

Theme: Leading Community Partnership for School Transformation

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Introduction

Redefining School Leadership: A Journey of Purpose and Change Government Primary school, Manavelly located in a rural area, Puducherry. The school has 263 students, 11 teachers, 2 milk boilers, and a Head of Institution with all infrastructure facilities. We have a big playground and compound wall around the school. Most of the parents are daily wage workers, fish sellers and street vendors. Very few children are from economically good background, as their parents are teachers and government employees. Our school is located near the main road which is accessible to all children of the village.

Areas of the Innovation: Some of the areas of innovation that was done can be understood in detail as under:

- Community and Parent Engagement
- Student-Centered Leadership
- Learning Environment Transformation
- Cleanliness and Maintenance
- Celebrating and Enriching School Events
- Encouraging Student Participation in Competitions
- Classroom Observation and Constructive Feedback
- Adopting Unconventional Learning Practices
- Cultivate essential values in all students
- Duration and Place of Innovation

The innovation was implemented at government primary schools in Vaduvakkupam, Kombakkam and Manavelly. These rural settings provided a unique environment where the headmistress's efforts could focus on transforming the school, fostering community engagement, and enhancing students' learning experiences.

The duration of this innovation likely spans several months to a few years, as it involves gradual and comprehensive improvements across multiple areas, including community engagement, learning environment transformation, and classroom practices. Typically, such extensive school-based reforms—like building rapport with students, implementing cleanliness routines, organizing school events innovatively, and shifting teaching methodologies—require sustained efforts over time to become embedded in the school culture and to yield visible, lasting results.

Stepping into Leadership: My Journey as Head of Institution Begins

The day I was promoted to Head of Institution, I felt a mix of emotions—one part

happiness, three parts concern. Having been a dedicated teacher who also managed school office tasks skillfully, I was partly pleased. However, the thought of spending less time with children in the classroom, missing the joyous, challenging, and enriching moments with students, gave me greater anxiety. Despite these feelings, I was determined to continue teaching and stay connected with the classroom.

As a teacher, my primary focus was on students—teaching, mentoring, and guiding them. But as an HM, I am responsible not just for students but also for teachers, staff, parents, and the overall administration of the school. Balancing these multiple roles can feel overwhelming. The demands of paperwork, managing finances, implementing government policies, and addressing inspections often leave little room for creative or hands-on involvement. Decision-making responsibilities increase, and these decisions often have significant consequences for the entire school. These challenges concerned me deeply as I stepped into the role.

My first two days in this new role were particularly challenging. I felt a disconnection—children on one side, teachers on another, and administrative duties pulling me in yet another direction. I began to feel like a lotus leaf adrift on water, detached from the school. My colleagues, however, comforted me to be patient and reassured me that things would improve with time.

As a teacher, I used to manage everything with ease, dividing tasks among colleagues and working together. But after becoming the headmistress, I found the job significantly more demanding. Tasks that once felt simple, like organizing science exhibitions or sports day events, now presented themselves as serious challenges. I felt like someone blindfolded and left in the forest, with no clear direction.

As the Tamil poet Thiruvalluvar wrote:

அகலாது அணுகாது தீக்காய்வார் பால்க இகல்பவந்தர்ச்
பசர்ந்ததாழ்கு வார்

“The wise leader will walk close to the flame but avoid being burned,”

this role felt like fire—close enough to warmth but cautious to avoid burns.

My Vision

Transitioning from classroom teaching to school management presented unique challenges, but I was determined to make a positive impact. My vision is to create a vibrant, inclusive school environment where students, teachers, and the community all feel invested in the shared journey of education and growth. Additionally, I hope to introduce more interactive learning materials and engage the community further through school events that highlight and celebrate our students’ accomplishments.

My approach centered on personal engagement, building community support, and implementing innovative practices to uplift our school and inspire both teachers and students.

Objectives of Innovation

- Foster a Supportive and Inclusive School Environment
- Promote Leadership and Responsibility through Example
- Enrich Learning with Meaningful and Memorable Celebrations
- Encourage Holistic Skill Development
- Enhance Classroom Learning Environments
- Strengthen Community and Parental Involvement
- Support and Develop Teachers' Instructional Practices
- Transforming School Infrastructure
- Build a Reflective, Progressive Leadership Model

My Journey of Trust Building Among Students

My first attempt was to build trust with the children by establishing connections at a fundamental level.



