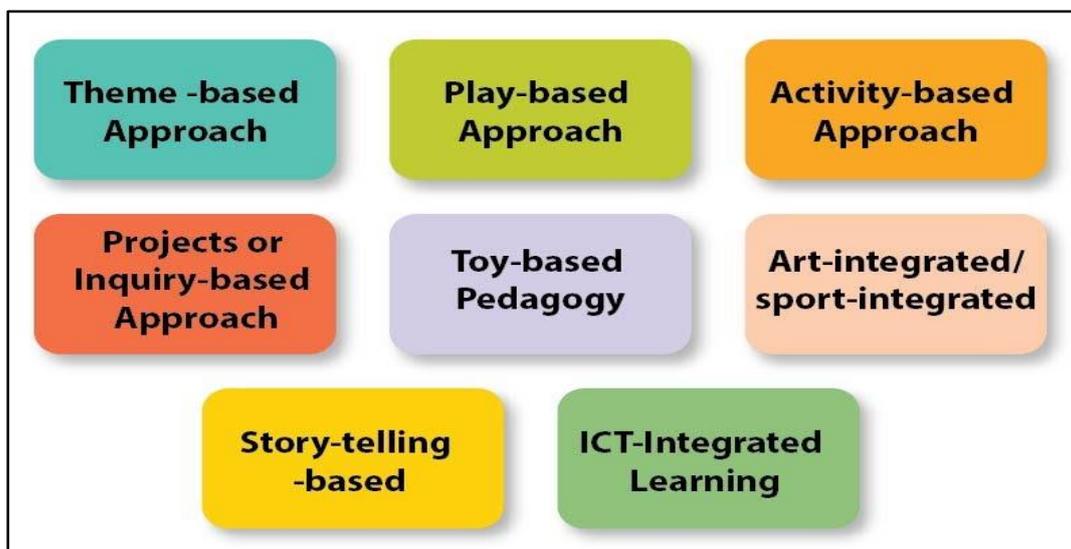


Fig. 3: Pedagogical Approaches for Young Learners

Dr. Puja to Dr. Charu: Dr. Charu there are various pedagogies that can be employed for children of 3-9 years of age group like theme based, play based, activity based, project based and story-telling method etc. These approaches are very helpful in developing creativity and competencies among young children. If we talk about story telling method this has the potential of developing emotional intelligence and enable children to understand human behaviour and relationships. In addition, short stories centering around animals and interactions of humans-animals-plants can relate concepts to the real-world experiences. Children are able to learn new vocabulary and language structures. Next is Play-based approach which is based on the natural phenomenon of the children, that is their inclination towards playful activities. This is helpful for the children to explore, discover and solve problems in playful manner. For example, playing hide and seek with their friends helps them to understand the concept of team, coordination, critical thinking. Or if we talk about Theme-Based Approach- in which various areas of the curriculum are linked together and combined within a theme. Through the theme, children get to recognize their own unique strengths and explore multiple ways of learning. For example, considering fruits and vegetables as a theme, a teacher can facilitate learning the concepts of colours, shapes, numbers, sizes, vocabulary etc.

Dr. Sunita to Dr. Puja: Dr. Puja I would like to add that you know the children should be given stories and poems in their local context and in their local language especially when we are considering children of 3-9 years, then that makes them more friendly to the school environment.

Dr. Puja to Dr. Charu: Dr. Charu, what are the initial steps for a school leader to assess and plan for Foundational Literacy and Numeracy activities?

Dr. Charu: In order to facilitate children, accomplish learning competencies, first school leaders and teachers need to be aware of developmental needs of children. Each child is different and has her own pace of learning. For instance, some children speak clearly at the age of 3 while some may be able to do scribbling well. These characteristics of children progress with age, and there is a difference in abilities of younger and older children. Teachers need to understand this natural process of child development and changing needs of the child.

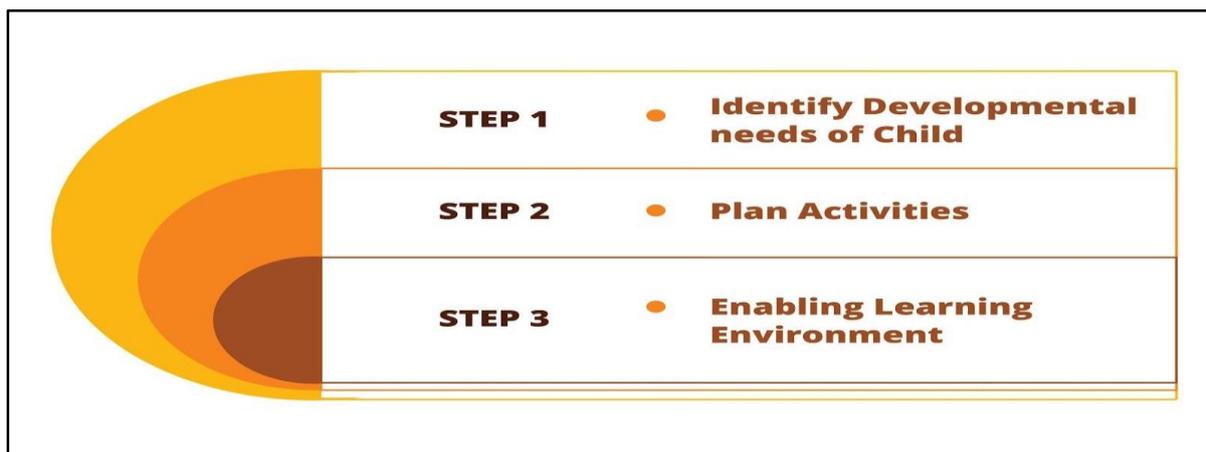


Fig 4: Three-pronged strategy to attain Learning Outcomes of FLN

The second is to adopt developmentally appropriate practices (DAP) as per the needs of the child and its prior planning is always beneficial for better outcomes. Pedagogical leaders ensure that teachers plan their activities in a phased manner, which implies that a teacher must gradually introduce new concepts with the child, or we can say they can move from simple to more complex concepts. For this they can emphasize on creating interactive learning through classrooms including print material, accessible toys and other resources like objects, puzzles, etc. Toy based or game-based pedagogy is helpful in engaging the child of 3-6 years of age group in learning process, while experiential and art-based learning is valuable for younger learners of age group 6-9 years.

