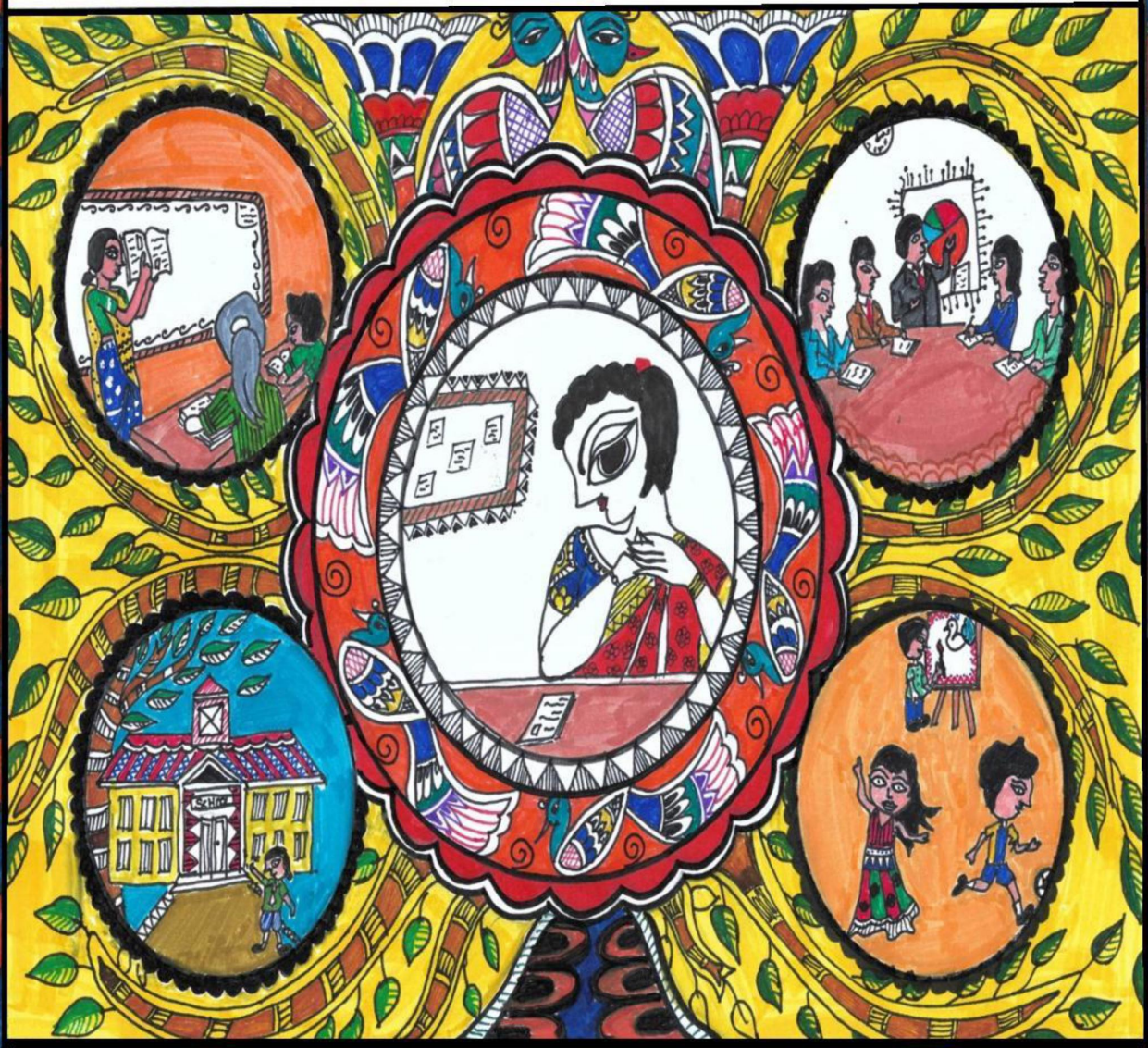
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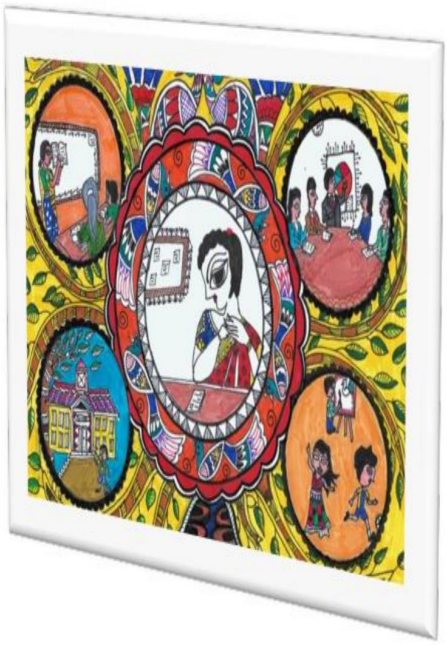
A Handbook for Leading Learning in Schools



National Institute of Educational Planning and Administration
New Delhi

सत्यमेव जयते
Ministry of Education
Government of India

Central Board of Secondary Education
India



Pedagogical Leadership:

A Hand book for Leading learning in schools

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A Handbook for Leading Learning in Schools

A project carried out

by

National Institute of Educational Planning and Administration, New Delhi

for

Central Board of Secondary Education, India

November 2020

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Message from Vice Chancellor NIEPA

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Professor N. V. Varghese
Vice-Chancellor

Dated: 10.11.2020

Message

A good quality school education is one of the strong foundations for nation building, social and economic progress of the country. Emphasis on improving student learning has never been so high as it is being witnessed today from policy to action at all levels in the education system. School leadership, especially that of the principals, is the second most important factor for improving student learning.

A well-researched work with practitioner's perspective on school leadershipis the need of the hour to overcome cumulative learning deficit of students in India. For more than two decades, many books have been written to guide teachers on various pedagogical aspects to teach different subjects and used extensively in the education system. But hardly any work was done on the principal's leadership in the Indian context. Therefore, the request from CBSE to NIEPA on Pedagogical leadership could not have come at a better time than now from Madam Anita Karwal, the then Chairperson of CBSE, and currently working with Ministry of Education as the Secretary, School Education and Literacy, Government of India. It was actively pursued by the present Chairman of CBSE, Sri. Manoj Ahuja.

Dr. N. Mythili; Assistant Professorwas entrusted with this project at NIEPA. The outcome is in the form of a book titled "**Pedagogical Leadership: A Handbook for Leading Learning in Schools**". It has been developed applying the core concepts and principles of school leadership that are globally accepted and contextualised for Indian context. It is innovative especially with regard to the development of Pedagogical Leadership Framework and Annual Pedagogical Plan to be used in schools. The tutorials have been developed with a dual purpose as self-learning book to be used by principals and as a resource book for training principals. The book aligns with the National Education Policy 2020 at every step.

The handbook written by Dr. N. Mythili and working group of principals is a significant contribution to address the learning gap of students. By putting this book into maximum use, I hope that we will be able to cross the threshold of cumulative learning deficit of students and acquire 21st century skills that is emphasized in the National Education Policy 2020.

N.V.V

(N.V. Varghese)

Message from Chairperson CBSE

मनोज आहूजा, भा.प्र.से.
अध्यक्ष
Manoj Ahuja, IAS
Chairman

केन्द्रीय माध्यमिक शिक्षा बोर्ड
CENTRAL BOARD OF SECONDARY EDUCATION

सत्यमेव जयते

MESSAGE

With the coming of National Education Policy 2020 and its implementation being planned at all levels in the country, the project work on Pedagogical Leadership could not have come at a better time. It gives me immense pleasure to disseminate the book "Pedagogical Leadership: A Handbook for Leading Learning in Schools" to all schools in India and abroad that are affiliated to Central Board of Secondary Education, New Delhi. The book is an outcome of the project that was given to National Institute of Educational Planning and Administration, New Delhi. Its timely completion can be attributed to the fact that the work did not lose its momentum since the time it began at NIEPA in December 2019.

Adversity is inevitable, but difficulties should not keep us from achieving our intended goals. Not deterred by the lockdown due to COVID- 19 pandemic, this handbook is an example where NIEPA and principals form four countries collaborated for accomplishing the goal. Technology enabled this by bringing people together.

The work also indicates the successful collaboration between two institutions to intervene for process-based systemic change in the schools in our country. The research acumen of Dr. N. Mythili Assistant Professor, National Centre for School Leadership, National Institute of Educational Planning and Administration, New Delhi, has contributed significantly to this work which highlights the thrust areas needed for principals to become pedagogical leaders to accomplish 21st century skills and higher order learning outcomes. The working group of principals nominated by CBSE with their perspective and experience have significantly contributed by joining hands in this endeavour. The handbook has been conceptualized using well researched studies in the Indian and international contexts and is exceptionally relevant in the light of the National Education Policy, 2020.

Principals have long juggled complex responsibilities but one of the most significant roles is as Pedagogical leaders for leading learning in schools. As Pedagogical leaders they must keep the collective focus of the teachers and students to lead learning in the schools. They are expected to achieve new levels of success for themselves, the teachers they lead, and the students they serve by learning and putting into use the theory and practices outlined the handbook.

I look forward to schools using the hand book for the benefit of both teachers and students.

(Manoj Ahuja)

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Message from Director (Academics) CBSE

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CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation under the Ministry of Education, Govt. of India)

सत्यमेव जयते

डॉ जोसफ इमानुवल
निदेशक (शैक्षणिक)

DR. JOSEPH EMMANUEL
Director (Academics)

MESSAGE

Principals have always worn many hats that represent the ever-increasing and complex dimensions of their job. The school leader's role is so diverse that a single description cannot fully capture the nature of the position. In recent times, it is being increasingly realised that the most vital part of Principal's job is to lead the school pedagogically and move beyond administrative leadership.

'Pedagogical Leadership: A Handbook for Leading/Learning' paves the path towards integrating teaching and learning into leadership. This has come at a time when National Education Policy 2020 places exclusive emphasis on teacher quality through school leadership development for addressing students' learning deficit.

The handbook offers multiple dimensions of pedagogical leadership drawn from research, practitioners' perceptives, views of policy implementers and academia to ensure student learning significant in Indian context.

The unique feature of the handbook is that it contains the conceptual framework and tutorials on Pedagogical Leadership which will deepen the understanding of the Principals on Pedagogical Leadership Framework. This will ultimately help them in the framing of Annual Pedagogical Plans. The commitment shown by Dr. N. Mythili, Assistant Professor, NIEPA ensured that the handbook fulfils the expectations of the Principals of different categories of schools across the country.

The handbook offers a plethora of resources and references which the leaders can use in their further pursuit of building leadership skills. However, when leaders invest in themselves and others around them, it can transform teaching-learning which, in turn, lead to continuous quality improvement.

I hope that all the School Leaders will make the best use of this handbook for their professional development.

(Dr. Joseph Emmanuel)

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Message from Director (Training & Skill Education) CBSE

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CENTRAL BOARD OF SECONDARY EDUCATION
(An Autonomous Organisation, Ministry of Education, Govt. of India)

डा. बिश्वजीत साहा
निदेशक (प्रशिक्षण एंव कौशल शिक्षा)

Dr. Biswajit Saha
Director (Training & Skill Education)

CBSE/DIR (TRG & SE)/ DATE: 06.11.2020

School education requires leaders of 21st century equipped with relevant skills and know-hows to move from good to great schools. National Policy on Education 2020 places utmost importance on the leadership of principals and redesigns the role of leadership in its exposition to School Complexes. Principals as pedagogical leaders lead, guide and support the teaching and learning processes, so that both teachers and students perform at their optimal best. This handbook encompasses all essential dimensions of pedagogical leadership and contributes to a better understanding of the principal's role as a pedagogical leader. Primarily, it discusses school leadership concepts and moves on to evolve pedagogical Leadership framework for learning in the schools.

To lead teaching learning, it is imperative that the school leader develops a culture of learning. Effective teacher learning and professional development is important for ensuring student achievement. Developing the Annual Pedagogical Plan developed in this book informs and guides the schools in this direction. Self-assessment and reflective practices are interwoven throughout the book besides being built into the framework, which will have substantial impact on principals' professional development as well.

"Pedagogical Leadership: A Handbook for Leading Learning" contains a collection of high-quality instruction materials in the form of tutorial which are comprehensive and include engaging resources, problems, and assessments. These tutorials can be used for professional development.

Since its inception, the idea of Pedagogical leadership has assumed importance as it demands original conceptualization in terms of its framework and Annual Pedagogical Plan without loosing sight of international discourse and best practices. This handbook has been able to address this critical aspect under the able academic leadership of Dr. N.Mythili, Assistant professor, NIEPA and the working group of principals nominated by CBSE for the purpose.

I am sure that it will be extensively used by the principals in their schools and wish them all the best in their endeavor.

(DR. BISWAJIT SAHA)

शैक्षणिक, प्रशिक्षण एंव कौशल शिक्षा, शिक्षा सदन,17 राउज एवेन्यु, इंस्टीट्यूशनल एरिया,बाल भवन के पास, नई दिल्ली-110002
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Acknowledgement

There is no greater satisfaction and fulfillment than reaching every leader working in the schools in our vast education system of 1.5 million schools in which there are nearly 15 lakh principals working with more than 45 lakh teachers. This book "Pedagogical Leadership: A Handbook for Leading Learning" addresses the need of school principals as pedagogical leaders for improving the student learning.

I immensely thank the then Chairperson CBSE, India, Madam Anita Karwal who is now Secretary, School Education at Ministry of Education, Government of India, New Delhi. She decided to give this assignment on Pedagogical Leadership for principals to NIEPA, New Delhi. I am also thankful to the current Chairperson Sri Manoj Ahuja for his support and encouragement to explore the hitherto unexplored area on school leadership in Indian context.

All this work would not have been possible, without the support of Vice Chancellor, NIEPA, Prof. N.V. Varghese who took keen interest to provide valuable insights during the shaping of the project. I feel honoured that he entrusted the project to me and for the belief and trust reposed in me. I place on record my heartfelt gratitude to Prof. Varghese for the same. I would also like to acknowledge the immense support provided by Dr. Sunita Chugh who is currently looking after NCSL. It was her constant encouragement and the academic freedom offered that ensured this project to be completed smoothly in a free, fair and safe environment. She chose me to do this project along with Prof. Varghese. My special thanks to Dr. Sunita Chugh.