1. From Connection to Change

I started with the children, speaking to them in a way they could understand and earning their trust. Outside of class time, I spent mornings, afternoons, and lunch breaks playing, storytelling, and introducing myself to them. Soon enough, the children responded with affection. Initially, it was the little ones in KG who waited eagerly for me to arrive. Gradually, all the children, without fear or hesitation, shared everything from family events to personal dreams and aspirations. This connection with the children felt like my first victory—a step that brought pride and happiness, giving me the confidence to continue.

While building this connection, I observed three major issues among the students: habitual tardiness, littering of papers throughout the classroom and school premises, and incidents of rough play during lunchtime that often resulted in injuries. To address these challenges, a multifaceted approach was adopted.

The initiatives included engaging in informal conversations with students during lunch breaks, conducting classroom visits on a rotational basis (covering five grades per

week), and symbolizing cleanliness by drawing smiling faces on the blackboards of tidy classrooms and sad faces on those needing improvement. I also engaged in dialogue with parents and students to address habitual tardiness, provided ample open-ended play materials and stationery items to keep children occupied during lunch breaks, distributed grade-level storybooks for reading, and introduced indoor play materials such as carrom, chess, and traditional games like pallaangkuzi.

Additionally, recognition and appreciation were extended to students exhibiting positive behavioral changes through awards such as Star of the Week/Month, Blooming Star, or Shining Star, and well-performing classes were acknowledged during morning assemblies.

These efforts not only addressed the issues but also deepened my bond with the students. The approach created a positive environment, laying a strong foundation for further transformation.

As a result of these interventions, the number of daily latecomers has significantly decreased from over 50 to just one or two. Within two weeks of implementing these measures, classrooms have become noticeably cleaner, with teaching materials neatly organized, particularly the school grounds now appearing tidy. Moreover, the lunchtime environment has become notably quieter, with minimal noise emanating from the kindergarten classes.



Post-lunch, children are engaged in small group activities, reading, creating, and enjoying themselves. As a collateral benefit, teachers are entering classrooms with renewed enthusiasm, enjoying peaceful lunch breaks, and the administrative burden on the staff has eased. Furthermore, the community perceives our school in a different light. These achievements are attributable solely to the collective efforts of the school staff, the cooperation of our beloved students, and the support of our parents.

2. Leading by Example in Cleanliness and Orderliness

To be a good leader, I believe in leading by example rather than exercising authority. From a young age, I was instilled with a belief in teamwork, thanks to my mother and teachers. Now, in this new role, I strive to uphold those values by taking the first step in every task. Our school grounds are divided into six sections, each needing regular cleaning due to the surrounding trees. I took on the daily responsibility of keeping our school clean. Every morning, I'd sweep the grounds and maintain a tidy classroom environment, showing students how a clean, organized space can set the tone for learning. Seeing me take the initiative, students voluntarily joined in, feeling a sense of pride and responsibility in maintaining their school.

Fostering Learning and Inspiring Change Through Teaching

Next, I started focusing on teaching in the classroom. I began to concentrate on helping the children learn and using various methods to assist them. Without fail, I started writing the NOTES OF LESSON/5E and began teaching the lessons. I began teaching through activities and gave more project-based assignments (PROJECTS). I worked on various projects with the children, which significantly increased their interest. Other teachers noticed this. Teachers who used to say that students would not do homework, or study began to slowly change their perspective. Especially, taking the children on field trips became a great motivator, positively changing the mindset of teachers, parents, and students. The change in the children was gradually reflected in the teachers as well.

3. Formation of Students Health Committee

Having a Students Health Club Committee has brought many positive changes in students' health, activity, social life, studies, and overall well-being in our school. This approach has not only nurtured leadership skills like communication, collaboration, and project management but also inspired greater peer involvement. With students championing relatable health topics like mental health, nutrition, and fitness, our programs have become more impactful and aligned with real concerns.

The committee has fostered a culture of empathy and inclusivity, normalizing discussions on sensitive issues and reducing stigma. This supportive environment encourages students to seek help when needed. Improved health has also led to better attendance, enhanced focus, and greater academic engagement.

Watching their peers take charge has instilled pride and a sense of belonging among students, reinforcing school spirit. I am immensely proud of our student leaders for their dedication and look forward to the lasting positive impact of their efforts.