Dr. Charu to Prof. Sunita: Mam, since you are the most experienced, what do you think is the most important expectation from a school leader who wishes to strengthen Foundational Literacy and Numeracy in his or her school?

Prof. Sunita: Dr. Charu, since foundational literacy and numeracy is going to be introduced for the first time then there are multiple expectations from the school leaders as we know that, leadership is a process of exerting influence on self, others, and school's circumstances. As a leader of the primary or the elementary school, a school head is expected to bring positive changes in how she/he perceives children of such a tender age, his/her understanding of developmental needs of children of 3-9 years of age and what is expected of a school (in terms of infrastructure, resources and print-rich environment); most importantly, influence teachers of the primary school and *balvatika/ pre-school* teachers to act as facilitators in strengthening foundational literacy and numeracy.

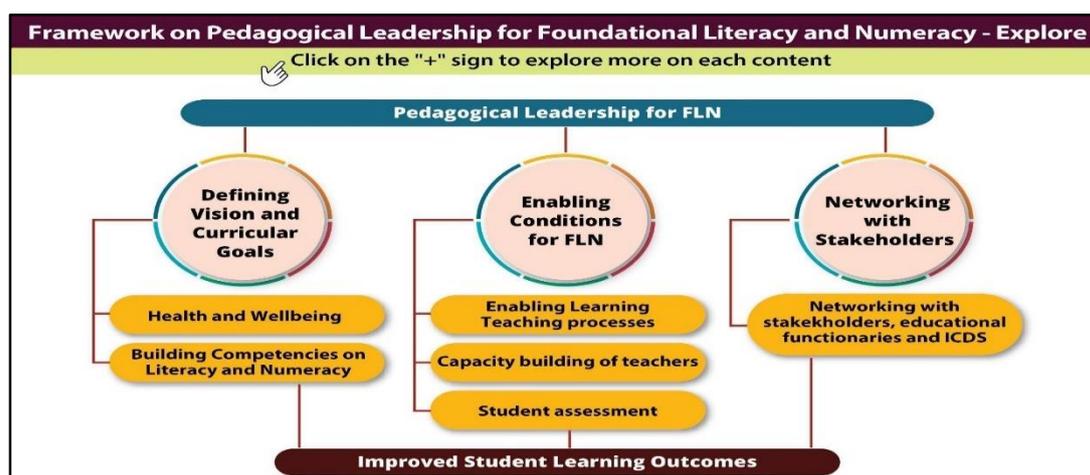
At this stage of education, a school leader must have the requisite knowledge, skills, and dispositions to network with the community, parents, and other stakeholders to create a conducive learning environment at both school and home. She/he must also act as the focal point of contact for both the educational functionaries such as the Block Education Officer and the child development project officer of the ICDS scheme. Building trust and understanding inter-personal relations is equally important while networking with parents and community.

Dr. Puja: Friends, hope this discussion with Dr. Sunita Chugh and Dr. Charu Smita Malik helped clarify the concept of a Pedagogical Leader. A pedagogical leader, along with her/his team, builds a collaborative vision and develops a clear roadmap on various strategies such as assessing developmental needs of children, employing different age-appropriate pedagogies to strengthen FLN skills, designing assessments as learning, networking with parents, community and system level functionaries. All these areas of intervention will help in building competencies among children to prepare them for later grades of schooling. However, the most important aspect to remember is that a pedagogical leader has to develop a conducive environment where interactions between child to child and child to adult are fear free and meaningful conversation so that children learn, co-create, explore and experiment in a joyful manner.

Activity 3: Explore (H5P - Image Hotspot) (10_12_eng_activity3_explore)

Framework on Pedagogical Leadership for Foundational Literacy and Numeracy-Explore

https://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1671



Pedagogical leadership for FLN: Pedagogical leadership encompasses knowledge, skills and attitudes for transforming learning-teaching processes of the school. In the context of FLN, pedagogical leaders need to articulate a vibrant curriculum for building learning competencies of children of 3-9 years of age group. Pedagogical leaders work on creating enabling conditions for learning-teaching processes, coach and mentor teachers, develop a trustworthy relationship with teachers and parents/community and most significantly, build strong emotional ties with children. In all the actions and school processes, the pedagogical leader ensures that the ‘child is at the centre’ and processes are designed around learning trajectories of children.

Defining vision and curricular goals: To achieve the desired learning outcomes of FLN, school leaders are required to set the vision and curricular goals for their schools. The vision and curricular goals need to be aligned with developmental needs of children of 3-9 years of age group.

Health and well-being: This is the first developmental goal of FLN. A pedagogical leader's first and foremost responsibility is to ensure that children maintain health and well-being. The school leadership team needs to focus on the health and nutrition of children as also facilitate their socio-emotional and cognitive development.

Building competencies on literacy and numeracy: This field covers the second and third developmental goal for FLN – children developing as effective communicators and engaged learners who are able to connect with their immediate environment. The curriculum on FLN has outlined a list of competencies that children of 3-9 years of age group are expected to acquire. These are further codified into learning outcomes. There are six levels of learning outcomes corresponding to six years of exposure to FLN learning-teaching processes. Pedagogical leaders and teachers need to create a learning culture in schools where children become independent in their approach to solve their problems by way of language and spatial understanding skills. To develop creative thinking among students, leaders need to provide an encouraging and joyful environment where they are allowed to explore the world by engaging in guided experiments.

Enabling conditions for FLN: Leadership is crucial for creating a learning environment where every student has access to high-quality education. For this, it is critical that leaders engage continually in leading, supporting and monitoring improvements in literacy and numeracy in their schools.