From the inception of this project till the end, those who supported at CBSE, India include Dr. Biswajit Saha, Director, Training and Skill Development, Dr. Joseph Emmanuel, Director, Academics and Dr. Sandeep Jain, Joint Secretary. The two initial meetings held with Dr. Saha helped to move ahead with confidence in this project. Dr. Joseph Emmanuel's presence in the initial meeting added the necessary clarity on the CBSE's way of looking at Pedagogical leadership that provided the conviction that I am moving in the right direction leading the working group. I was in contact with Dr. Sandeep Jain consistently updating the progress, and to organize periodical weekly meetings with the working group. His support helped immensely for the smooth completion of this project work. I, therefore, thank Dr. Saha, Dr. Emmanuel and Dr. Jain for their constant encouragement and the trust in completing this project. I thank the help provided by Mrs. Rama Raghuram, consultant, CBSE, India for her assistance at all times in this project. CBSE termed our weekly online meetings as "Manthan" having observed the rigour of academic discussions and reflections involved in it.

Now comes the most difficult part to express my gratitude to the working group- the six principals who walked the journey with me. They walked the path accepting the academic rigour through meta-cognition, unlearning and relearning to raise their bar to contribute academically the most relevant and crucial practices through their lived experiences for this handbook. It was heartening when Mrs. Ambika Gulati wearing the hat of "when I am filling this Annual Pedagogical Plan as the school principal….", vetted the Annual Pedagogical Plan with her teachers to make it user-friendly for all principals working in CBSE schools. Being good at writing skills and interested in research, she actively joined hands in developing all aspects of this handbook. Mrs. Harpreet Kaur with her profound insights provided critical support to develop the handbook at various stages. She, being an ardent supporter of inclusive education especially focusing on inclusion of children with special needs, developed the

descriptor, and tutorial for 'Building an Inclusive Culture' suggesting that it should be added to framework. She could be relied on as the 'third eye' to read and give her views throughout the development of the document. Mrs. Swarnima Luthra, with her conviction that "innovations can be systematically planned and implemented in the schools" brought in the latest discussions and practices happening across the globe into the tutorials. She was joined by Captain Dr. Dinisha Bhardwaj Singh in its completion. Mrs. Swarnima Luthra also shouldered the responsibility of cross-checking, organizing and arranging the resources provided by all team members for the tutorials in part IV of the handbook. Mrs. Sanchita Verma with her strength to develop case studies added the extra flavour to the tutorials on 'Teacher Professional Development' and displayed her creative streak by designing thematic cover for the handbook depicting the Indian art and culture using Madhubani style. She also edited the first draft of the handbook. Drawing from her experience as a trainer, Mrs. Seema Jerath contributed her insights in developing the tutorials on how principals can empower teachers and lead teaching-learning in a school. She also worked on the descriptor 'Developing a Personal Vision as a School Leader'.I also acknowledge the contribution of Shri. Rajesh Chandel during the development of the handbook at initial stages. The COVID-19 did not deter us from successfully completing this endeavour. Together we converted the adversity into opportunity.

I thank all those who were involved indirectly and remotely in this endeavor. I hope that this book will benefit all the principals working in government, private and semi-government schools of India. My good wishes to all the principals in their journey to lead learning in the schools by being lead learners themselves.

N.Mythili

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Preface to the Second Edition

The second edition of the handbook is the outcome of the Capacity Development Workshop conducted for the principals of Jawahar Navodaya Vidyalaya (JNV) by NIEPA, New Delhi in collaboration with Navodaya Vidyalaya Samiti (NVS), Head Quarters, Noida in February 2021. This is the first workshop after the handbook was developed and submitted to CBSE.

The planning for the workshop was carried out to meet the expectations set forth by the NVS. During the course of the planning, it was found that tutorials are also required to facilitate sessions on Part A of the handbook referring to the Concept of School Leadership. Related tutorials were developed and added to the tutorials in Part 4 of the handbook. Web links of some resources were replaced in the descriptor on aligning personal values with education system values. A recheck of all resources and links has also been done.

Assessment, a new dimension has also been added in the second edition. A blueprint of the assessment framework for pre and post programme was developed using Bloom's taxonomy. A model programme schedule for training and capacity development is also suggested at the end.

Another important insight from the workshop was that it is necessary to provide a more detailed example of an Annual Pedagogical Plan (APP) comprising all the descriptors within the handbook rather than an example under two descriptors. In the present version one actionable from all the descriptors has been considered. Within the chosen actionable, one or two sub actionable-s have been considered (post undertaking the rating scale in Annexure 1) to develop a sample Annual Pedagogical Plan under each descriptor. It attempts to give the users a comprehensive idea about how to develop a process-based planning for improving student learning considering distinct school and classroom processes of the school. However, the example presented should not be mistaken for a model APP for a school. A plan for the school is unique. The general example given in this edition cannot substitute for the uniqueness of a school.

The examples for the APP have been drawn from the exercises carried out by the participants and resource persons who participated in the NVS workshop in February 2021. These have been studied and modified suitably to meet the purpose of developing the APP. The works of Madhuri Uday Shankar, Principal, JNV Ratnagiri; Abhijit Bera, Principal JNV South Sikkim; S.K. Nallath, Principal JNV Sangli; J. Karpaga Mala, Principal JNV West Singhbhum; S. G. Mohapatra, Principal JNVK Kanhiwada; Harpreet Kaur, Principal Sri Guru Harkishan Model School, Chandigarh and Ambika Gulati, Principal Millennium School, Dubai are acknowledged herewith.

My sincere thanks to the Commissioner NVS, Shri Vinayak Garg, and Joint Commissioner Shri Gyanendra Kumar for taking the initiative to launch the capacity development programme, the first in the series based on this book. I also thank Prof. N.V.Varghese, Vice Chancellor, NIEPA and Dr. Sunita Chugh, Associate Professor, NIEPA for their continued support in this endeavour. The outcome of the workshop is the second edition of the handbook.

N.Mythili

8 March 2021

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Executive Summary

The Handbook on pedagogical leadership for leading learning is an outcome of the deeply felt need by the education functionaries in India for preparing principals as pedagogical leaders to address the issue of students' cumulative learning deficit. It consists of four Parts:

- *Part I:* The concept of school leadership. It refers to the ***perspective*** on school leadership.
- *Part II:* Pedagogical Leadership Framework for Leading Learning. It refers to the ***knowledge*** component.
- *Part III:* Annual Pedagogical Plan. It refers to ***application of knowledge*** component.
- *Part IV:* Tutorials for capacity building on pedagogical leadership for leading learning. It refers to the ***practice*** component.

Part I: The 'Concept of School Leadership' explains the meaning of school leadership that is relevant to the Indian context. Further, it explains the four types of effects of school leadership on students' learning and leadership for learning and the latest discourse on the role of school leadership for ensuring student learning within the global context including India's. School leadership in the Indian context is said to have four core functions such as influence others, direct others, empower others and work with others. Besides, principals tend to practice four leadership styles, namely, responsive leadership, responsible leadership, inclusive leadership and network leadership for striving towards ensuring adequate levels of student learning in terms of their knowledge, skills, competencies and application. In this way, practicing school leadership is visualized as a movement, as these principals traverse from being an administrator to a self-aware individual, during which they apply the principles of leadership for understanding, leadership for action and leadership for reflection. In order to make this *movement* successful, evolved processes have to be built in the education system as a culture for practicing Leadership for Learning (LfL). Leadership for learning in the Indian context can be succinctly defined as *everybody else in the system must continuously engage in learning so that all children learn*. '*Leading Learning*' is a technical term in school leadership literature that is positioned within the larger scope of Leadership for Learning.

Part II of the handbook details the Pedagogical Leadership Framework for leading learning. The framework has its moorings in research-based evidence in the Indian context, practitioners' lived experiences, their experiential learning and lessons drawn from implementing school

leadership development programmes across the country in the last 7 years. Two important aspects inform the development of the framework:

1. How does setting a direction facilitate a school's improvement?
2. How can we ensure learning of all students through practicing school leadership?

Accordingly, the development of the framework is visualized to consist of three layers that constitute the overarching concepts within which eleven descriptors are identified that suggest key functions of the school leadership for leading learning. Actionable-s are suggested for each descriptor, indicating the processes to be followed to attain the intent of that descriptor. Layer 1 is called '*Setting a direction for school improvement and student learning*'. It deals with the 'what' of the pedagogical leadership for leading learning. Layer 2 is called '*Practicing pedagogical leadership*'. It refers to the 'how' of the pedagogical leadership for leading learning. Layer 3 '*Assuring student learning*' deals with the 'why' aspect of the framework.

Part III describes the steps for developing a School's Annual Pedagogical Plan (APP) with detailed explanations on how to identify the gaps and how to address them. The APP in a school can be created by following suggested, five steps:

1. Where are we now as a school?
2. What do we need to do in the coming year?
3. How will we achieve what we want to do? Who is responsible?
4. What is the timeline for implementation?
5. What will the impact look like?

The prerequisite for developing a School's APP is the thorough knowledge and understanding of the Pedagogical Leadership framework. Ready-to-use formats for filling the APP are developed and given in this section. The unique feature is the rating scale that has been provided to assess the current status of the school by the leadership team led by the principal. It is given in the annexure of Part III.

Part IV of the handbook consists of an exhaustive repository of resource materials and processes and methodology in the form of tutorials for capacity building of principals on the Pedagogical Leadership Framework for Leading Learning. The tutorials have been designed in such a way that both, self-learners and resource persons can use them effectively. Tutorials have been developed on all eleven descriptors. These tutorials have been developed based on two important aspects: content for knowing; process of knowing. List of resources are collated and listed at the end.

There is a scope at every stage in the tutorials for four important processes. These are: read and learn; step back and reflect; practice and self- assess; visualize and improve one's learning curve. These four processes constitute the **Pedagogy of the Practitioner,** which when applied in this book, translates into:

- Deepen your Understanding (study materials)
- Practice Tasks (Application in the school context)
- Key take-away-s from engaging with tasks and resources (reflective exercise)
- Assessment for the descriptor considering all the actionable-s in the descriptor (evaluation).

At the end, the handbook provides the list of resources used along with the links and references. The handbook is enriched with visual effects using infographics which provide vivid explanations and illustrations.

About the Handbook

Genesis

The Central Board of Secondary Education, New Delhi, India (CBSE) issued a circular dated 9th March 2019 (Acad-15/2019) with detailed instructions on redefining the role of principals. The subject of the circular was "principals as pedagogical leaders of their schools and preparation of annual pedagogical plans by all schools". Further, on 5th September 2019 CBSE issued another circular to all principals of being the pedagogical leaders of CBSE affiliated schools (Acad-49/2019). It specified their responsibilities and details the nuances of pedagogical processes for teachers which ultimately culminates into the School's Annual Pedagogical Plan.

In the letter dated 17th October 2019, CBSE sought the support of National Institute of Educational Planning and Administration, Delhi (NIEPA) in its communication requesting the Honourable Vice Chancellor of NIEPA, Prof. N.V. Varghese, to prepare the following:

a) Development of a Framework for Pedagogical Leadership
b) Development of an Annual Pedagogical Plan
c) Development of training modules for Pedagogical Leadership
d) Sharing the list and links of all online resources provided in the training modules

CBSE's expectation of principals to transform into pedagogical leaders for improving student learning is relevant in the light of the National Education Policy, 2020. The present work on pedagogical leadership that was requested to NIEPA has been conceptualized using well researched studies in the Indian and international contexts on different school leadership processes and styles. This forms the basis for developing the pedagogical leadership framework and its application in the Indian context for **Leading Learning** in schools.

'*Leading Learning*' is a technical term used in school leadership literature. It implies that a school principal and /or the leadership teams work collaboratively with all stakeholders to consciously shift towards making learning a part of the school's culture and ethos. The effort for shifting towards learning by everyone in the system are in terms of**:**

- *learning to know* – teachers, school leaders and principals need to continuously upgrade their knowledge of pedagogical practice, content, and school leadership.

- *learning to do* – teachers, school leaders and principals need to continuously upgrade their skills. The pandemic has shown the importance of this.
- *learning to live together* – school leaders build a culture of collaboration in school for realizing its vision.
- *learning to be* – school leaders work towards enhancing their wellbeing as a community of learners.

In addition, the tutorials developed are also informed by these underpinnings. In short, the handbook has been designed for Leading Learning in the schools by school leaders.

Process adopted for creating the Handbook

Two rounds of initial meetings were held with CBSE after the work was assigned to Dr. N. Mythili, Assistant Professor, NCSL, NIEPA. Later a handbook was prepared by Dr. N. Mythili based on the four expectations shared by CBSE. It was presented to specialists from different Centres of Excellence and Education Officers at CBSE, New Delhi on 16th March 2020. This marked the beginning of the engagement with pedagogical leadership as a discourse in the Indian context. The handbook, created for the purpose, served as the primary source of examining the leadership role of principals. Further, strengthening the book on all its aspects was also considered. After a few rounds of discussions with NIEPA, CBSE decided to begin work on this project. It nominated experts to attend the first meeting which was held on 15th July 2020. Subsequently, six experts out of the initial team, hereafter referred to as "working group", continued in the project to work in different capacities until its final completion. All of them are serving principals in CBSE affiliated schools.

The mode of working was mainly online because people were living in different time zones and the current COVID-19 situation made it unviable to meet face-to-face. Weekly online meetings were characterized by:

- extensive discussions on the draft handbook created by Dr. N. Mythili
- sharing of literature on leadership
- deep dive discussions on the framework
- sharing of lived experiences of principals
- how the tutorials were to be presented
- development of organic, onsite mini workshops

Intense academic debates, discussions, writing and reflecting, tracing their own journey as principals, characterized the working style of the team to strengthen the initial handbook to embed the pedagogy of the practitioner. The project benefited immensely from the collective intelligence, mutual learning, conscious deliberations, intellectual engagement and a practice-based approach of the team.