My Journey of Trust Building Among Teachers

Next, I shifted my focus to the teachers, recognizing that they are the cornerstone

of transforming a school for the better. Having been a teacher myself, I understood their struggles and challenges, which helped me connect with them easily. This connection enabled me to support and empower them, fostering their growth and contributing to the overall improvement of the school.



Supporting Teachers with Observation and Providing Constructive Feedback

To foster a culture of continuous learning and improvement, I adopted a supportive and non-judgmental approach to classroom observations. Rather than simply assessing, my goal was to highlight effective teaching practices, provide constructive feedback, and encourage teachers to explore new strategies in a safe, positive environment. After each observation, I documented specific strengths and offered actionable feedback tailored to each teacher's approach. This way, feedback was not only

constructive but also individualized, helping each teacher to see areas of potential growth and strengths they could build on.

During class observations, I made it a habit to write down exactly how the lesson was conducted. I would note down the teacher's questions, the children's answers, the teacher's explanations, and the unique features of the lesson. After writing this, I would also document the suggestions for improvement. I would then share the feedback with the concerned teacher and seek their approval before sending the report to the office. Before sending it, I would show the report to the concerned teacher and get their confirmation.

I designed the feedback notes to be transparent and accessible within the teaching team, allowing everyone to view and learn from each other's feedback. This open approach subtly sparked healthy competition among the teachers, as they became curious about their colleagues' strengths and strategies. Teachers were inspired to enhance their own performance, motivated by a friendly drive to match or exceed their peers' achievements. By making feedback visible without singling anyone out, I encouraged improvement without any sense of criticism or pressure. This indirect approach led to significant gains in teaching quality and creativity in the classroom, as teachers embraced the challenge to continually better their methods. I captured the teaching strengths in pictures and shared them in a WhatsApp group. I showed appreciation from others to encourage the teachers.

This approach gradually built a strong foundation of trust and collaboration. Teachers began to see classroom observations not as evaluations, but as learning opportunities. By feeling appreciated for their strengths, they were more open to exploring the feedback and experimenting with new techniques. Earlier, there was a situation where teachers had to be asked to write the teaching strengths and the suggested improvements. However, over time, this situation changed. Now, the teachers themselves do not need to be asked to write suggestions for improvement. The teaching and learning process has become much more engaging, joyful, and rewarding.

- **Creating a Print-Rich, Learning-Friendly Classroom Environment**

I made it a point to transform classrooms into engaging, resourceful spaces with educational materials that sparked curiosity and interest. I also organized office spaces meticulously, ensuring all TLMS were easily accessible and neatly maintained. This served as a model for teachers, inspiring them to create similarly organized learning environments in their classrooms.

- **My Journey of Trust Building Among Community**

Lastly, my final focus was on the community, as effective education thrives on a strong partnership between schools, parents, and the broader community. Understanding this, I prioritized regular engagement with parents and fostered collaborative decision-making with the School Management Committee (SMC) and the Parents Teachers Association (PTA), which became key drivers of progress across several schools.

4. Transforming School Infrastructure

- *To engage the community, I focused on a crucial aspect: infrastructure. It serves as*

the first impression for the community and acts as their entry point into the school. Beyond being an attraction, good infrastructure is a fundamental right of students, essential for their well-being and growth. A well-designed and maintained infrastructure not only draws attention but also plays a vital role in creating a conducive and enriching learning environment.

- Recognizing this, remarkable strides have been made to improve facilities across various schools, ensuring students have access to safe, hygienic, and inspiring spaces to learn and grow.
- At Vaduvakkam, the transformation was nothing short of extraordinary. With generous support from the Rotary Club, the entire school building was revamped, giving it a fresh and vibrant look. This renovation has breathed new life into the premises, making it a place where students feel motivated to excel.
- In Kombakkam, efforts were directed towards enhancing safety and aesthetics. Classrooms were painted with bright, engaging colors, creating an inviting atmosphere. Additionally, grill gates were installed to ensure the safety of students, and walls received artistic touches, blending functionality with creativity.
- Meanwhile, at Manavelly, the focus was on addressing a critical need—access to clean drinking water. An RO water purification system was installed, ensuring students can stay hydrated and healthy.
- Such tangible improvements foster trust, encourage active parental involvement, and position the school as a center of community engagement. They create a sense of shared responsibility and pride, drawing the community closer to the school and making them key partners in its progress. These improvements also reflect a deep commitment to student welfare and a belief in the transformative power of education. By creating environments that are both secure and inspiring, these efforts not only cater to students' immediate needs but also lay the foundation for their future success.