Enabling learning-teaching process: Pedagogical leaders need to ensure an inclusive and enabling classroom environment by incorporating print rich, play and activity-based pedagogies, linking it to the daily life situations of the children and formal inclusion of children's home languages.

Capacity building of teachers: A significant step towards realising the objective of FLN for all children is extensive capacity building of teachers by providing them with professional learning opportunities for FLN. Pedagogical leaders must enable intensive capacity building of teachers to make them empowered and provide greater autonomy for aligning pedagogies with age-appropriate learning trajectories of children.

Student assessment: School-based assessment (SBA) at the foundational stage must be stress-free not by quantitative test but largely through qualitative observation based on performance of the child in a multitude of experiences and activities. Assessment is required for ensuring tracking of learning levels of all students and to identify the child's strengths, needs, interests and preferences.

Networking with stakeholders: For building a strong foundation of lifelong learning of students, it is imperative for schools to actively engage with all stakeholders that is, teachers, parents, students, community members, educational functionaries, etc.

Networking with stakeholders, educational functionaries and ICDS: Achieving and strengthening FLN among children requires effort on multiple fronts. Since, children are closely bonded with their mothers and families, it is important for pedagogical leaders and teachers to tap this relationship and orient the family adults to contribute in strengthening FLN.

Pedagogical leaders can build strong bonds with parents and communities to foster strengthening of FLN. In addition, pedagogical leaders need to network with educational functionaries, CDPOs and *anganwadi* teachers to create a collaborative vision for FLN and ensure that the implementation of the vision is carried out in a phased manner.

Improved student learning outcomes: To attain desired learning outcomes, pedagogical leaders must have credible knowledge of learning and teaching along with the knowledge of processes for improving school-wide learning. The learning outcomes of FLN can be accomplished through holistic development of the child by focusing on different domains of development like physical and motor development, socio-emotional development, literacy and numeracy development, cognitive development, life skills, etc.

Activity 4: Share Your Thoughts (Text - Blog)
(10_13_eng_activity4_share_your_thoughts)

Activity 4: Share Your Thoughts

How will you ensure achievement of learning competencies of children in the 3-9 years age group? Share Your Thoughts.

How to become a Pedagogical Leader? (Video)
(10_14_eng_how_to_become_a_pedagogical_leader)

How to become a Pedagogical Leader?-Transcript (Text)
(10_15_eng_how_to_become_a_pedagogical_leader_transcript)

How to become a Pedagogical Leader?-Transcript

Sutradhar: Welcome School Leaders and Teachers, in this demonstration of pedagogical leadership, we present before you scene 1. In scene 1, the school leader of the primary school is well aware of the fact that to ensure children are achieving learning competencies in primary grades, the foundational learning needs to be strengthened. Hence, she is discussing pedagogies that are age appropriate in pre school and primary grades with teachers of the pre school and the primary class.

Scene 1

School Head: Dear Teachers, Let us discuss the pedagogy that you employ in pre primary school for strengthening the concept for the age group 3-4 years. Monika ji, would you like to share with us?

Teacher, Pre-School (Monika): Yes madam, I am transacting the number concept with the help of fingers like (by showing fingers) 1,2,3 and repeating it with children again and again to make them remember the numbers. Slowly and slowly, they will be able to recognize and learn to write.

School Head: Ok Monika Ji, don't you think transacting number concept with the help of fingers is a traditional teacher centred method, can we use some new technologies or joyful and engaging methodology for such young children?

Teacher, Pre-School (Monika ji): Yes madam

School Head: Okay, Alka ji, now you tell us about your transaction methodology for young children?

Teacher, Primary Grade (Alka ji): Madam, generally I use play way method like Hop/jump on number train. I used to cut out papers from 1 to 10 and stick on the floor with the help of coloured tape. Then I ask the students to jump on the particular number. In this process, I also feel like a child with them. I believe in learning by play-way method.

The another way is by asking questions related to the things that they are aware of like, how many eyes do we have? Identify that number

How many hands do you have...? select that number.... and so on.

School Head: Great Alkaji, this sounds really interesting, while transacting number concepts, to the age group of 3-4 years, 'chalk and talk' methodology is not useful, and we must use a learning methodology, where the '**child must be at the centre**'. This will develop your trust with the children, and also create a fear free environment in the schools and we can see that this will also connect the children with their real-life experiences. Do you agree with me, Monika ji?

Teacher, Pre-School (Monika ji): Yes madam, I am learning the new pedagogies during this discussion.

School Head: Monikaji, you must be in regular touch with Alkaji for learning new teaching-learning methodologies and we can have a review meeting every week for foundational learning progress in pre-primary schools.

Scene 2

Sutradhar: In this scene, the school leader of the primary school is discussing issues with the parents of children studying in primary grades. The school is located in a rural area.

School Head: Today we are having a meeting with parents, welcome both of you.

School Head to Parent1 (Poornima): Poornima ji, I want to ask you whether your child is able to understand mathematical calculations...and how you are helping your child to revise learnings at home?

Poornima ji: Yes madam... my daughter Gaurangi is in Grade 3. She has understood the concept of calculations very well and is also using it in daily life. Alka ma'am is a great teacher, she listens to all children very carefully and make them understand well. Once I had visited the classroom and I found that all the children were listening to her with great interest and were learning the concept. At home also I revise these concepts by using toys and stories and try to make her understand. For doing all this, I was guided by Alka mam in the last parent teacher meeting.

School Head to Poornima ji: Very good Poornima Ji, at home also you are using storytelling and toy-based pedagogy method for assessing the learning of your child. That will help her to strengthen her mathematical calculations and I want to give one suggestion that You should be in touch with Alka ji. She will share new educational pedagogies with you.

School Head to Satish: How are you Satish ji? How is your son Garwit?