The pre-final draft was submitted in a meeting held on 30th September 2020 in the presence of Hon. Vice Chancellor, Prof. N.V. Varghese, NIEPA and Chairman CBSE, Shri Manoj Ahuja, IAS along with several officers of CBSE and Dr. Sunita Chugh from NIEPA. A snapshot of the journey is given in Figure 1. The handbook was completed in all its details in the first week of November 2020 and submitted.

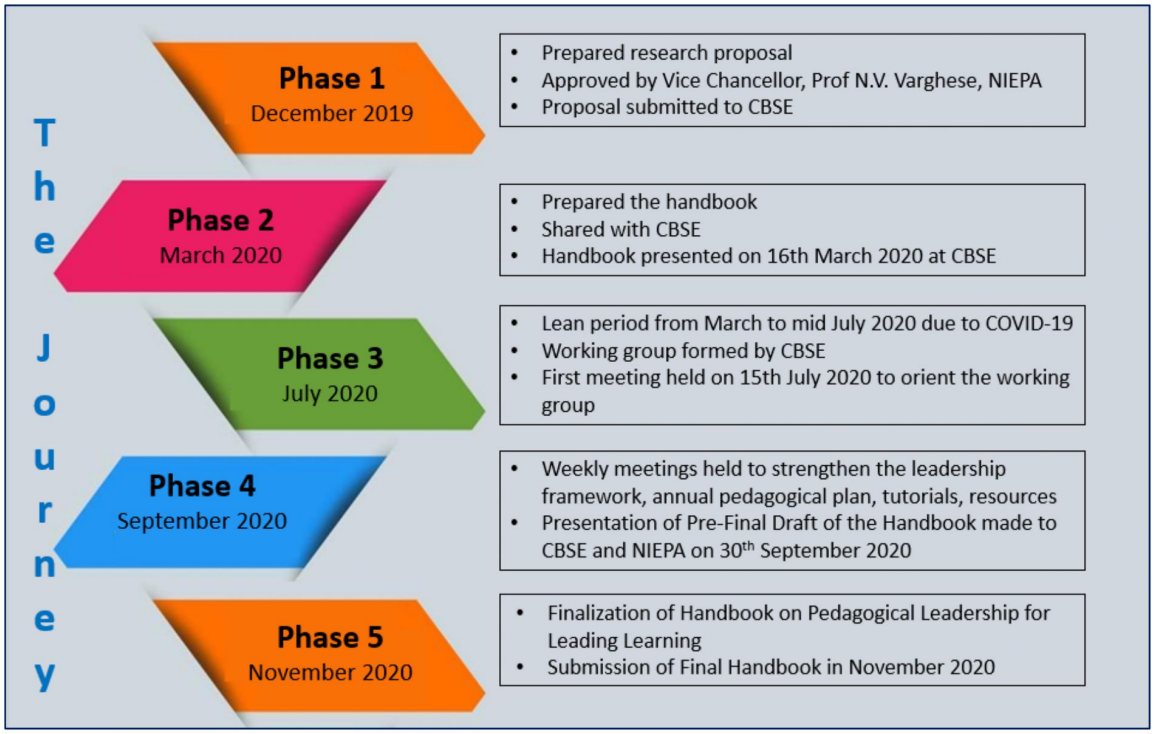


Figure 1: The Journey of developing the Handbook on Pedagogical Leadership for Leading Learning

Uniqueness of the Handbook

Figure 2 details the important seven reasons that makes the handbook unique.

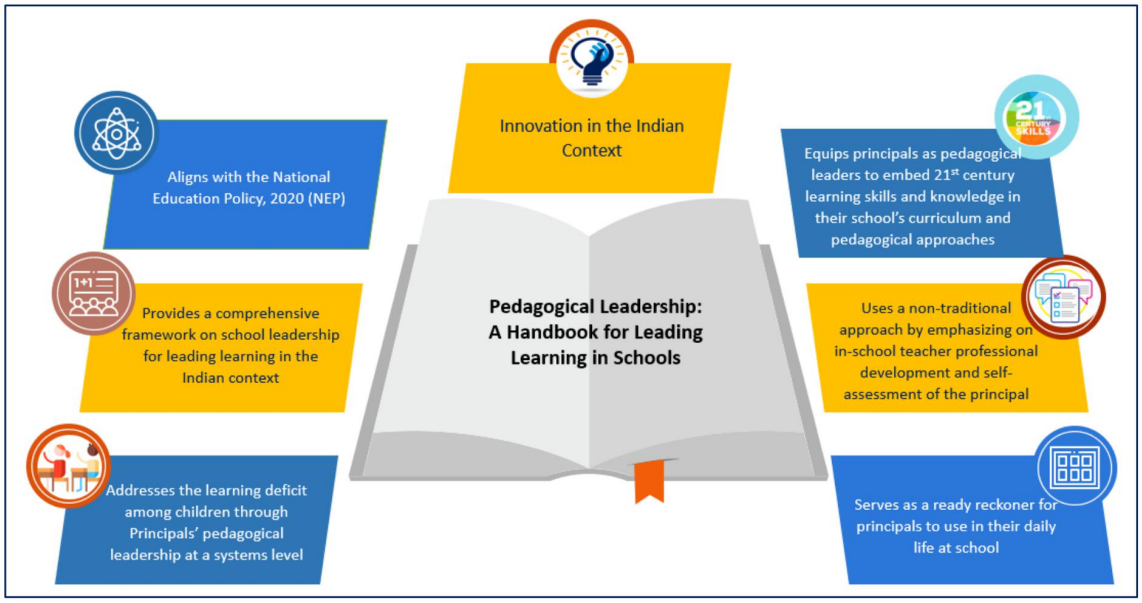


Figure 2: Uniqueness of the Handbook

Brief outline of the Handbook

Given the wider scope of the work carried out to address the needs of school principals to prepare them as pedagogical leaders, it is titled as a "Handbook" and not as a resource book or training manual or any other similar term. As a handbook, it aims to provide school leaders with content, tools and strategies through which they can strengthen student outcomes in their schools.

This handbook takes a conscious shift to challenge principals and other educational leaders to question their assumptions and reflect on their leadership practice as pedagogical leaders. In this direction, it attempts to:

- facilitate building and extending the perspective of school leaders for leading learning.
- deepen the understanding about school leadership.
- meet the demands of education in the 21st century.
- apply the knowledge of the pedagogical leadership framework for Leading Learning to the everyday life at school through:
    - the Annual Pedagogical Plan (APP)
    - onsite and off-site capacity building programmes.

The handbook consists of the following four parts. Figure 3 provides the overall structure of the handbook.

- *Part I:* Understanding school leadership for leading learning in schools
- *Part II:* Pedagogical leadership framework for leading learning
- *Part III:* Annual pedagogical plan for leading learning
- *Part IV:* Tutorials for capacity building for leading learning (along with the annexure on the list of resources)

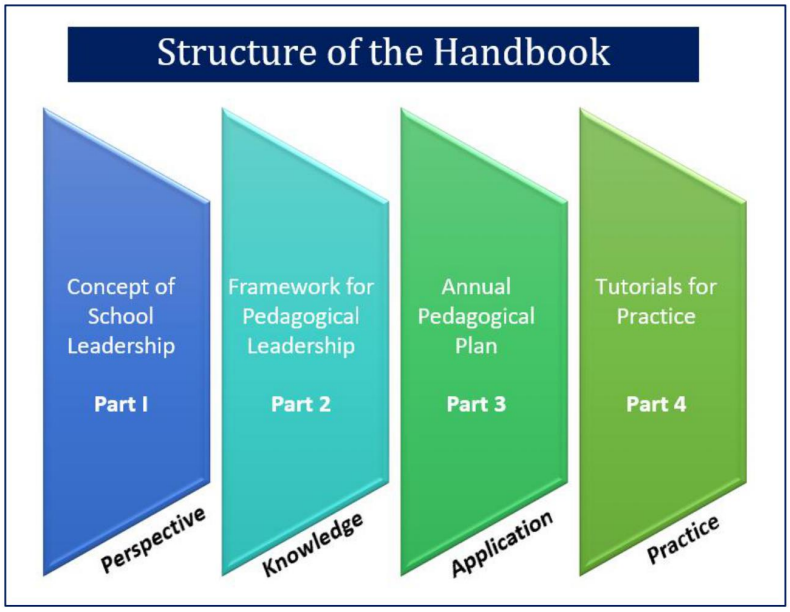


Figure 3: Structure of the handbook

Part I: introduces the concept of school leadership from the perspective of pedagogical leadership and how leaders lead for learning. It also situates its relevance within the global educational discourse. Since this section draws from national and international research, it provides the context within which the Pedagogical Leadership Framework has been established. Therefore, Part I constitutes the ***perspective*** on pedagogical leadership for leading learning.

Part II: conceptualizes the Pedagogical Leadership Framework for Principals within the Indian context, particularly with reference to schools affiliated to the CBSE. This framework can be considered as the ***knowledge*** component of the handbook. It forms the core or the foundation. Thus, it is critical for the user to delve deeper towards understanding the content of this section. It is suggested that readers / users refer to this section when they engage with the remaining sections of this handbook and during their practice at school.

Part III: applies the knowledge component Pedagogical Leadership Framework, to the design of the Annual Pedagogical Plan that would help leaders to action learning in their schools. A sample of how the plan can be designed has been provided. It details the necessary steps that school leaders could take towards planning their actions for leading learning. Hence, Part III deals with the ***application of knowledge and Skill*** in the everyday practice of school leadership.

Part IV: is the ***practice*** component of the framework to master pedagogical leadership for leading learning in schools by principals and others. It consists of tutorials for every descriptor of the framework and each actionable within it. In all, there are 11 tutorials that emphasize on gaining knowledge to develop one's own perspective on pedagogical leadership besides providing practice exercises and case studies that have been originally created by team of authors of this book. It includes:

- concepts on school leadership and the pedagogical leadership framework
- application of concepts to:
    - real life situations in a school
    - simulated exercises
    - reflective questions
- assessment formats
- exercises for meta cognition to develop self-awareness.

All tutorials have been developed based on two important aspects:

(i) content for knowing
(ii) process of knowing.

Part IV is extremely important for school leaders to develop as pedagogical leaders as it has been designed to deepen the understanding and consciously apply the knowledge of the Pedagogical Leadership Framework within one's school setting.

Notwithstanding the above, these tutorials are not prescriptive but suggestive. Readers will find that they can use the tutorials in various ways to meet the needs of their individual schools in a self-learning mode. The tutorials can be used for extensive professional development of not just school leaders but also staff members. They could be designed by schools as online, blended and face-to-face sessions.

After the four parts are presented, a section on the list of resources is given. There are 113 resources that include reading articles, videos, and worksheets along with their weblinks. Finally, a list of references that have been used, especially in developing part 1 on the concept of school leadership, has been provided. Users can refer to this section in their further pursuit of building leadership skills and knowledge.

Pedagogy of the Practitioner: Approach used in the Handbook

The handbook has been designed keeping a wide range of readers in mind. These are likely to be aspiring leaders, current leaders at school, education officers and resource persons who engage in professional development. Users may find the Pedagogical Leadership Framework simplistic, employing a commonsense approach and is already being practiced. However, to extract the optimal advantage, you are requested to pause and reflect on:

- your assumptions, beliefs, notions of leadership practices
- where your school is on the leading learning continuum
- where you would like to be in terms of student learning
- the timeframe and processes you will employ towards school improvement

Introspective questions highlight a different perspective, and this is where the journey of a pedagogical leader begins. Hence, there is an attempt to transform a school's culture, its ethos, while changing the mindset and professional self of leaders. These questions may also be posed for discussion with teachers, parents and staff of the school.

The approach used in the handbook adopts the Pedagogy of the Practitioner (See Figure 4). Under this approach, the practitioner will:

- read and learn
- step back and reflect
- practice and self- assess
- visualize and improve the learning curve

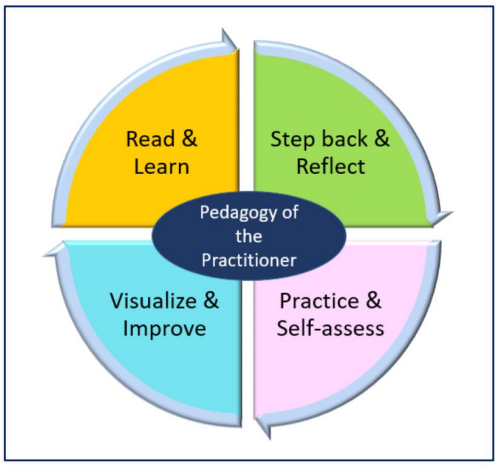


Figure 4: Pedagogy of the practitioner

This handbook can be used either as material for self-learning or training modules. Accordingly, it is meant for both Self- learners and Resource persons engaged in capacity building programmes. Suggested guidelines to use the handbook are given in Figure 5 below:

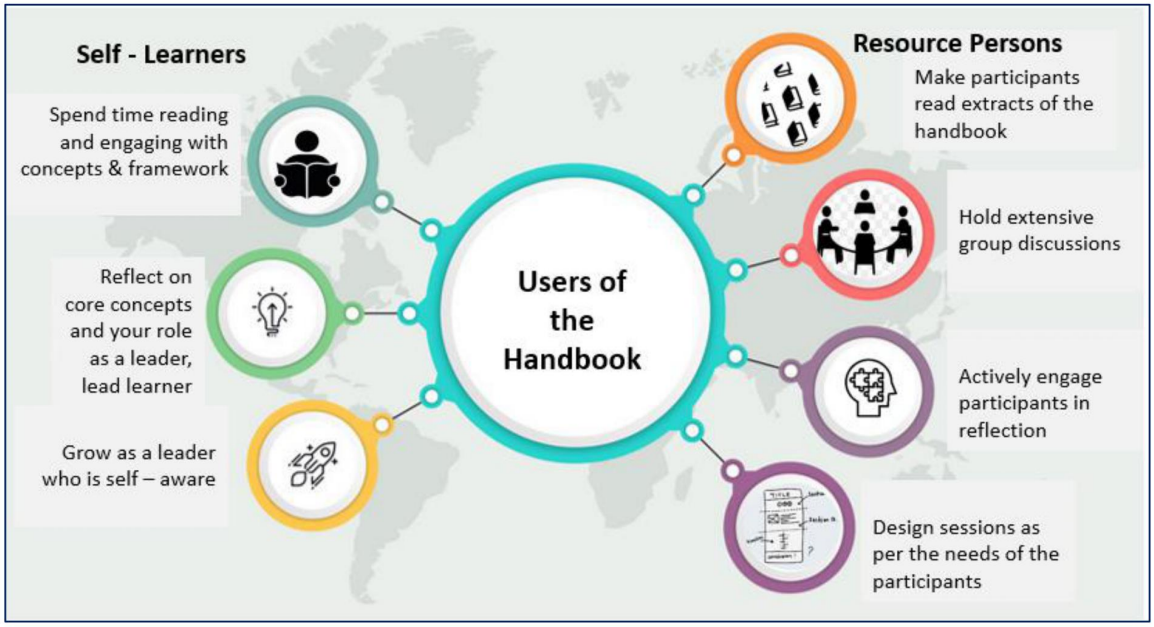


Figure 5: Guidelines for using the handbook



Part I

Concept of School Leadership

Part I: Concept of School Leadership

Introduction

The term educational or school leadership became popular in the mid-20th century when demands on schools for higher levels of student achievement increased. Schools were expected to improve, reform and respond to the educational needs of children. These expectations were accompanied by calls for accountability at the school level. In such a scenario, maintenance of status quo was no longer considered acceptable through the routinized forms of administrative and management practices that implied stability by exercising control and supervision. Ideas, in research as well as in practice, started to emerge with a focus on restoring the faith in the school system and infusing it with dynamism and pro-active behaviour of leaders at the school level. This new wave of optimism resonated well with the concept of *school leadership*. It was felt that the evolving nature of school environments placed greater and newer demands on educational leaders, where knowledge of school operations, management, finance, departmental regulations and state mandate were considered necessary, but not sufficient. The increasing diversity of student population in terms of language, culture, customs and beliefs placed a premium on school leaders to think and act beyond their customary duties. The low learning levels of children, even after attending school, created an urgent need for a strong emphasis on the development of instructional skills of school heads to promote quality teaching and high levels of learning for all children. Across the globe, intense research began focusing on the attributes and characteristics of good school leadership as it began to be recognized as a precondition for the transformation of the schools for improving student learning. Earlier studies on school effectiveness had placed emphasis on teachers being the prime movers of student learning. The shift from school effectiveness to school improvement brought the importance of school leadership to the fore and the role of principals therein.

The claim that school leadership is the second most important factor influencing student learning (Leithwood, 2006) was later evidenced by Vivian Robinson (2009) to say that 25 percent of the total effect on student learning comes from school leadership. Whilst most research acknowledges that teachers have the largest effect size on student outcomes and learning, the works of Leithwood and Robinson are important as they highlight that a single person, *i.e.,* the school principal, has the most significant influence on student learning. Thus, a school leader is directly responsible for leading learning by creating a conducive environment for learning and developing teachers who can translate the school's vision into reality.

For these reasons, the focus of research and practice shifted the role of principals from being merely an administrator and a manager to one of leading the schooling process for ensuring student learning by undertaking the following but not limited to:

- taking initiatives and risks
- thinking out-of-the-box
- managing resources
- creating a culture for change
- networking with people
- building relationships with teachers and staff
- communicating effectively
- inspiring and providing intellectual stimulation.

Meaning of School Leadership in the Indian context

School leadership in the Indian context can be described by its four core functions. They are: influencing others, directing others, empowering others and working with others (Mythili, 2020). It is through these processes that a principal leads the school exercising four types of leadership styles – responsive, responsible, inclusive and network leadership (see Figure 6). These are briefly explained by drawing from Mythili's various works that are situated in the Indian context.

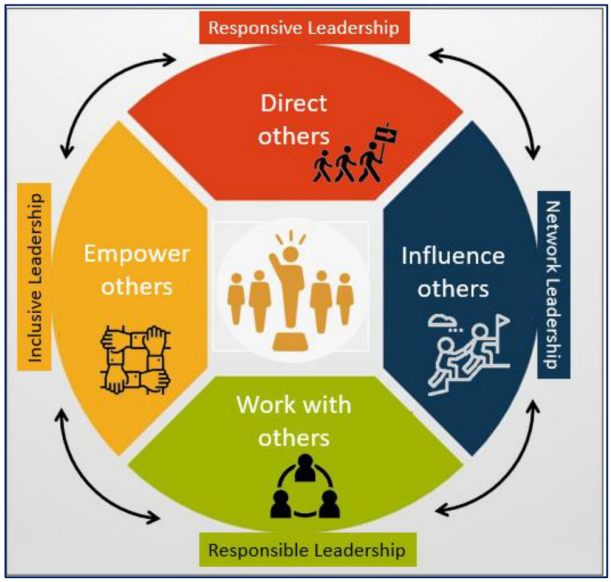


Figure 6: Functions and leadership styles of principals in the Indian context

Core functions of school leadership

The four functions are explained in detail now. Also refer to Figure 7 for more clarity.



Figure 7: Core functions of school leadership

Influencing others: To influence is to have the ability to change the behaviour of another person(s) without the manipulation of reward, punishment and also without using authority. A principal exercises a form of control that is intentional, in terms of setting goals for the school, teachers, parents and community as well as aligning their vision with that of school's vision. Influence of principals on others is characterized by legitimate power and authority.

Directing others: The school head provides direction and guidance to others by constituting different leadership teams to work on various processes of the school. S/he engages with the teams to set and attain specific and achievable goals. A principal also participates with and connects with different leadership teams to find solutions to problems and achieve set goals. Engaging with self-check and evaluation mechanisms, post goal completion, is another aspect of directing others.

Empowering others: A principal instills enthusiasm, triggers curiosity to think out of the box, listens to others' voices, builds trust and respect, accepts ideas, tries to resolve professional and personal problems of others at least in small ways. S/he provides a new direction to the work of teachers, as well as makes parents, non-teaching staff and the community feel valued by building partnership. All these imply that a principal attempts to *empower* others to reach the institution's goals.

Working with others: School improvement and student learning depend on how a principal engages or works with teachers, children, education officers and stakeholders in the system. These meaningful interaction and cordial relationships make a difference to leadership practices that influence student outcomes. Distributed leadership is a means through which this core function can be accomplished for which mutual agreement and collective action are essential. Accordingly, distributed leadership has two aspects:

i. *Leadership plus* refers to the fact that there are several individuals in a school that take on a leadership role to achieve goals. They could work in parallel or in sequence.
ii. *Practicing leadership* refers to the interactions among leaders, followers and their situations, each influencing the other. It analyses the 'how' of what leaders do.

Responsive, Responsible, Inclusive and Network Leadership

Leadership provides a realistic understanding about the ways in which the school is led. Four ways are espoused here (Refer to figure 8).

Responsive leadership: As a responsive leader, a principal understands, identifies and addresses the needs, aspirations and expectations of the students, teachers and parents. S/he provides opportunities for collaboration; optimum use and utilization of available resources; service to stakeholders with due care in a reasonable time and through a non-discriminatory approach. S/he facilitates peoples' development especially in the form of continuous teacher professional development, empowering the community, addressing the social and emotional issues of children, especially adolescents in the school, identifying talents, strengths and unique qualities in teachers, students, parents, community that contribute to the overall quality of the school.

Responsible leadership: in the school context refers to taking responsibility for the decisions made and actions performed for improving school quality and student learning. It enables

the principal to critically reflect upon one's own personal and professional orientation for leading schools; develop one's own understanding and perspective about school leadership while leading schools under normal and challenging circumstances; create workable teams, partnerships; build the school as an institution that learns and grows; and design, plan and implement changes systematically using innovations, best practices and good practices for improving teaching-learning processes.

Inclusive leadership: refers to consciously providing equal opportunities in the school's processes to all children, all teachers, all parents and the entire community irrespective of abilities, skills, intelligence and knowledge. Fullan (2010) gives seven big ideas: All children can learn; a small number of core priorities; resolute leadership; collective capacity; strategies with precision; intelligent accountability; and All means All.

Network leadership: In network leadership, leaders working from different hierarchical positions in the school and education system dovetail with each other to support the school and its leader. They share responsibilities with the principal for leading change. Leaders associate with each other to form a collective. They develop a shared vision instead of adopting a leader-follower approach. These leaders also engage in searching for talent who can innovate. Further, they engage in spreading innovations within the school and also to other schools. They bring innovations and good practices together on the common platform for enhancing and exchanging knowledge. It creates ownership for all, a culture and climate for experimentation and innovation, to adopt good practices for overcoming learning deficit among students and fulfill aspirations of students and parents.

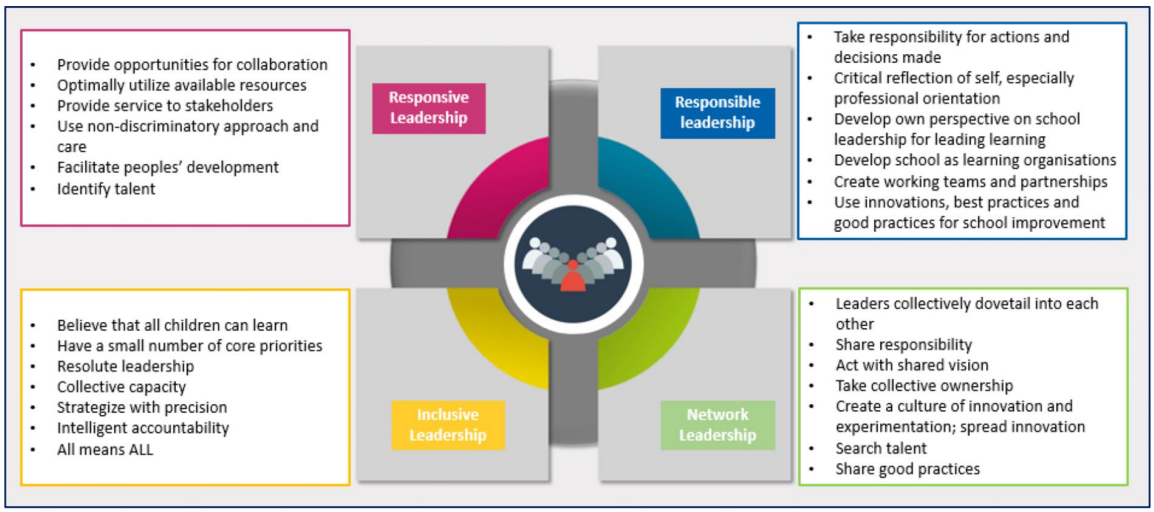


Figure 8: Principals' leadership styles in the Indian context

Practicing School Leadership as a Learning Curve

If the development of school leadership is considered normative, then, leadership has to be coached, standards set, and competency frameworks applied to measure against behavioural changes among school heads under controlled conditions. If leadership practices are considered as peoples' development, then school leadership development is a process that needs to fulfill a moral purpose of ensuring that all children learn. The principal needs to have a strong belief that *I can make a difference*. In short, leading becomes a '*movement*', wherein the principal transitions from being an administrator and manager to that of a leader. At the next level, the principal becomes a reflective leader, meta-cognitive thinker and 'aware-d' change maker. S/he navigates schooling processes by responding to crisis, solving problems, accepting limitation and negotiating for sustainability and change. The experiential learning so gained by the school leader corresponds to three critical aspects of his/her school leadership journey, reflected as a learning curve (See Figure 9). They are:

- Leadership for Understanding
- Leadership for Action
- Leadership for Reflection

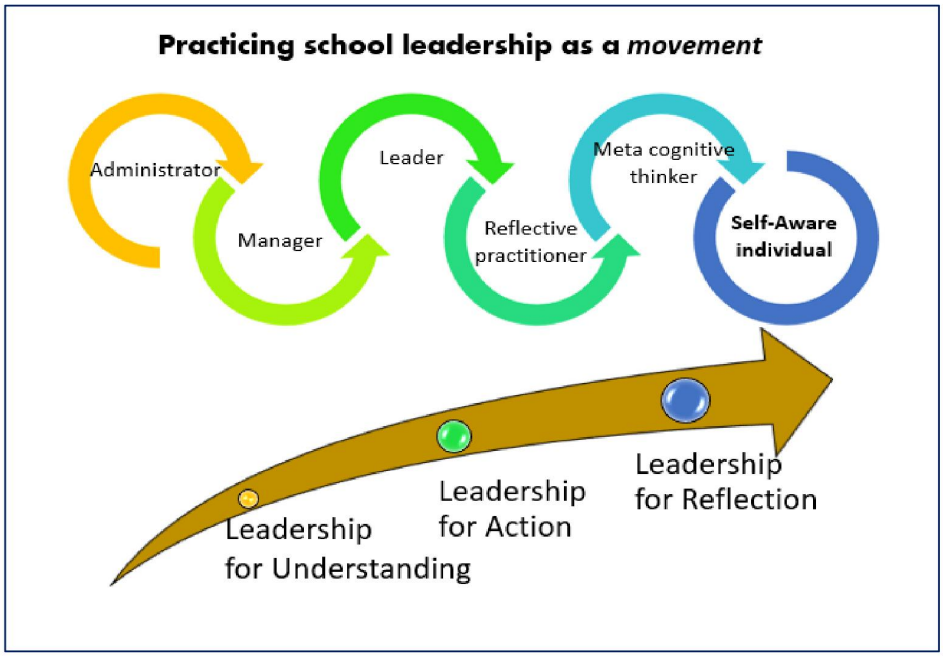


Figure 9: School leadership as a learning curve in the Indian context

Effect of School Leadership on Student Learning

Vivian Robinson articulated four conceptual models to understand the different types of effects that school leadership can have on student learning. They are direct, mediated or indirect, reciprocal and inverse effects of school leadership. These are discussed below:

Direct effect: A principal along with the leadership team directly creates the congenial conditions in the school for student learning. These are in terms of creating the school climate, a culture of learning, mobilizing resources and ensuring their equitable distribution, establishing good relationships with community and education officers, building capacity of teachers, ensuring a safe and secure environment for children to learn, encouraging innovations and personally engaging in innovations. S/he is directly responsible for creating favourable conditions for students' learning. These are visible and acted upon at the overall school level.