a. Celebrating Events Creatively and Inclusively

For each school event, I tried to introduce unique themes that resonated with both students and their families. For example, during Swachh Bharat Abhiyan, we invited local sanitation workers to honor their contributions, helping students appreciate their role in society. I organized parades on Independence Day with students dressed as Indian leaders and spread awareness about hygiene in the community. These innovations earned appreciation and helped build a strong reputation for our school. Regular news coverage further boosted our credibility. I also personally funded these events to make them memorable, ensuring they included meaningful activities that allowed students to learn, participate, and feel valued. This initiative inspired other teachers to contribute essential items, like student ID cards and belts, showing their commitment to the school.

b. Transforming Early Education

The establishment of an Early Childhood Care and Education (ECCE) Resource

Centre in collaboration with Azim Premji Foundation has created a transformative environment for young learners. This safe and inclusive space encourages children to explore, learn, and grow holistically, fostering their emotional, cognitive, and social development.

A standout feature of this initiative is its ability to engage parents in their children's educational journey. Through workshops and interactive sessions, parents have gained a deeper understanding of pre-writing and pre-reading skills, crucial for early literacy development. This newfound awareness has shifted parental perspectives on early childcare education, inspiring them to take active roles in enhancing their children's learning experiences.

Parents now eagerly implement teachers' suggestions at home, creating a supportive learning environment beyond the classroom. This collaboration has significantly impacted on students, who display remarkable enthusiasm for attending school. Their excitement not only enriches their educational experience but also strengthens the bond between home and school.

This initiative underscores the importance of a community-driven approach to early education. By bridging the gap between educators and families, the ECCE Resource Centre is setting the stage for a brighter, more inclusive future for young learners.

c. Community Involvement in the Development of Skills Among Students

Community involvement in skill development goes beyond financial and material contributions, extending to active participation in nurturing students' talents and abilities. The local community frequently organizes workshops and platforms to teach students practical skills such as crafting from waste materials, garland making, bouquet creation, and more.

As a result of this engagement, many volunteers have stepped in to support the school in diverse and meaningful ways:

I. Kitchen Garden and Sustainable Practices

A dedicated volunteer initiated a kitchen garden within the school premises, planting rare species like elephant tusk lady's finger. This project also introduced students to sustainable practices, such as producing manure from food waste. To extend the learning beyond school, students were provided with seeds to grow plants in their home gardens.

II. Skill Development Programs

Volunteers conducted training sessions in yoga, karate, craft-making, and silambam. These sessions were not limited to students but also included parents, fostering a broader community bond and holistic development.

III. Awareness Campaigns

Some volunteers focused on creating awareness among parents about critical issues, such as health, hygiene, and the empowerment of women. These efforts helped build a stronger, informed, and healthier community.

IV. Promotion of Cultural Heritage

Volunteers taught students Thirukkural and encouraged their participation in Tamil Sangam activities. One significant achievement was earning a world record for showcasing students' understanding of Thirukkural through postcards.

Every change introduced in these schools was implemented only after thorough discussions with the SMC and PTA. This inclusive approach earned immense trust and goodwill within the community. Transparent communication played a vital role—updates on academic achievements, administrative developments, and future school goals were consistently shared. This openness inspired the community to actively support the schools' endeavors.

The impact of this collaboration was remarkable. During renovation projects, community members voluntarily contributed their time and effort. They safeguarded raw materials, assisted with maintenance and cleaning, and even sponsored essentials like notebooks and pencils for students participating in competitions. Their generosity extended further, with some communities funding the construction of stages in schools, which became focal points for events and celebrations.

The SMC, acting as a bridge between the school and the community, played a pivotal role in fostering this synergy. By addressing concerns, aligning goals, and encouraging participation, the committee ensured that the school's progress resonated with the aspirations of the community.

This harmonious partnership stands as a testament to the power of collaboration. When schools and communities work hand in hand, the benefits ripple far beyond infrastructure and resources, cultivating an environment where students can truly thrive.

Additional Initiatives

1. Involving External Resource People

To keep students engaged and energized, I invited external resource people to support both teachers and students. Organizations like the Azim Premji Foundation provided valuable materials to enhance hands-on learning experiences. One organization conducted an awareness program on caring for dogs and protecting children from street dogs, while another focused on health awareness, particularly for girls and women. These initiatives added depth to the students' learning experiences and helped broaden their knowledge on important topics.