Satish to Principal: Madam ji, I am fine. I am a farmer and I am not well educated. My son plays all the time.... he doesn't listen to me ..pls guide me what to do...how can I help in his learning at home...

School Head to Satish: Relax Satish ji...I know Garvit, I have played with him many times. He is doing fine! Since he is in Grade 1, you can use natural resources to reinforce concepts learnt in school. Since you are a farmer, you can use natural resources like trees, plants, flowers and vegetables to revise his course and strengthen it. I want to give one suggestion that you should be in touch with Suman ji, who is a teacher of Grade 1, she will share new educational pedagogies that will help you.

Satish ji to School Head: Thanks Madam ji, I will use these techniques while Garvit visits my farm!

School Head to All: Thanks to both of you for participating in the discussion of assessing learning of children at home and usage of different techniques for the same.

Poornima and Satish: Thank you Mam!

A pedagogical leader employs various methods to strengthen foundational literacy and numeracy among young children such as coaching and mentoring teachers on child centered pedagogies, involving parents in learning the transactories of children so that they can achieve age appropriate learning competencies, collaboratively designing assessments that has been integrated into the learning processes etc. The role of a pedagogical leader is critical in shaping young lives for ensuring that foundational literacy and numeracy is strengthened.

Building Successful Partnerships of School, Family, Community for FLN

Engaging Parents, Family and Community to Achieve the Aims of FLN (Text)
(10_16_eng_how_to_engage_family_community_to_achieve_aims_of_fln)

Engaging Parents, Family and Community to Achieve the Aims of FLN

FLN concerns itself with the building skills of children in the age group of 6-9 years. It is a known fact that at such a tender age, a child is most close to the mother/guardian, family and the surroundings of home. A school leader needs to appreciate and understand the role of parents, family and community in the foundational stage of learning of children. The school needs to strengthen ties with these stakeholders so that children feel a continuum from the home to the school and back. There are multiple ways through which school leaders can involve parents, families and community members to achieve the aims of FLN. School-parents-family-community partnerships are considered to be more effective when these are able to influence the developmental trajectories of a child including their social, emotional and cognitive parameters. Let us see how to bring these stakeholders together and contribute to strengthening FLN.

School-parent-family-community partnership matrix

The matrix below gives an overview of six types of school-parent-family-community partnerships that can enhance the foundational stage of learning of children. This model has been proposed by Joyce Epstein. The school leadership team can use various strategies in making these partnerships a reality. It is believed that these strategies help the school and community come together to build strong foundational learning of children. The Table below is an adaptation of Epstein's model in the Indian context.

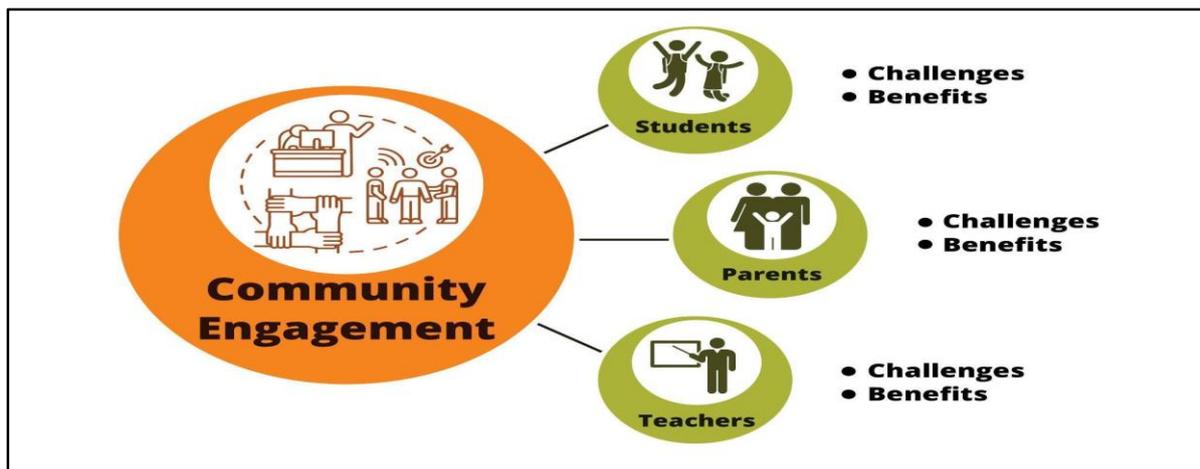
Types	What	How-to (activities/ practices)	How will the children and parents benefit?
TYPE 1: Parenting	Assist, support and communicate with parents to create a safe and learning home environment	<ul style="list-style-type: none"> - Co-create age and grade appropriate games and learning material for children - Conduct parent-family learning workshops 	<ul style="list-style-type: none"> - Children will feel a continuum between the home and the school - Children will share their ideas, feelings and thoughts in a fear-free environment at both home and the school
TYPE 2: Communicating	Create proper channel of school-to-home and home-to-school communications about school programmes and children's progress	<ul style="list-style-type: none"> - Encourage empathetic communication between school leader, teacher leader, parents and families - If possible, create WhatsApp group of parents - Share information about school programmes, ECCE day (early childhood and care day of the ICDS scheme), functions and events organised by primary school - Write comments in the diary of the child - Create a time slot for meeting the parents 	<ul style="list-style-type: none"> - Informed parents can support their child in a better way - Interactions and communication can guide parents to work on areas where the child needs help and guidance - Parents encourage their child to participate in school activities with greater zeal
TYPE 3: Volunteering	Engage parents who volunteer in functions and activities of school	<ul style="list-style-type: none"> - Create a temporary space in school for parents where they can come and contribute to learning processes of children - Collect information about talents and skills of parents, families and community members, which can be useful for strengthening FLN - Acknowledge parent, family and community volunteers through school newsletter or hosting some programmes 	<ul style="list-style-type: none"> - Children get a chance to interact with a diverse set of adults and learn from them - Interaction with different volunteers gives children exposure to different types of skills like dance, drama, toy-making, crafts, etc. - Parents and families come closer to their children and the school