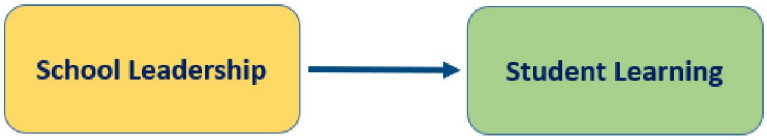


Figure 10: Direct effect of school leadership on student learning

In general, school leadership does not normally have a direct effect on student learning unless it is a multi-grade small school where teacher is also a school head.

Indirect / mediated effect: School leadership influences student learning ***through*** the quality of teachers' practice. While all teachers work directly at the classroom level, a principal largely does not. Hence, the principal's indirect effect on student learning becomes extremely important as s/he supports teachers. For example, a principal may provide the necessary laboratory equipment, teaching- learning materials, create suitable timetables to indirectly influence students' learning through teachers' efficacy. These interventions allow teachers to feel supported. Hence, the significance of a principal's indirect effect on students' learning.



Figure 11: Indirect effect of school leadership on student learning

Reciprocal effect: Whilst school leadership influences students' learning, students in turn influence changes in school leadership. Feedback from students, especially to the school leader,

constitutes the reciprocal effect of leadership. Feedback from students can be sought directly or indirectly. For example, with older students, questions could be asked through questionnaires or surveys. As students get influenced by various curricular, co-curricular activities and by participating in sports and games, they begin taking leadership roles and leading initiatives at school. They take active part in implementing these ideas, resulting in influencing changes in the leadership processes of the school. Sometimes, indirect ways such as observing keenly and capturing changes in students' behaviour, participation in various activities, and interaction with teachers, peers etc., prove to be effective methods of collecting data for the principal to understand the effect of his/her practice.



Figure 12: Reciprocal effect of school leadership on student learning

Inverse effect: is the opposite of direct effect. Under inverse effect students influence the practices of school leader. Such an influence happens without the school leader or the principal influencing the students directly or indirectly at first.

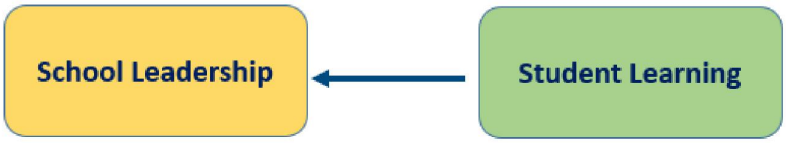


Figure 13: Inverse effect of students on school leadership

An example of inverse effect may be of a gifted child in a school. Even if there is one gifted child, s/he influences the teaching-learning processes and the school leadership. The influence is observed as teachers begin to design tasks to address the specific intellectual and academic needs of this student. It is for this reason that the government has been introducing innovative ways of supporting innovative ways of schooling, the most recent being the introduction of the Atal Tinkering Labs where gifted children are given opportunity to explore, innovate, discover and move beyond the school text books and curriculum freely.

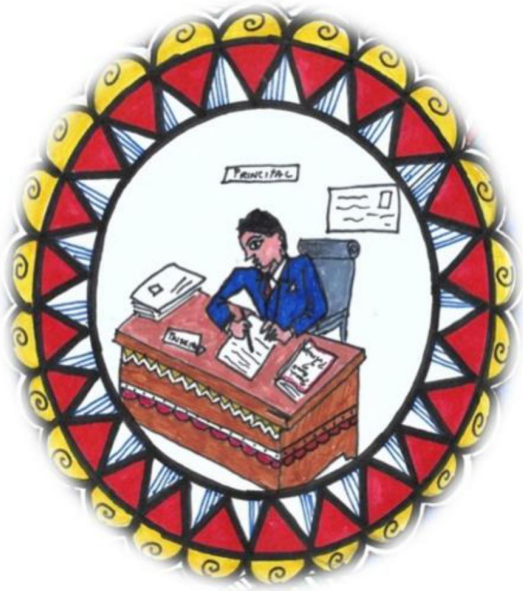
Another example of inverse effect can be seen when students with special needs are admitted into a school. To cater to the specific learning needs of these students, the teaching learning processes needs to be altered, modified or adapted. Again, the students influence the school's process and the leader.

Leadership for Learning

Schools in India are mainly driven by a mandated curriculum besides accommodating the needs and interests of students to some extent. While the teaching learning processes are drawn from real life, they are also classroom centered. Test results continue to constitute the main goal even though students' learning needs to be deeper than test scores. In short, school leadership and schooling in the Indian context are characterized by both pedagogical and instructional styles. A general term 'Academic Leadership' is assumed to encompasses both instructional and pedagogical leadership with an emphasis on curricular subjects.

Recent discourse on school leadership has moved further ahead to 'Leadership for Learning' (LfL). In following LfL, leaders know their people, organisation, communities and contexts extremely well as they ask the right questions (rather than provide answers) so that they support the key drivers for positive change, goal directedness and perseverance, to reach the desired goals. The core of LfL in Indian context, therefore, is: ***In order to ensure that all students learn, everybody else in the education system has to continuously engage in learning***. Leadership for learning draws attention to the fact that all those directly or indirectly associated with the education system such as teachers, school heads, administrative and support staff, community, parents, education officers at different hierarchical positions in the education system from national to school cluster and complex levels must engage in learning for leading learning processes.

In other words, the pedagogical leadership in this book has a wider scope to address Leading Learning and Leadership for Learning. It is a multi-dimensional and multi-lateral process held together by a common goal to ensure student learning emphasising on what is valued rather than what is simply measured.



Part II

Pedagogical Leadership Framework for Leading Learning

Part II: Pedagogical Leadership Framework for Leading Learning

An Overview of the Framework

Students graduating from the school system are expected to be equipped with complex skills, competencies and abilities to solve real life problems, innovate, communicate effectively, be resilient in times of adversities, and demonstrate grit and determination and so on. This makes the role of school leadership very important besides the teachers. Just as teachers, Principals and others from different leadership teams in the school also need professional development, mentoring and training. The literature on school leadership shows that continuous development of knowledge and its application are essential for this purpose. This chapter presents the 'Pedagogical Leadership Framework for Leading Learning' that has been developed for addressing the Indian context.

The framework has its moorings in theoretical underpinnings yet is practically meaningful as it relates to and talks to practitioners by being strategically adaptable to achieve desired results. The construction of the framework is richly informed by research-based evidences, practitioners' perspectives and their lived experiences, experiential learning derived from nation-wide mega implementations including strategies, processes and methods of actual roll out for schools in the country, and cognizant of policy perspectives. It is equipped to address the needs of the principals.

Two important aspects inform and influence the development of the Framework on Pedagogical Leadership for School Principals. These are:

- How does setting a direction by school leadership facilitate school's improvement?
- How can School leaders ensure learning for all students?

Part II of the handbook deals with the conceptual underpinnings with a detailed exposition to the Pedagogical Leadership Framework for Leading Learning. It has three important aspects-

(i) ***Layers:*** provide the overarching concept and constitute the broad base of the framework.
(ii) ***Descriptors:*** are the key functions that constitute the entire layer.
(iii)***Actionable-s:*** are the measures / steps/ processes that may be followed to attain the functions that are outlined in the descriptors.

Refer to Figure 14 for the basic layout of the framework. The figure draws inspiration from the Earth and its components. A principal has the overall responsibility of all decision-making which impacts the school's processes. The pedagogical leadership framework (the outer sphere in deep red), through its components (the inner spheres in red, grey and blue), empowers the school leadership comprising Principal and the leadership teams to take informed decisions to action school improvement and student learning. The layers, descriptors and actionable-s are connected in a two-way process to influence each other.

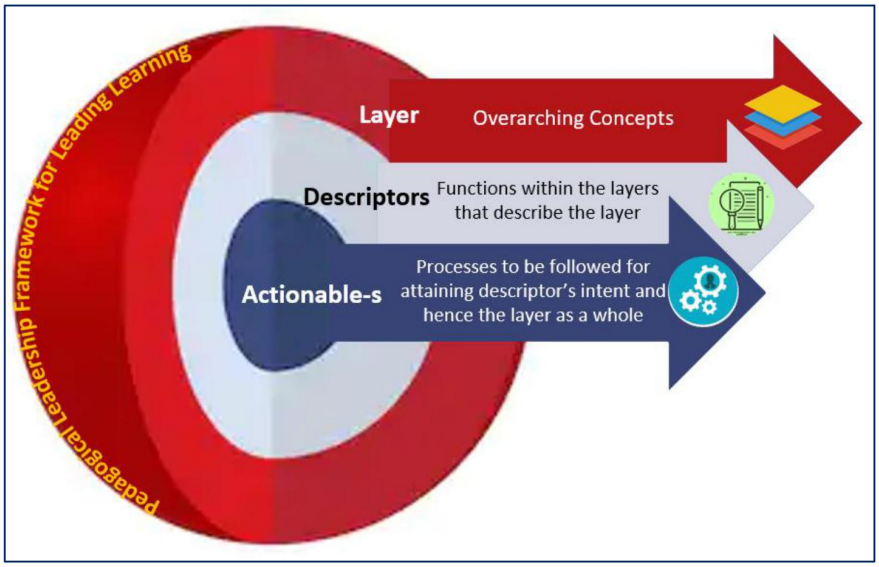


Figure 14: Basic structure of the pedagogical leadership framework for leading learning

The two-way connect among the three aspects is explained as follows:

If layers represent the synthesis of the entire Pedagogical Leadership Framework, then descriptors indicate its analytical aspect. The actionable-s provide the details on how the analytical aspects of the descriptors would be undertaken/actioned. The actionable-s are shown as central to the framework as it is through these actionable-s that a school ensures student learning. Layers form the foundation for bringing centrality to these actions. Descriptors constitute the pillars built on the foundations of layers, connecting the actionable-s with the layers.

It must be noted that though a set of actionable-s have been provided, they alone do not constitute the entire descriptor. Schools can have different actionable-s to reach the descriptor(s), and hence the layer(s) as a whole. Thus, the flexibility within the actionable-s is upheld in the framework, for, no two schools will function in the same manner despite having

similar contexts. In this way, the pedagogical leadership framework is rendered a processes-based approach to achieve student learning and school improvement.

The various layers of the framework are as follows:

a. *Layer 1*: *Setting the direction for school improvement and student learning.* This layer seeks to build a perspective that informs and influences school leadership practices. It deals with the '*what*' aspect of the pedagogical leadership framework for leading learning.
b. *Layer 2: Practicing pedagogical leadership.* It presents the most critical areas of leadership interventions referring to the '*how*' aspect of the pedagogical leadership framework for leading learning.
c. *Layer 3: Assuring student learning.* This layer signifies the '*why*' aspect of the framework. It attempts to bring together what is necessary for children to learn from different sources.

The overview of the entire Pedagogical Leadership Framework for Leading Learning is represented in Figure 15 below. The right side of the diagram gives the 3 layers, with the descriptors mentioned on the left side.

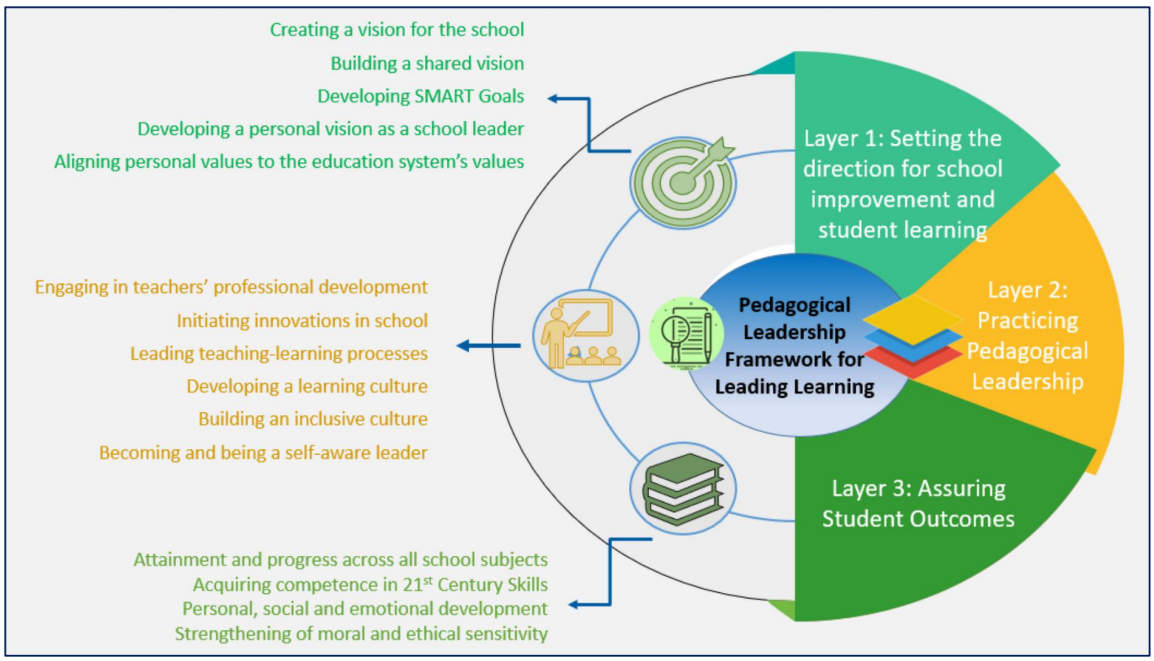


Figure 15: Pedagogical leadership framework on leading learning in the Indian context

Layer 1: Setting a Direction for School Improvement and Student Learning

Introduction

For any school-organization to run successfully, it should have clarity about its future direction and what type of results it wants to achieve for itself and its stakeholders, most importantly, the students. This comes from developing a vision for the school, articulating the mission and converting them into desirable goals to be achieved.

The vision is drawn from the purpose of education within the socio-cultural milieu of the society. Its articulation and interpretation varies among and between different stakeholders, even though everyone understands and accepts the vision similarly. Therefore, their actions also vary from one to another towards fulfilling the vision. This is called shared vision. Besides, everyone has their own personal vision for themselves while working for the school. Due to this also, the actions towards realizing the vision and achieving the goals have diversity, variety, and novelty among stakeholders. Therefore, setting a direction for the school's improvement and student learning is a combination of the vision for the institution, the shared vision of all stakeholders and the personal vision of the school leaders.