2. Cultural and Competitive Engagements

Collaborations with the tourism department allowed students to participate in dance competitions, providing them a platform to showcase their talents and win accolades.

These initiatives highlight the transformative power of community involvement in education. By bridging the gap between schools and the larger community, these efforts ensure the holistic development of students while fostering a spirit of collaboration and cultural pride.

3. Encouraging Students in External Competitions

I actively encouraged students to participate in district and state-level competitions, arranging extra practice sessions to prepare them. It was immensely rewarding to see their confidence grow as they started winning awards at higher

levels, which not only boosted their self-esteem but also helped raise the school's profile in the community.

"Breaking Barriers: Overcoming Challenges to Inspire Change in Education"

Implementing these innovations schools presented several challenges:

1. **Initial Resistance to Change:** Teachers and staff initially showed hesitation toward adopting new practices, such as detailed lesson planning, the 5E teaching model, and collaborative class observations. Accustomed to traditional methods, many felt uncertain about changing their approach. My early classroom visits added to their discomfort, as some felt uneasy about being observed. Initially, my feedback leaned more toward areas for improvement rather than positive reinforcement, which led to some resistance and dissatisfaction. However, as time passed, the teachers began to understand my approach and recognized the value of constructive feedback. This shift in perspective encouraged them to embrace the changes and actively implement the suggestions, leading to meaningful growth and collaboration.
2. **Maintaining Student Engagement in Larger Groups:** With the increase in interactive activities, keeping all students focused and involved, especially in larger groups, was difficult. Ensuring each student receives attention and support required additional strategies and support from teachers. Over time, I experimented with and adopted different strategies to effectively handle these situations, gradually improving my ability to manage and engage all students seamlessly.
3. **Time Constraints:** Balancing administrative duties with teaching responsibilities was challenging. Managing the dual demands of leadership and classroom involvement required significant planning and prioritization, especially as new initiatives often required additional time for preparation.
4. **Resource Limitations:** Limited funding meant I had to be creative with resources, often relying on personal contributions and community support. While teachers and parents eventually supported with donations, securing essential materials for activities and events took time and persistent effort.
5. **Fostering Cooperation with Parents and the Community:** Initially, engaging parents and community members was a significant challenge. Many were uncooperative and resisted changes such as enforcing uniform codes and punctuality. School was often taken for granted, with parents entering the premises without permission to take their children out of class. Some even argued against the rules I implemented, making the process more difficult.

However, through consistent communication and several meetings with parents and community members, a gradual shift occurred. They began to understand and respect the school's norms and policies. This transformation not only improved parental involvement but also fostered a sense of shared responsibility in supporting their children's education and the school's progress.

6. **Sustaining Motivation Among Staff:** Maintaining enthusiasm and commitment among teachers over time was another challenge. Encouraging them to participate in new training and support innovative methods meant regular

follow-ups, positive reinforcement, and creating a supportive atmosphere.

These obstacles required patience, flexibility, and ongoing communication with both teachers and parents. However, by addressing these issues step-by-step and fostering a collaborative spirit, I was able to implement the innovations and work towards creating a lasting, positive impact at the school.



Powering Change: Key Resources Behind the Innovations

To implement them, I utilised a variety of resources, both tangible and intangible.

1. Human Resources

I collaborated with teachers, school staff, and parents to gather support and share ideas. Their involvement was crucial in implementing events, teaching strategies, and providing feedback. I also sought help from local community members and external experts, such as NGOs, to enrich the students' learning experiences.

2. Material Resources

I utilized a variety of learning tools, including printed lesson notes, activity-based resources, and educational materials aligned with the 5E teaching model, to enhance classroom instruction. To foster active learning and engagement, I created print-rich classroom environments that stimulated curiosity and interaction. Additionally, I collaborated with organizations like the Azim Premji Foundation to source valuable resources such as lesson plans, worksheets, books, and teaching- learning materials (TLMs), providing teachers with the support needed to deliver impactful lessons.

3. Financial Resources

I made extensive efforts to secure financial support for implementing school initiatives. This included seeking funds from organizations like the Rotary Club and engaging sponsors within the community. I also personally contributed to the costs of organizing school events, such as cultural activities and competitions, to ensure their success. Additionally, I encouraged teachers to contribute supplies or seek donations to meet specific student needs, fostering a collaborative approach to resource management.