TYPE 4: Learning at home	Guide parents and families about how to help children at home with literacy and numeracy skills	<ul style="list-style-type: none"> - Invite parents to utilise the school resource room - Help parents understand about learner assessments - Guide in providing a print-rich environment at home and refer to a list of activities they can do with their children regularly 	<ul style="list-style-type: none"> - Children benefit by relating concepts at home - Print-rich material help children to revise concepts regularly - Children become confident and become self-directed learners
TYPE 5: Decision making	Involve parents in school decisions and management by developing them as leaders	<ul style="list-style-type: none"> - Encourage parents to attend school improvement team meetings - Create space for active parent teacher meetings - Develop networks to link all families with parent representatives 	<ul style="list-style-type: none"> - Children get better connected with school and family - Parents are well aware of school activities and decisions
TYPE 6: Collaborating with community	Co-ordinate resources and services from the community to support school programmes, family practices, and children's learning	<ul style="list-style-type: none"> - Try to involve local community groups for volunteering, mentoring, and providing more exposure to children on varied relevant topics - Regularly organise FLN pertaining community level activities like orientation to <i>Vidyapravesh</i> or <i>Baal-Utsav</i>, etc. where parents can also participate with their children 	<ul style="list-style-type: none"> - Children are able to learn varied skill sets from community mentors, volunteers and other stakeholders - Children can showcase their talents and learn and build self-confidence

Activity 5: Try It Yourself (Text) (10_17_eng_activity 5_try_yourself)

Activity 5: Try It Yourself

As a school leader, describe whether community collaboration is successfully operationalised and practiced in your school and what are the challenges and benefits of collaboration for children, parents and teachers.



After this, attempt the following table. Under each of the six types of partnership, how will you and your school team collaborate with parents, family, and community to strengthen FLN of children of 3-9 years of age? Write down the strategies in the context of your school.

Type	Strategies to foster stronger partnership
Type-1: Parenting	
Type-2: Communicating	
Type-3: Learning at Home	
Type-4: Volunteering	
Type-5: Decision Making	
Type-6: Collaborating with Community	

Planning and Implementation of FLN in Schools

Conceptualising FLN at Block and School Level (Text)

(10_18_eng_conceptualizing_fln_block_school_level)

Conceptualising FLN at Block and School Level

The programme of FLN, for the first time, integrates the age group of 3-9 years into one continuum. Prior to 2021, the Early Childhood Care and Education (ECCE) of 3-6 years of age group came under the sole purview of the Integrated Child Development Scheme (ICDS) of the Ministry of Women and Child Development, Government of India. However, ICDS is still operational. To give a further impetus to the foundational stage of learning, the Ministry of Education has under the NIPUN mission brought into its purview the age group of 3-9 years, supplementing the first three years that are also part of the ICDS. In this context, it becomes very important that planning and implementing FLN becomes the joint responsibility of both the functionaries of the ICDS, such as the child development project officer and the *anganwadi* worker as well as the educational functionaries such as the block education officer, block resource coordinators, cluster resource coordinators, school leaders and teachers.

FLN envisages that there needs to be convergence between the efforts of ICDS and educational functionaries that include the district/block education officers, school leaders and the teachers. Efforts are continuing to bring about physical convergence whereby *anganwadi* or preschool centres are being relocated in primary school campuses through funds provided by the Ministry of Education. However, wherever this is not possible, it is encouraged that primary schools work in close collaboration with the *anganwadis*. Other than this, it is also visualised that programmatic convergence is also made possible in all aspects. For example, the ICDS celebrates ECCE day once a month. The primary school leader and teachers can also become part of the ECCE day, plan together and operationalise it as a joint function. Similarly, if a primary school leader holds a parent teacher meeting for Classes I, II and III, parents of children enrolled in *anganwadi* can also be invited, so that they are oriented to the requirements of Class I.

In the above context, planning and implementation of FLN can be visualised at two levels, one at the block level and the other at the school level. The next two resources deal with the following:

1. Implementation of FLN by school heads is a demonstration video that shows how a group of school leaders interact with the block education officer and the child development project officer to discuss strategies that can be employed for effectively implementing FLN in their schools.
2. Context-specific school development plan is an interactive activity that provides an outline on how a school leader can initiate the planning and implementation at school level to achieve the developmental goals outlined in FLN.

Implementation of Foundational Literacy and Numeracy by School Heads (Video)
(10_19_eng_implementation_of_fln_by_school_heads)

Implementation of Foundational Literacy and Numeracy by School Heads-Transcript
(Text) (10_20_eng_implementation_of_fln_by_school_heads_transcript)

Implementation of Foundational Literacy and Numeracy by School Heads-Transcript

Sutradhar: Welcome school leaders and teachers. This demonstration is a simulation of how school leaders at block level are discussing the implementation of Foundational Literacy and Numeracy. The school heads belong to elementary and composite schools. They are brainstorming and collaborating on the requirements and implementation strategies for FLN. This discussion also involves the Block Education Officers and the Child Development Project Officer. In this demonstration Jyoti, Anuradha and Nidhi are playing the role of a school leader, Dr. Puja Singhal is playing the role of Child Development Project Officer and Dr. Charu Malik is playing the role of Block Education Officer.

School leader (Jyoti): Namaskar! Welcome to the block level meeting of our school leaders. Today we have school leaders of primary, elementary and composite schools with us. We also welcome our BEO madam and CDPO madam in our meeting. Friends, as we all know, the National Mission on Foundational Literacy and Numeracy has been recently launched in 2021, we have already discussed and read about it in our cluster meetings. So what are your initial thoughts on FLN?

School leader (Nidhi): I think it is a great initiative. For many years, we have seen a deficit in the foundational learning among children of primary schools. So I think, I used to wonder if there can be ways through which we can strengthen foundational learning among the children. Foundational literacy and numeracy is a great initiative in strengthening the learning trajectory of children in their later classes.