Setting the direction for school improvement also comes from the beliefs and values held by stakeholders and the personal values of the principal, teachers and other stakeholders as they interact and influence the institutional vision and the shared vision. These shape the ethos, values and beliefs of the school, its climate and culture. Aligning the vision, beliefs, and values, both at an institutional and personal level, is critical for achieving the desired results. In short, setting a direction for school improvement and student learning is a dynamic process of immense possibilities and opportunities for achieving excellence.

The descriptors and actionable-s in Layer 1 of the Pedagogical Leadership Framework attempt to capture these subtleties which impact student learning and school improvement. The descriptors in this layer are:

1. Creating a vision for the school
2. Building a shared vision
3. Developing SMART goals
4. Developing a personal vision as school leader
5. Aligning personal values with education system's values

Each of these descriptors are explained below, with a list of relevant actionable-s so that a principal of any school can apply them in his/her school. See Figure 16 for a pictorial representation of Layer 1.

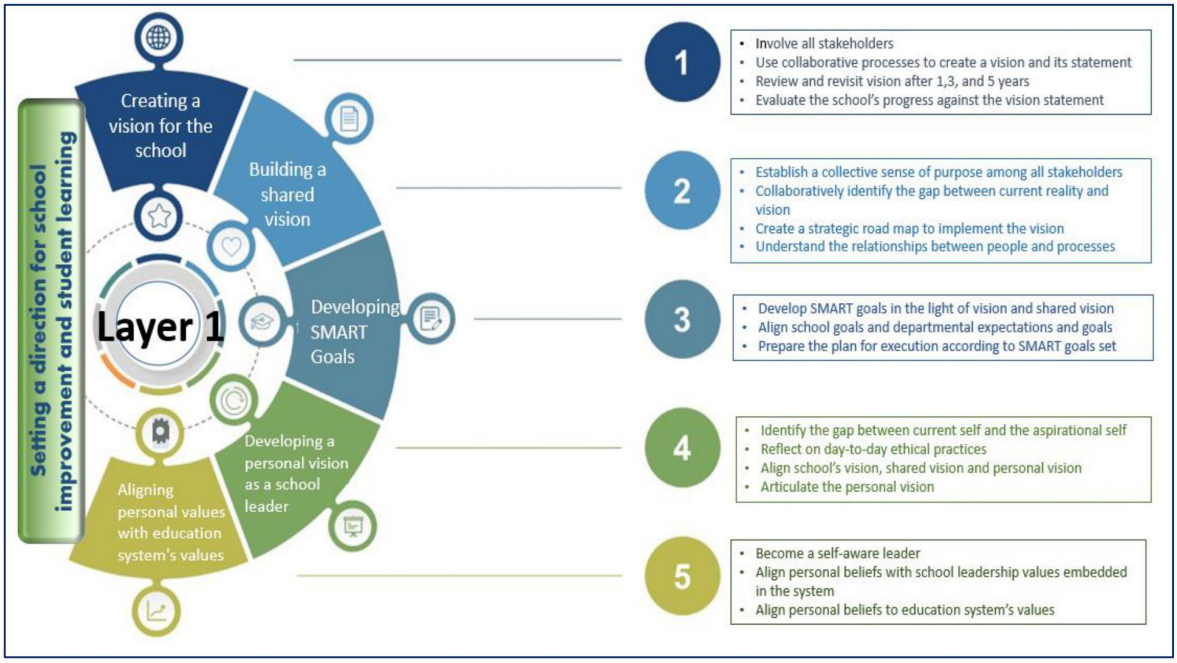


Figure 16: Layer 1: Setting a direction for school improvement and student learning

As the reader engages with this layer, it is expected that the reader will visualize and accomplish a meaningful journey, in which s/he takes other members of the school community to create a school of excellence. It is hoped that the school becomes open-minded, intellectually vibrant, socially balanced, emotionally sensitive and culturally mature that instills children with a sense of responsibility to become lifelong learners and adaptable citizens to the changing situations, including adversities.

Descriptor 1: Creating a vision for the school

The vision of a school is the commitment that it makes about the larger educational goals. Building a vision is a continuous and ongoing process and serves as the road map for institutional development that includes all aspects of the school's progress, keeping student learning at its core. It communicates the purpose of the organization and clearly defines its future. Therefore, it needs to be inspirational. Hence, creating a vision for the school is setting

a direction, the first step towards school improvement. It transcends various aspects of a school, especially when it:

- Identifies the purpose for the school
- Connects directly to the organization mission
- Affects the school culture
- Identifies critical pathways for the school to adopt change
- Builds consensus among the school community
- Facilitates organizational learning
- Guides other leaders of the school in undertaking actions for school improvement

Since the vision of a school permeates the culture, curriculum, instructional practices, systems and procedures that impact student learning and well-being, it is important for a school to use a collaborative process in creating its vision. This, however, can be time-consuming but yields a buy-in from all stakeholders. The community feels involved, building a sense of belonging and decision making. The process strengthens the development of embedding a shared vision among all members of the school. Therefore, creating a vision involves collaboration and distributed leadership across students, staff and parents of the school.

The vision is translated into reality by the actions of the School Leadership. In this context, School Leadership encompasses principal, members of the school management who are directly involved in the implementation of school policies, and Lead Teachers. The role of the principal is critical as it is his/her responsibility to articulate a strategic plan that would bring the vision to life. A thinking and reflective school leadership may want to establish targets or an action plan that would help the school achieve its vision. Finally, the school would need to review and reflect on the relevance, strength and scope of the vision based on its implementation.

Actionable-s for creating a vision for the school

- Design a mechanism through which all stakeholders (teachers, parents, SMC members, senior students, administrative staff) can share their views on the different elements that could be considered as part of the vision of the school.
- Invite representatives from all school stakeholders to be part of the team that will develop the vision of the school.

- Use a collaborative process of dialogue to discuss the suggestions received from stakeholders.
- Create a preliminary vision statement that is precise, easy to recall and aptly conveys the future outlook of the school, considering a reasonable time period.
- Share the draft with stakeholders to obtain feedback, and review to re-work the vision statement. This may take several iterations.
- Finalize the vision statement and share it with all stakeholders to develop a common understanding of the school's educational goals.
- Revisit and review the vision after one year, three years, five years.
- Evaluate the progress made by the school at the end of five years in accomplishing the vision.

Descriptor 2: Building a shared vision

Merely developing the vision for the institution is not enough. Unless the principal builds a collective understanding of the school's vision among the stakeholders, s/he cannot translate it into reality. Stakeholders have to own the vision for them to be motivated to act upon it. Despite an alignment to the school's vision, the translation of the vision into actions will be varied for different individuals of the school community. This is because, the vision is interpreted and approached in various ways, according to the diverse perspectives of teachers, administrative personnel, parents, SMC members and students. Hence, shared vision is characterized by diversity, variety, novelty, efficacy and effectiveness connected by the common thread of the institution's vision. The variety in interpretation and subsequent action leads to dialogue, discussion, action and reflection among members. This is an on-going process and helps in enriching and strengthening the understanding of the school's vision.

Shared vision also brings in fresh perspectives and ideas for designing, leading and undertaking curriculum-based activities in the school. It empowers stakeholders. It creates the requisite ethos in the school which in turn influences the school's culture, climate, its collaborative and co-operative practices, leading to overall school progress through enhanced student learning.

Actionable-s for building a shared vision

- Establish a collective sense of purpose among stakeholders of where the school needs to be – the Shared Vision.

- Discuss with teachers, SMC members, parents and students the current level of where the school is to identify the gap between current reality and the vision.
- Create a strategic road map for the school to achieve the vision in the one, three, five years of time period.
- Implement the school's vision *through* a shared vision by creating organizational systems and processes with relevant norms.

Descriptor 3: Developing SMART goals

The vision and mission of any organization develops a pathway to succeed. The very process of building and sharing a vision enables the principal, teachers and stakeholders to pave the way for formulating SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound) goals. These goals provide a clear direction to achieve student learning and school improvement, keeping the vision and mission of the organization in mind. Setting SMART goals is a means by which actions and practices are articulated and fine-tuned, innovations introduced, good practices nurtured, best practices accomplished, and student learning is sustained over long periods to ensure continuous school improvement. SMART goals create an environment of confidence, achievement and motivation amongst the members of the school for accomplishing tangible outcomes.

Actionable-s for developing SMART Goals

- Participate with stakeholders to develop SMART goals for the school separately for primary, elementary, secondary and senior secondary levels.
- Develop SMART goals in the light of vision and shared vision.
- Align the school's SMART goals with that of the goals given by the Department of Education/ Government/ CBSE to bring synergy.
- Break down the goals into doable action points with clear timelines.
- Prepare a concrete plan for execution.
- Document the entire process to understand and bridge gaps, if any, from time to time.

Descriptor 4: Developing a Personal Vision as a School Leader

A clear personal vision would deeply engage a principal with building a vision for the school and developing a shared vision among others. A question may be raised as to the need for a personal vision, when there is vision for the school and shared vision among the members of the school. It is important to note that vision building is for the development of the school as an institution. Shared vision is to arrive at a common purpose for the school and provide a pathway to quality education. Personal vision is meant to fulfill the individual's physical, social, emotional, intellectual, spiritual, economic and cultural needs. All these together shape the school leader.

An effective school leader is one who has a clear personal vision, and who engages in self-reflection to be able to know her/his strengths and learning needs. S/he is able to create a pathway for self-growth by identifying personal and professional goals and creating an actionable roadmap that will transition the person from the 'current' self to the 'aspirational' self. Such a reflective leader would certainly be able to align her/his personal vision to the vision of the school and would be able to develop a shared vision among the stakeholders. In short, creation of the institutional vision, shared vision and personal vision of the individual leaders influence each other and interact with each other.

Actionable-s for developing a personal vision

- Identify gaps between current and aspirational self. Establish SMART Goals and an action plan for bridging the gaps by creating pathways.
- Apply the principle of 'first-things-first to effectively balance responsibilities, roles and activities.
- Exemplify the school's vision through day-to-day ethical leadership practices, leading the school strategically, educationally, operationally and by developing people.
- Align the personal vision to the school's vision and shared vision in all actions and practices as a leader.
- Articulate the personal vision by reflecting on what the heart and mind would like to develop, protect, preserve and support.

Descriptor 5: Aligning Personal Values with the Education System's Values

'A value guides a person's thinking and behaviour'. A principal of a school has his/her own values and beliefs about various dimensions of education, which in turn influence the leader's personal vision and his/her ability to translate the school's vision into practice. For example, the school leader's beliefs on leadership, students and how they learn, teachers and their role in teaching learning, curriculum, instructional practice and assessment structures, professional development, monitoring, evaluation, holding people accountable, channels of communication, innovation, will influence the culture of a school. A principal's personal values and beliefs are also influenced by the values upheld by the school (through its vision statement) and the expected values of school leaders. The literature on school leadership upholds that leadership values and personal vision of the principal significantly influence the way in which s/he leads people and school as an organization. The school principal as an individual also influences others' values and ethos through his/her behaviour and practicing leadership. Hence, it is critical that the personal values of the leader are aligned to the core values of school leadership and those of the education system.

Actionable-s for aligning personal values with the education system's values

- **Become a self-aware leader**
  - Understand and identify your personal values and self-beliefs that are influenced by culture, experiences, environment, goals and aspirations.
  - Reflect on the self-beliefs you hold on various aspects of school education and understand how these are influencing you as a school leader.
  - Reflect on the core universal values of school leadership that guide your thinking, behaviour and decision making as a school leader.
  - Assess your own contribution to the school as a leader.

- **Align personal beliefs with school leadership values**
  - Think of areas where your personal vision and values align with the school's vision, and values.
  - Establish ways to resolve those that conflict with school's vision and values.
  - Strengthen those personal values and vision which align with the school's values and vision.

- Articulate your educational values to the larger school community through your day-to-day leadership practice in shaping teaching learning, managing administration and developing people.
- Be open-minded, approachable and honest.
- Believe in people to build trust through respect, fairness, compassion and strong relationships.
- Hold people accountable, challenge them but provide a safe space to make mistakes.
- Be a role model for all members of the school community by being visible.
- Demonstrate the significance of being a reflective and life-long learner to teachers, students, parents, by constantly striving to improve your own practice.

- **Align personal beliefs and values with education system's values**
  - Understand the relationship between government's policy, school's vision and processes.
  - Align personal leadership values with the school's vision and government's policy.

Layer 2: Practicing Pedagogical Leadership

Introduction

Having set the direction for school improvement and student learning in Layer 1 through vision building, goal setting, and aligning personal values with the education system's values, the next step is to translate the vision and values into actions to ensure student learning. This is referred to as Practicing Pedagogical Leadership, the Layer 2 in the present framework (see Figure 17). It seeks to describe 'how' to translate the vision into action especially through the active role of the principal's pedagogical leadership. This layer mainly focuses on the in-school leading processes of the principal from different domains of his/her work. Six ways are espoused to understand the practice of principals as pedagogical leaders for leading learning in a school. These are termed as the descriptors. Each descriptor has a set of actionable-s and sub-actionable-s. There is no hierarchical sequence while considering these descriptors. One can start from any descriptor based on the needs of the school.