4. Time

I dedicated extra time outside of regular working hours to plan, coordinate, and oversee the implementation of activities and events. This was essential for ensuring everything was well-organised and met the school's goals.

5. Community Support

I leveraged community support by involving parents and local organizations in school activities, such as awareness campaigns and celebrations, to increase their engagement in the educational process. These resources, when combined, allowed me to create a dynamic and supportive environment for both students and teachers to thrive.

Mission Accomplished: Impacts of My Innovations

The innovations at schools have created significant positive impacts across several key areas:

- 1. Increased Student Confidence and Skills:** Students have shown increased enthusiasm for learning, actively participating in class and sharing their personal aspirations with confidence. The introduction of interactive lessons and engaging activities, such as cultural programs, yoga, karate, sports, and competitions, has made learning enjoyable and meaningful. These opportunities have not only motivated students but also helped them develop essential skills like communication, teamwork, and leadership, fostering their academic and personal growth.
- 2. Enhanced Teaching Effectiveness:** Teachers have adopted a more collaborative and reflective approach, actively shared best practices and seeking feedback to enhance their teaching. By incorporating innovative strategies like the 5E

model, structured lesson plans, and regular class observations, they have significantly improved classroom engagement, creating a more dynamic and effective learning environment.

3. **Stronger School-Community Relationship:** Parental involvement has increased significantly. Parents and community members now actively support the school by providing resources and attending events, creating a shared investment in student success. This has built a stronger school-community relationship, with parents now more invested in the school's progress and student development. This partnership has also improved the community's perception of the school as a reputable institution that nurtures both academic and personal growth.
4. **School Pride and Recognition:** The school has received recognition for its accomplishments in local and regional competitions, earning a positive reputation in the area. This visibility has elevated the school's profile and created a sense of pride among students, teachers, and parents alike.
5. **Improved School Environment:** Investing in infrastructure has proven to be a powerful catalyst for enhancing the quality of education. Recent improvements across various schools have not only addressed essential needs but also created environments where students can thrive academically and personally. At Vaduvakkam, the complete revamp of the school building, supported by the Rotary Club, has energized the campus, inspiring students and staff alike. Similarly, at Kombakkam, vibrant classroom designs and enhanced safety measures, such as grill gates and creative wall art, have fostered a secure and engaging atmosphere. Manavelly's installation of an RO water purification system underscores the importance of health and hygiene, ensuring students remain hydrated and focused on their studies. These transformations demonstrate a strong commitment to student welfare and the belief that secure, hygienic, and aesthetically pleasing spaces are vital for holistic development. By addressing both functional and inspirational aspects of learning environments, these efforts are paving the way for brighter futures and greater opportunities for students.
6. **Sustainable Culture of Innovation:** The success of these initiatives has encouraged a mindset of continuous improvement within the school. Staff and students now approach challenges with a proactive and solution-oriented attitude, making the school more resilient and adaptable to future changes.

These impacts have transformed the school into a thriving educational community, promoting an inclusive, motivated, and supportive atmosphere that benefits all stakeholders.

My Vision for the Future: Plans to Foster Growth and Development at My School

In the coming years, I am committed to maximizing the growth and potential of my school by focusing on creating an enriching and comfortable learning environment for both students and staff. My plans are as follows:

- **Construction of a Dining Hall:** Currently, students dine in the school's sandy ground, which becomes uncomfortable, especially during the rainy season. I am planning to build a dedicated dining hall to provide a more comfortable and hygienic space for students to enjoy their meals. This project is something I'm deeply passionate about, and I am actively working toward making this dream a

reality for the children.

- Transforming the School into a Learning Hub: I envision turning every corner of the school into an inspiring learning environment. My goal is to fill the school grounds with educational themes, making learning visible and accessible everywhere—from the gates and windows to the walls of classrooms and even the toilets. The idea is to create an immersive educational atmosphere where learning is constant, even outside the classroom. Additionally, I plan to establish a well-stocked library to cultivate a love for reading and further enhance students' intellectual growth.
- Promoting Application-Based Learning: I also plan to develop an environment that encourages application-based learning, allowing children to learn through real-life applications. This hands-on approach will help students connect theoretical knowledge with practical skills, fostering critical thinking and problem-solving abilities. By integrating practical experiences into the curriculum, I aim to better prepare students for real-world challenges.

These plans reflect my commitment to continuously improving the learning experience at my school, providing students with the resources, environment, and opportunities they need to thrive academically, socially, and personally.