School leader (Nidhi): True, and now with the age group of 3-9 years coming in the purview of FLN, children will be equipped with foundational literacy and numeracy from an early age, strengthening their skills, engaging them and making them involved learners through various methods such as play-way, activity-based and toy-based pedagogies.

School leader (Jyoti) – BEO madam, how do you see this convergence between the pre-school units and primary schools?

BEO: Yes, See, the developmental goals of foundational literacy and numeracy are known to everybody and these are primarily three in number. One ensuring health and wellbeing of children helping them become effective communicators and facilitating the children to become involved learners and it is believed that foundational literacy and numeracy will greatly help them to do well academically in later grades of primary schooling. In Fact the concept of “learn to read, read to learn” is important to understand here, which means that in the early years children will be facilitated and their skills will be strengthen so that they can carry on with their journey of self-directed learning in later grades and I think FLN is a very good mission which

is seen as continuum between preschool units and primary schools. So, What do you think CDPO madam?

CDPO: Yes madam, FLN is so important that I request to school leaders to communicate and supervise with the school teachers of our area. I also have some self-instructional courses of ICDS that i will share with you and that will improve the understanding of the developmental needs of young children.

BEO: Thankyou CDPO madam, we will continue to learn and discuss with you from time to time. Now I would like to ask the school leaders, what challenges are you facing in the implementation of FLN.

School leader (Jyoti): Madam, the problem that i am facing is that our teachers are not oriented towards this mission. I have been working with my teachers in enabling them to become the facilitators and not just the teachers. Over the past years, I have mentored my teachers and now they employ child-centred pedagogies and make their classrooms processes interactive and joyful. But we are not aware, how to facilitate children of young age specially 3-6 years. Can we arrange some capacity building programme for the teachers?

BEO: Yes, Most definitely.

School leader (Nidhi): Yes, I have observed the pre primary classes of my school campus have low enrolment. Parents are aware of sending their children to class 1 directly. They do not understand the important of pre primary education. I think we must hold parent *sammelan* (conference) in our school campus. We have a big playground in our school there we can accommodate a large number of important village representatives, Panchayati Raj Institutions and parents. We can orient the parents and community regarding the importance of FLN and can encourage them in enrolling the children of age group 3-9 years in pre primary and primary grades.

School leader (Anuradha): This is a very good idea. Orienting parents, community, capacity building of teachers of primary and pre-school levels. These are appropriate strategies for achieving the goal of FLN. Since I have been a resource person in my block, I can chalk out an orientation programme whereby teachers of schools in our block can become aware of the pedagogies for children of 3-9 years of age group. We also need to plan resources to make the primary schools become print-rich and toy-rich.

BEO: Yes, these are very good strategies for achieving the goals of FLN. In fact, not just teachers, I was thinking that we can also have a capacity building programme for school leaders. And under the mission of FLN, we have visualised school leaders as pedagogical leaders. Who mentor and push their teachers on different pedagogies that are employed for building foundational literacy and numeracy skills among the children of 3 to 9 years of age. This can also act up as a followed NISHTHA-FLN mission. Where school leaders collaboratively design and create vision on how to implement FLN in their Schools? how to collaborate with parents, network with system level functionaries and ensure that FLN skills are strengthened among children of 3 to 9 years of age.

CDPO: Yes that would be good and I can also come for these workshops.

All: yes

BEO to All: Very well then. Let us collaborate and commit ourselves to achieve the goals of FLN. We must ensure that each child of the age group of 3 to 9 years of age acquire competencies on foundational literacy and numeracy and become prepared to do well academic later grades of primary schools.

Activity 6: Explore (H5P - Image Hotspot)_(10_21_eng_activity6_explore)

Activity 6: Preparing a Context-Specific School Development Plan-Explore

http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=1672



School development plan is an in school activity carried out by the leader along with teachers, parents, community and SMC members. Here the leader collaboratively sets the vision of the school and chalks out details on how and when these can be achieved. The basic idea of SDP is to provide direction to school for its development and achievement of key goals.

Planning process involves the need to understand the context of the school, teachers and their requirements, understanding community (demography), school facilities, the staff, community and stakeholders who will be involved in the school planning process. In the context of FLN, the school leader needs to plan by creating a shared vision, articulating goals and setting targets.

Developing shared vision is the first step to providing direction to the school for its 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, a school leader 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, keeping the core belief of *each child 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 two to three years

Articulating goals and targets means that the vision and the collected baseline data can be used as the basis for the preparation of a school-based development plan. Goals come next after a collaborative vision has been developed. Goals are to be set annually. Each goal can have specific targets corresponding to different areas of intervention. Targets are short-term, measurable deadlines that can be of a few days, weeks or few months. Strategies are action points, which help in meeting targets.

Implementation by the school leadership takes place once the planning process has been completed. This would include building and leading teams and supporting and supervising school processes.

Building and leading 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 potential and talent that enhances their sense of belonging to the school. This will bring them closer to the school and its development. These teams can include the teachers, community representatives, SMC members and parents.