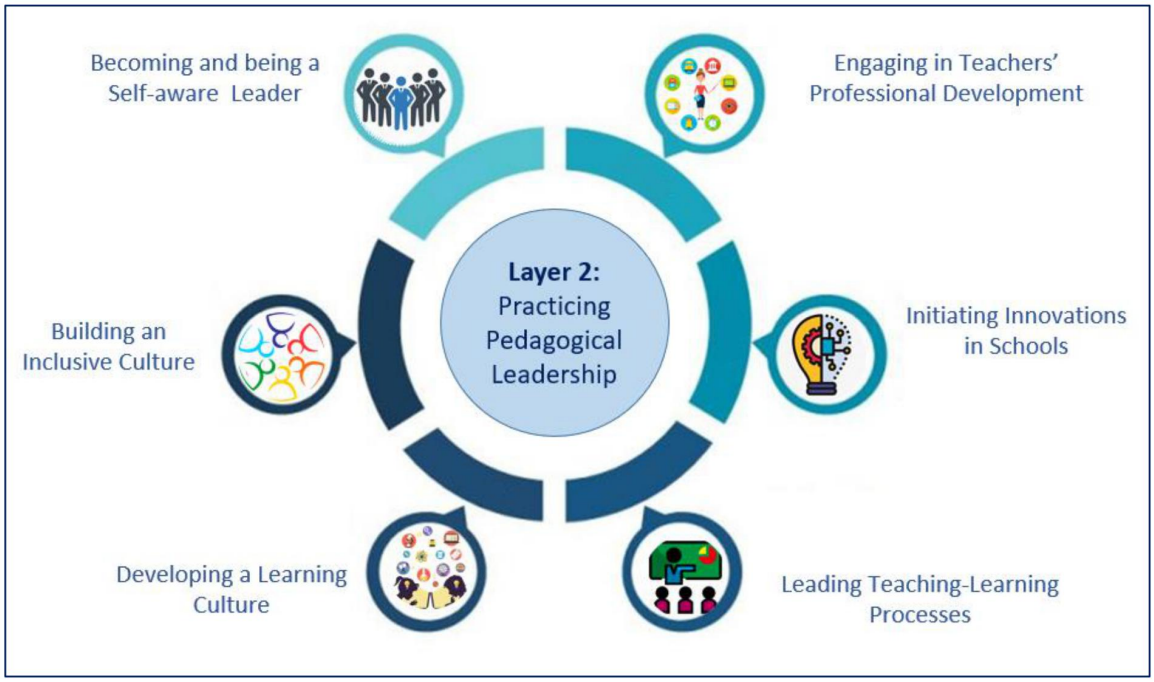


Figure 17: Layer 2: Practicing pedagogical leadership for ensuring student learning

A principal is responsible for ensuring the quality of teaching-learning in the school, for which s/he has to systematically engage in improving classroom and school level processes. When engaged at the classroom level, the primary focus lies on teachers' professional development. When engaged at the school level, his/her primary thrust is about leading the overall teaching-learning processes of the school in an inclusive learning culture.

The principal as a pedagogical leader engages in the professional development of teachers through a planned set of activities that are carried out on a regular basis to facilitate the development of their personal and professional attributes, and to improve their knowledge, skills and practice. Such an engagement leads to teachers' empowerment, improvement of their agency and improving learning of all children in the school. This explains the first descriptor on *engaging in Teachers' Professional Development*.

Innovations in schools are often led by principals through establishing the culture of innovation. Successful schools take pride in doing things differently. There is a culture of high expectation in the school coupled with being comfortable with uncertainties whilst solutions are being sought. The school's culture fuels experimentation. Often teachers and students do not hesitate to accept failure in their attempts to innovate and are found not to give up easily.

For any change to be called an innovation in a school, it has to meet certain criteria: it has to be novel, following an unconventional approach, cost-effective, arising out of a felt need, addressing the context specific issues, solving problems, improving existing situations, and being impactful. Innovations do not have the constraint of area, time or people. In other words, an innovation alters the status-quo, leading to changes in the school. A culture of innovation is to be consciously nurtured by a pedagogical leader to lead the school in a unique manner. This is espoused through the second descriptor called *Initiating Innovations in Schools*.

It is not enough to focus on teachers' professional development on an individual basis, but a principal as a pedagogical leader must leverage on it to expand its scope for developing a shared understanding of teaching – learning amongst all teachers. It is crucial because there is a conducive environment created for learning among teachers and students. The heart of leading the teaching learning process lies in engaging teachers in reflective practices to develop their agency to become teacher leaders by building competencies and skills. This is referred to in the third descriptor *Leading Teaching Learning Process*, that can aptly be described as leading to learn and learning to lead.

The main difference between the descriptors on *Engaging in Teachers' Professional Development* and *Leading Teaching Learning Process* is that teachers' professional development is teacher centric that aims to develop teacher leaders. It targets improvements in classroom processes. Leading teaching learning process, on the other hand, takes a whole-school approach for improving the quality of teaching-learning processes, including classroom processes. When a principal leads teaching-learning, s/he not only leads teachers' development,

but also leads on aspects such as instructional design, resource management, negotiating with the school management and education officers, networking and partnership with other schools and the wider community to name a few areas. These focus on improving teaching-learning processes for ensuring student learning. Hence, Leading Teaching Learning Process applies Leadership for learning (LfL), extensively.

Continuous professional development of teachers in the school, encouraging innovations and leading teaching-learning processes in the school significantly influences the school's overall culture for learning. A culture for learning is about the implicit ways in which the notions, beliefs, understanding about the purpose of teaching-learning processes are shaped in the everyday life of the school, through the agency of the principal, teachers, community and school management committee. Its impact is felt by children who respond, react, and absorb these teaching -learning processes. Children demonstrate the culture of the school by the way they participate, take ownership, and interact in overt and subtle ways as active agents of learning. The role of the principal (and teachers) is to observe, recognise, and identify these subtle, overt, or covert cues given by students. Building trust and reposing it in others plays a significant role in establishing the culture of the school. These are well explored in the fourth descriptor called *Developing a Learning Culture*.

Further, neither a learning culture nor leading the teaching-learning process is complete if equality of opportunity is not assured to all students irrespective of their caste, creed, ethnicity, gender, physical, mental and emotional wellbeing and intellectual acumen. The intersectionality of caste, gender, disability, and ethnicity poses a greater challenge to differently abled or specially abled children who require special attention as their needs are unique. The blind beliefs, lack of correct knowledge, social biases with a host of discriminatory practices prevailing in society unconsciously and consciously creep into a school. These hamper the education and schooling of children who require special attention as their individual needs have to be addressed suitably. A principal takes on the responsibility to sensitize and train teachers to handle such circumstances and act accordingly, besides learning to teach these children so that equality, inclusivity, and diversity are positively practiced. All this contributes to the strengthening of the ethos of the school. Descriptor 5 on *Building an Inclusive Culture* refers to this important component of pedagogical leadership for leading learning.

As a principal leads the school it is critical to self-reflect on one's own leadership practice. As the principal engages with the school community, its teachers, students and parents, how s/he

is being perceived by them and to what extent is s/he delivering on the school's vision must be considered. This journey with the school invigorates the internal journey to learn, unlearn, and relearn traversing the path of becoming and being a self-aware leader. The sixth descriptor titled *Becoming and Being a Self-Aware Leader* unravels this aspect of pedagogical leadership.

For a school to have a cyclical approach towards improving its pedagogical practices, it is imperative that a school evaluates the actions it takes through its leadership team involving the stakeholders. Thus, monitoring and evaluation is underlined in every descriptor under *assessment*. This enables a school to effectively capture the extent to which the practice under every descriptor is embedded within the school system for improving student learning. Reflection and analysis would then feed forward towards helping the school determine its next steps towards improving its practice. This assessment becomes the starting point for the school to develop its Annual Pedagogical Plan, as will be detailed in Part III.

Having set the tone for the exposition of Layer 2 of the Pedagogical Leadership Framework for Leading Learning, its details are presented herewith.

Descriptor 1: Engaging in Teachers' Professional Development

Teachers are the backbone of the schooling system as they directly engage with students and deliver on the school's vision, mission and curriculum. Research shows that teachers have the maximum influence on student outcomes. Teachers' capacity and motivation influence all areas of a school, be it teaching-learning, innovation, creating an inclusive learning culture as well as undertaking reflective practices towards significant school improvement.

As a pedagogical leader of the school, it is the responsibility of the principal to provide opportunities for teachers to learn continuously through a comprehensive professional development programme. This can be done consciously through programmes that build capacity or an embedded approach through the day-to-day systems and processes of the school. Studies show that professional development led by the principal has more impact than external programmes implemented for improving quality of teaching. Professional learning is expected to improve teachers' practice and knowledge, along with bringing a change in the mindset and assumptions about how children learn. It is a firm conviction of practicing principals that the outcome of a robust professional development programme would lead to a positive impact on student learning and overall school improvement, including the school's culture and climate.

The actionable-s of engaging in teachers' professional development are given in Figure 18, followed by the details.

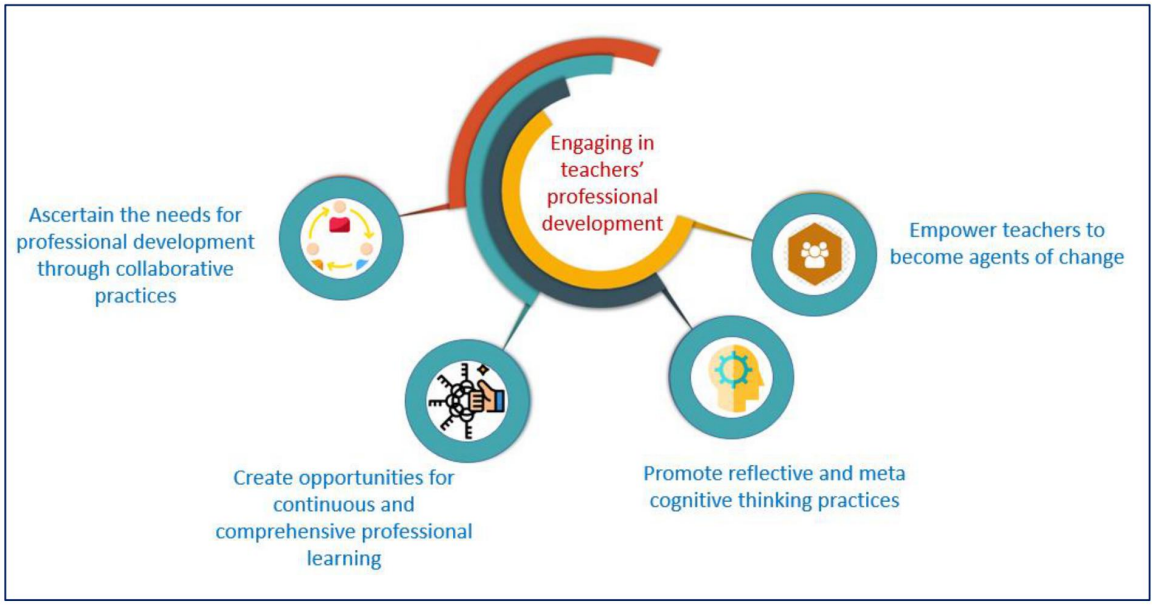


Figure 18: Actionable-s of Engaging in Teachers' Professional Development

Actionable-s

a. Ascertain the needs for professional development through collaborative practices.

- Co-construct mechanisms with the faculty, that suit the context of the school, in order to identify their professional needs (e.g. co-create rubrics, checklists, rating scales with faculty).
- Use these co-constructed mechanisms on a regular basis.
- Engage in a dialogue with individual teachers to identify individual needs and the way forward.
- Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs.
- Establish SMART targets for teachers.

b. Create opportunities for continuous and comprehensive professional learning.

- Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.
- Organize in-school workshops, trainings and talks calling experts and also by the school leaders that are based on identified school needs.

- Encourage teachers to enroll for online professional courses for advanced learning.
- Hold teacher seminars where best practices are shared across grade levels and subjects.
- Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse.
- Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric.

c. Promote reflective thinking and meta-cognitive thinking practices among teachers.

- Develop day-to-day ways of working in the school that embed professional learning and constructivist pedagogy.
- Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.
- Engage with teachers to deconstruct what student-centred learning processes look like in a classroom and the role of a teacher in such a classroom.
- Challenge teachers to continually examine the extent to which their practices support student learning.

d. Empower teachers to become agents of change.

- Believe in teachers' ability to seek and provide solutions.
- Practice distributed leadership to improve overall school systems, processes and environment.
- Create a collaborative culture in the school for teachers to work together.
- Encourage teachers to identify areas of the school where change could be brought through Action Research.
- Develop teachers' capacity to undertake Action Research.

Assessment

It is important for a school community to understand the impact of its Professional Development Programme on teaching-learning and students' outcomes. At the end of the academic session, a principal could take feedback from teachers on how the professional development has helped strengthen their teaching practice, changed their mindset and assumptions on teaching learning. In addition, a principal could also analyse student data to

determine the extent to which learning outcomes have been achieved. Elements such as lesson observations, teachers' attitude towards inclusive practices could provide other data sets for the principal to prepare the following year's professional development plan.

Endnote

Para 5.15, of the National Education Policy, 2020 highlights the significance of a need-based, modular approach towards the continuous professional development of teachers to improve students' learning outcomes. At least 50 hours of CPD in a given academic year has been mandated. The policy focuses on building teachers' capacity (both subject knowledge and teaching practice) through a range of tools such as online modules, workshops at the school, state, national and international levels. The shift towards teachers taking responsibility for self-improvement and choosing learning modules based on their needs are forward thinking guidelines.

Descriptor 2: Initiating Innovations in the School

Innovation is about generation of new ideas. It sparks creativity and the ability to think out of the box, with the purpose of striving for excellence and school improvement, using non-conventional or non-traditional approaches. Innovation attempts to solve problems for which traditional solutions have yielded little results. Innovation is also about critically appraising current practices with a view to bettering them, characterized by future-focused ideas.

Exponential and disruptive technologies like digital platforms, artificial intelligence and virtual learning hubs are transforming the way the current and future generations will learn. In addition, the pandemic has demonstrated the necessity of building a school culture that is agile, flexible and adaptable. Schools need to embrace change by being prepared to experiment, and lead change by making innovation a norm.

Innovations impact various aspects of a school including, teaching learning, classroom designs, technologies for learning, learning spaces (including virtual spaces), and partnerships with the community. Hence, innovations can be individual-based or institutional-based. Innovations can also be introduced for the whole system. These are called 'system innovations'.

Creating a culture of innovation in schools requires a paradigm shift as it challenges the status quo, allows for and nurtures unique ideas and talent and builds resilience in the face of challenges. A principal is vital for creating this culture of innovation as s/he sets the

expectations with respect to risk taking and developing an environment where experimentation is encouraged and appreciated, irrespective of outcomes. S/he can ensure that innovations move beyond being spontaneous and sporadic. S/he can systematically plan and execute innovation with a clear goal in view. However, as a first step, a principal needs to establish the quest for innovation in the minds of teachers and students. The school community must understand the rationale for being innovative in their approach to teaching – learning. Experienced principals believe that students thrive in innovative schools

Refer Figure 19 for actionable-s whose details are listed thereafter.