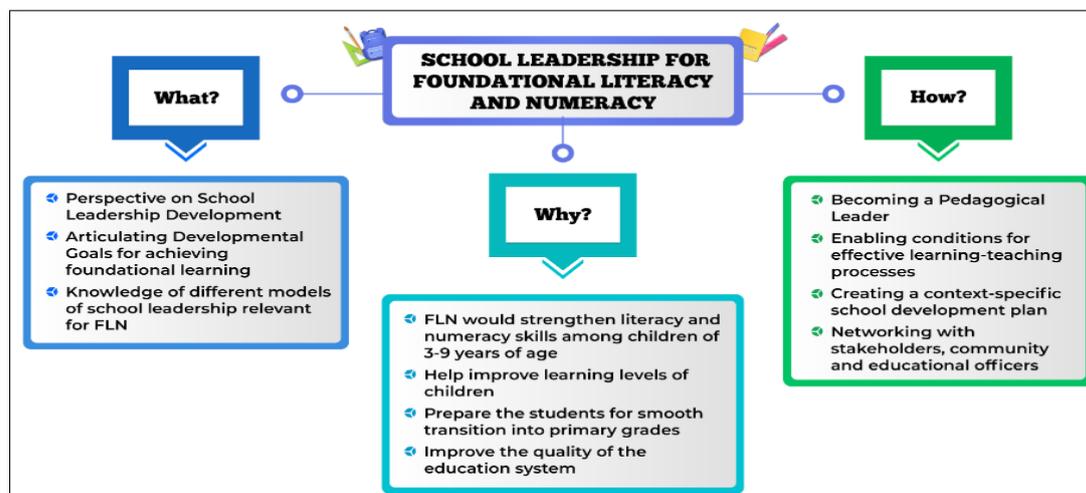
Supporting and supervising school processes need to be regularly followed by the school leader and for this, teams are allocated tasks and responsibilities. Teams need constant support and motivation. A school leader's responsibility is to supervise if the teams are on the right track, provide them with any need-based requirements and ensure that team outcomes are being achieved.

Continuous evaluation of SDP happens once the SDP is ready. The monitoring team helps keep a track of the target goals. You can evaluate the progress of SDP half-yearly or annually.

Summary

Summary (Mind Map) (10_22_eng_summary)

Summary



Portfolio Activity

Assignment (Text) (10_23_eng_assignment)

Assignment

For School Leader of Primary School

After going through this course, along with other stakeholders, design a framework for implementing your plan for FLN, with clear action points for each of the constituent themes. Clearly define what you, as a school leadership team (school head, teachers, selected students, selected parents) seek to achieve as concrete outcomes with regard to FLN for this academic year. For this you can take help of the course resource on school development plan.

For Teacher Leader of Primary School

After going through this course, as a teacher leader how will you plan for strengthening FLN skills amongst children of 3-9 years of age? What new knowledge, skills and attitudes will you need to enhance to become prepared for this new initiative? Develop a plan for your professional development including the new pedagogies that you will employ to build foundational skills among children.

Additional Resources

References (Text) (10_24_eng_references)

References

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- Ronald H. Heck and Philip Hallinger, (2010). Collaborative Leadership Effects on School Improvement: Integrating Unidirectional- and Reciprocal-Effects Models, *The Elementary School Journal*, Vol. 111, No. 2.
- Nelson T. and Vicki Squires, (2017). Addressing Complex Challenges through Adaptive Leadership: A Promising Approach to Collaborative Problem Solving, *Journal of Leadership Education*, University of Saskatchewan
- Margaret E. Vitale et. al., (2017) Key Characteristics of Collaborative Leadership in Elementary Schools: Understanding the Perceptions of Principals and Teachers, Ed.D. Drexel University

Weblinks (Text) (10_25_eng_weblinks)

Weblinks

- NIPUN BHARAT GUIDELINES:
https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf
- Continuous and Comprehensive Evaluation Guidelines:
<https://ncert.nic.in/pdf/announcement/CCE-Guidelines.pdf>
- Students’ Learning Enhancement Guidelines:
https://ncert.nic.in/pdf/announcement/Learning_%20Enhancement_Guidelines.pdf
- Learning Outcomes at Secondary Stage:
https://ncert.nic.in/pdf/notice/learning_outcomes.pdf
- Pedagogical Leadership – An Insight: <http://www.progressiveschool.in/pedagogical-leadership-an-insight/>
- A Principal’s Reflections: <http://esheninger.blogspot.com/2021/07/pedagogical-leadership.html>
- Nipun Bharat:
<https://static.pib.gov.in/WriteReadData/specificdocs/documents/2021/jul/doc20217531.pdf>

Assessment

Quiz (10_26_eng_quiz)

Quiz

1. The concept of foundational literacy and numeracy applies to children of
 - a. **3-9 years of age group**
 - b. 6-14 years of age group
 - c. 3-10 years of age group
 - d. 5-13 years of age group

2. Children's ability to reason and to apply simple numerical concepts in daily life can be considered as part of
 - a. Foundational literacy
 - b. **Foundational numeracy**
 - c. Foundational listening
 - d. Foundational measurement

3. Pedagogical leaders must ensure that in all school processes the
 - a. **Child is at the centre**
 - b. Teacher is at the centre
 - c. School is at the centre
 - d. Principal is at the centre

4. What must be the correct attitude of a leader while dealing with children of 3-9 years of age group?
 - a. Rigid behaviour
 - b. Strict demeanour
 - c. **A positive and flexible mindset**
 - d. Discriminatory attitude

5. In which model of leadership, one talks about designing school processes based on cultural and linguistic background of children?
 - a. Academic leadership
 - b. Strategic leadership
 - c. **Context-specific leadership**
 - d. Innovative leadership

6. Collaborative processes with stakeholders can encourage
 - a. Reading habits of children
 - b. **Shared accountability for student learning outcomes**
 - c. Punctuality among teachers
 - d. Creativity among students

7. A school leader can engage children of 3-6 years of age group through
 - a. Lecture method
 - b. Play-based pedagogies**
 - c. Demonstration method
 - d. Scientific experiments

8. Which of the following is not a characteristic of an adaptive leader?
 - a. Exerting influence
 - b. Building trust
 - c. Leading through difficult and multi-dimensional
 - d. Not listening to people**

9. One of the features of collaborative leadership is
 - a. Socio-emotional development of children
 - b. Literacy and numeracy development
 - c. Creation of mutual trust and respect among stakeholders**
 - d. Cognitive development of children

10. Which of these is not true for transformational leadership?
 - a. Creating a shared vision
 - b. Professional development of teachers
 - c. Motivating teachers
 - d. Financial management**

11. Which of the following statement about vision is not true?
 - a. Vision statement must reflect a futuristic intent
 - b. Vision must be value driven
 - c. Vision must communicate a direction
 - d. Vision does not have any specified time frame**

12. School development plan is a school-based activity that is carried out by the school leader
 - a. Independently
 - b. Collectively with teachers
 - c. Collaboratively with students, teachers, parents
 - d. Collaboratively with students, teachers, parents, community and SMC members**

13. Which of these concepts is not relevant to leading FLN in schools?
 - a. Children become motivated learners
 - b. Coaching of teachers on pedagogies relevant for 3-9 years of age group
 - c. Enabling effective usage of culturally responsive learning resources
 - d. Not communicating with community and parents**

14. Which of these is essential for school development plan in the context of FLN?
- Technological upgradation of school
 - Planning for the developmental needs of children of 3-9 years of age group**
 - Administrative tasks
 - Professional development of staff
15. Pedagogical leadership is a comprehensive field of expertise wherein a leader needs to possess
- In-depth knowledge of pedagogies useful for children of 3-9 years of age**
 - Deep understanding of teaching subjects of primary class
 - Deep knowledge of transaction pedagogies for children of 6-14 years of age
 - Deep understanding of experimental models
16. Class III is an important learning stage for children as it signifies a shift from
- 'Learn to read' to 'read to learn'**
 - 'Learn to read' to 'read to write'
 - 'Learn to write' to 'read to learn'
 - 'Learn to write' to 'read to write'
17. Which skill can be considered as a 'gateway skill' that marks the entry of a child into the formal schooling processes?
- Foundational mathematical skills
 - Foundational literacy and numeracy skills**
 - Foundational reading and writing skills
 - Foundational speaking skills
18. Identify the term that can be understood as the adding up of learning gap in a child's progress in school.
- Aggregate learning deficit
 - Cumulative learning deficit**
 - Aggregate reading deficit
 - Cumulative writing deficit
19. Which of these is not part of the framework on pedagogical leadership?
- Enabling learning-teaching processes
 - Defining vision and curricular goals
 - Leading experimentation in science laboratories**
 - Networking with stakeholders
20. Which of the following is not the developmental goal of FLN?
- Children maintain health and well-being
 - Children become effective communicators
 - Children become involved learners and connect with immediate environment
 - Children become effective readers**

21. Leaders who believe in effective school-parent engagement are more likely to state that:
- Only few parents can support their children
 - All parents can support their children**
 - Poor parents cannot support their children
 - Only English-speaking parents can help their children
22. A school leader must organise assessment of children of 3-9 years of age group for
- Assessing their strengths, needs and interests**
 - Grading them
 - Detaining them according to rank
 - Categorising them
23. The role of a pedagogical leader is to
- Discipline children
 - Coach teachers on various pedagogical practices for children**
 - Assess children in order to grade them
 - Provide misinformation to parents
24. . Which of these pedagogies is not relevant for children of 3-9 years of age group?
- Activity-based
 - Toy-based
 - Play-way
 - Socrates dialogue**
25. Teachers must introduce new information and relate it with what children
- Already know**
 - Do not know
 - Are not willing to know
 - Are resistant to learn
26. A child writes with the left hand and is comfortable doing things with it. The child must be
- Made to write with the right hand
 - Discouraged
 - Encouraged the preference**
 - Sent to seek medical help
27. One of the appropriate strategies for assessment of learning of children of 3-9 years of age group would be through
- Observation of children on their multiple activities**
 - Collective quantitative information
 - Asking children to adhere to set routine
 - Monthly tests

28. Which of the following classroom practices would be developmentally appropriate for children of foundational age?
- Providing regular differences in routine
 - Beginning each day with a half-hour circle time
 - Introducing difficult words each day
 - Introducing new concepts gradually**
29. To maintain the morning arrival period to school, which strategy must be adopted by teacher of Class I?
- System of earning or losing points on the basis of arrival time
 - Send late comers to school heads' office
 - Do not say anything to children
 - Establishing routine arrival tasks for children, such as group reading, so that they are encouraged to come on time**
30. How can the school leader build effective relations with preschool teachers?
- Discussing and planning with teachers around developmental needs of children**
 - Sharing school account details
 - Asking teachers to follow a strict routine
 - Encouraging teachers to teach children of 3-6 years of age
31. What must be the relationship between the adult and the child in the context of FLN?
- Maintaining emotional distance
 - Fear-free and joyous**
 - Teacher-student
 - One of discipline
32. Which of these is not a type of involvement between school-family-community?
- Communicating
 - Parenting
 - Volunteering
 - Participating**
33. Which of the following is not included in the involvement type of 'learning at home'?
- Teachers to discuss with parents on how they can create a learning environment at home
 - Help parents understand about their children' learning needs, interests and strengths
 - Discriminate parents if they are illiterate**
 - Share with parents a list of activities they can do at home to support learning
34. The involvement type of 'communicating' includes
- Discussing children' portfolio with parents on a regular basis**
 - Not talking to parents
 - Believing that parents cannot support children' learning
 - Informing parents that their children are not able to perform

35. Pedagogical leadership positively impacts
- Teacher behaviour
 - Learning competencies of children**
 - Building of school boundary wall
 - Well-being of the school leader
36. How can schools not involve varied families in child education?
- By trusting associations with families
 - By addressing families' requirements
 - By sharing information and responsibility with families
 - By just giving homework to students**
37. Which model for school leadership for strengthening FLN is not appropriate?
- Adaptive leadership
 - Collaborative leadership
 - Transformational leadership
 - Academic leadership**
38. Which attribute of a school leader is not suitable for foundational stage learning?
- Flexible mindset
 - Keeping the child at the centre
 - Authoritative**
 - Building trust
39. Ability to read a text with accuracy, speed, expression and comprehension that allows children to make meaning from text, refers to
- Oral language development
 - Decoding
 - Reading fluency**
 - Reading comprehension
40. School leadership can
- Help in day-to-day management of school
 - Support in teacher management
 - Build strong foundational learning competencies among children**
 - Bring discipline to school



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