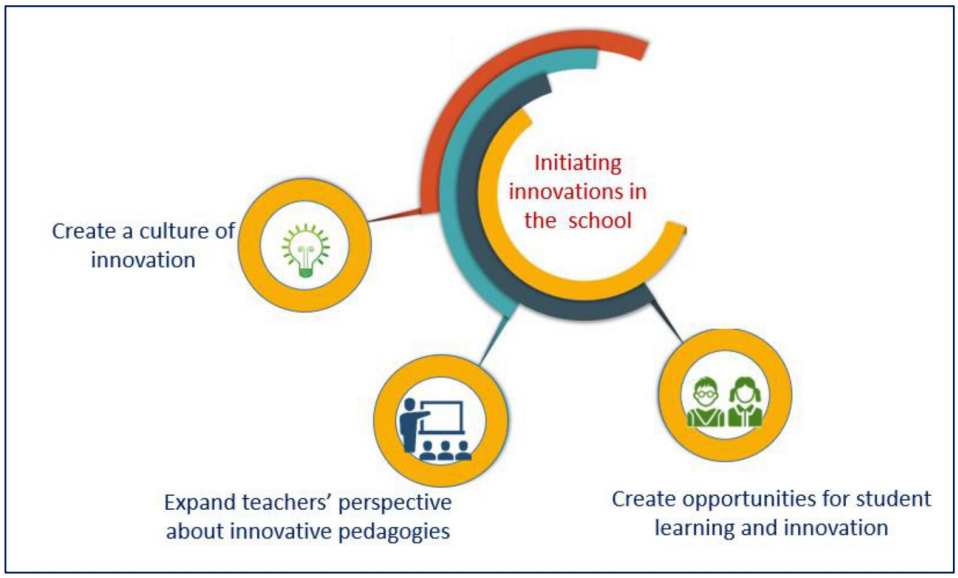


Figure 19: Actionable-s of Initiating Innovation in schools

Actionable-s

a. Create a culture of innovation.

- Build expertise, knowledge and necessary skills of teachers and students.
- Provide the freedom to explore and the time for ideas to incubate and develop.
- Allow flexibility and risk-taking, with no fear of judgement.
- Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.
- Promote a growth mindset where failure is seen as a stepping stone to success.
- Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning.

b. Expand perspectives of teachers to implement innovative pedagogies.

- Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.
- Develop professional learning communities for sharing ideas, best practices and innovation.
- Encourage and support teachers to try out new ideas.
- Encourage collaboration and set aside time for planning.
- Lead discussions on alternative practices and their relative merits.
- Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.
- Explore technology platforms, tools, gamifications and applications for enhancing instructional practices such as blended and flipped learning.

c. Create opportunities for student learning and innovation.

- Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries.
- Encourage inquiry-based learning by building critical thinking and problem-solving approach.
- Focus on competency building by encouraging application of concepts, experiential and hands-on learning through innovations.
- Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.
- Give voice to student ideas, encouraging them to take initiatives at school.
- Widen students' perspectives and horizons by inviting experts from different fields.
- Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.
- Develop skills and behaviours needed for innovations and encourage self-reliance by providing opportunities like genius hour, coding hour, STEM lab and online/ digital platforms.

Assessment

Regular updates and checks about how innovations are being translated in classrooms and in-school situations need to be carried out for all stages of schooling – pre-primary to senior

secondary levels. These will help identify new needs for which innovations have the potential to provide solutions. Evaluation of innovations would also help the principal to examine why innovations have failed to give desired results and provide for course correction. It is important for the school community to recognize and celebrate the significant changes that may have happened through pedagogical innovations. This establishes the importance of innovations within the school and builds the culture.

End Note

The National Education Policy, 2020 clearly outlines that students need to be innovative, adaptable and productive human beings (4.23). In order to develop into holistic individuals, learning needs to shift from rote learning to deeper understanding along with developing 21st century skills (4.4). Students must develop critical thinking, inquiry based, discovery-based learning, application of concepts, problem solving, collaborative and exploratory learning and experiential learning (4.5 & 4.6) and coding, computational skills, digital literacy (4.23). Schools are expected to start subjects such as design thinking and artificial intelligence (4.24). The policy also recognizes the need to support gifted and talented students (4.43 – 4.46). The policy encourages innovation in schools as it aims to shift the focus to competency-based learning, building future ready, global citizens who perceive change as an opportunity to learn and adapt by becoming life-long learners. This makes it imperative on the part of the principal and teachers to encourage innovation.

Descriptor 3: Leading the Teaching-Learning Process

The nerve centre of any school is its teaching learning process (TLP). It is through this process students learn new knowledge, skills, attitudes, values and dispositions. The TLP also develops and shapes students' behaviour. The school's vision and the theories of learning underpin the approach a school takes towards its TLP. The process requires teachers to purposefully design and plan what their students need to learn, how they will learn, and whether they have learnt and made progress from their starting points.

A principal plays a pivotal role in leading the teaching-learning process by not only leading the overall teaching-learning process but also demonstrating that s/he is a life-long learner. This approach is likely to motivate teachers to learn continuously and to lead learning in their classroom transactions. A principal can lead learning at two levels:

i. At the *school level*, a principal builds a culture of learning through shifts in mindset and assumptions.

ii. At the *classroom level*, the processes are strengthened through a comprehensive professional development programme and by building an inclusive learning environment.

As a pedagogical leader, a principal is responsible for developing a shared understanding about TLP among teachers. This shared understanding stems from the processes in which the principal is actively involved, including but not limited to, curriculum planning, discussions on instructional approaches, implementing research-based strategies to improve teaching and learning, monitoring and evaluating lessons, professional discussions with teachers and students, using data from multiple sources to take informed decisions about student learning, professional competence of teachers, school improvement.

The principal and the team of teachers collectively consider what constitutes *effective learning* and put in place processes and practices and varied teaching techniques that would maximize attainment and progress. As an active participant, a principal monitors and reviews the teaching-learning process to create effective mechanisms for providing constructive feedback to the teachers empowering them to become reflective practitioners.

See Figure 20 for the list of actionable-s related to leading the teaching-learning process. This is followed by details for every actionable.

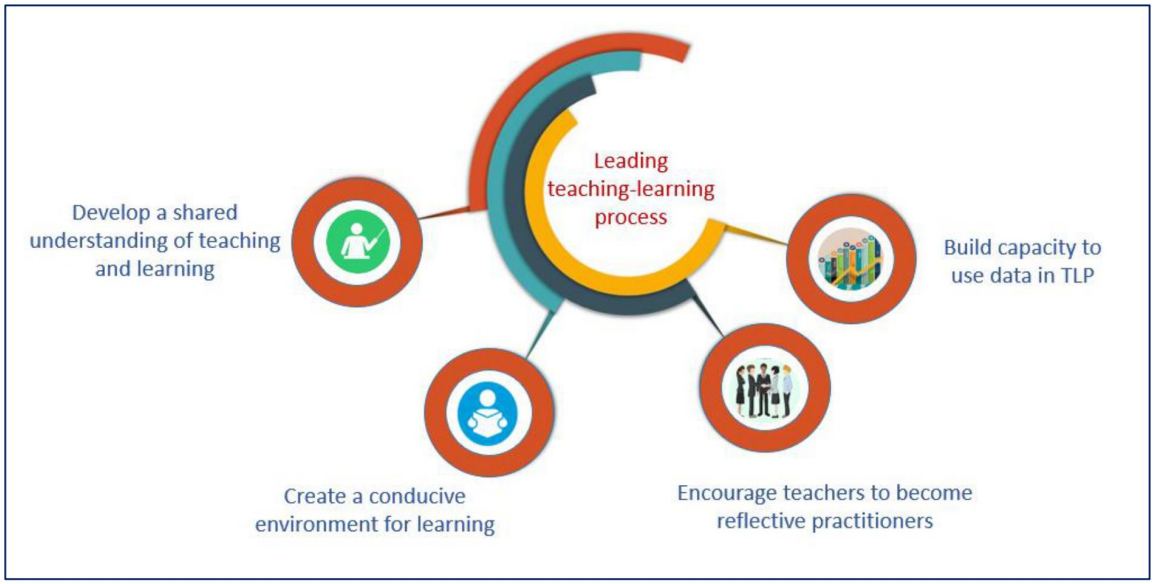


Figure 20: Actionable-s of Leading Teaching-Learning Processes

Actionable-s

a. Develop a shared understanding of teaching-learning.

- Create a common understanding that the purpose of teaching learning is to make students future-ready.
- Dialogue with teachers to deconstruct theories of learning.
- Encourage teachers to develop what good teaching and learning would look like in the classroom.
- Co-construct mechanisms, with teachers, that would help evaluate classroom practices.

b. Create a conducive environment for learning.

- Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.
- Encourage teachers to plan lessons collaboratively.
- Support teachers to undertake innovative and research based pedagogical practices to improve student learning.
- Encourage students to reflect on their learning, areas of strength and development.
- Create a culture that helps students to learn with joy and not fear.
- Provide adequate resources for students to learn.
- Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills.
- Promote learning experiences outside the classroom through experiential learning.

c. Encourage teachers to become reflective practitioners.

- Assist teachers to establish their own SMART goals for teaching -learning, with particular focus on developing self-aware learners.
- Guide teachers on how to achieve their SMART goals.
- Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.
- Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible.

• Demonstrate to teachers what outstanding practice looks like by co-teaching with them. • Collaborate with different schools, locally, nationally and globally and plan exchange programs for teachers and students.
d. Build teacher competency in using data to inform TLP. • Assist teachers in understanding the importance of student assessment for improving learning. • Focus on assessments for and as learning. • Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students. • Collaborate with teachers while interpreting the data on student assessment to design action research programmes.

Assessment

As a pedagogical leader, it would help a principal to collate data on the overall teaching learning and assessment processes of the school on a regular basis. This would help identify the areas of strength and form the basis of the need-analysis, thereby enhancing the efficacy of teaching-learning.

Endnote

The National Education Policy, 2020 aims to bring a paradigm shift in the teaching learning process of schools. The focus shifts from rote learning to deeper understanding, from content based to competency-based learning by students (4.6, 4.7). The policy focuses on building 21st century skills (4.4) and acknowledges the role that teachers play in the learning journey of students (5.1). The policy would like schools to give more subject choices to students as well as integrate art education and physical education within the curriculum. A forward-thinking approach that the policy has taken is with respect to assessment. It has clearly mentioned that schools should use assessment for and as learning (4.6), thereby making assessment a critical input rather than an outcome of the teaching-learning process.

Descriptor 4: Developing a Learning Culture

A culture of learning establishes the beliefs, norms, values and expectations that the school community has with respect to student learning. Creating a culture of learning requires establishing a safe, positive, respectful and nurturing learning environment in which intellectual rigour is promoted. Such an environment will help students to debate, discuss, deliberate, collaborate, experiment, innovate, think and learn from their teachers, peers and the community.

A principal needs to have an unwavering commitment that every student can learn. S/he cannot enter every classroom to oversee how learning is taking place in a school, especially in large schools. However, a principal can create the culture in a school wherein learning opportunities are provided to students in order to pave their learning pathways. Central to developing a vibrant learning culture in school lies the shared understanding among all stakeholders that learning is a journey in which students actively participate to learn from their successes and failures. Teachers are important leaders in their learning process and parents are partners in the educational journey of their children.

A principal attempts to establish the culture of learning by demonstrating that s/he is a life-long learner. Besides, s/he encourages everyone to grow as leaders in the school. In other words, '*Learning without limits and success for all'* becomes the guiding principle.

In Figure 21 shows the most important actionable-s. It is followed by the details later.

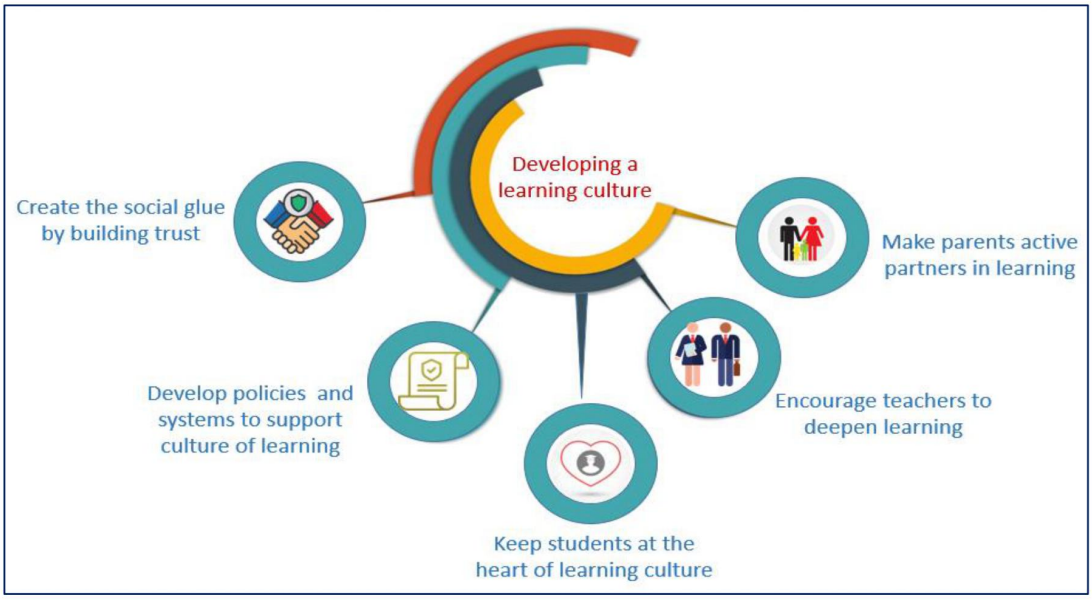


Figure 21: Actionable-s for Developing a Learning Culture

Actionable-s

a. Create the 'social glue' by building a culture of trust and self-improvement.

- Engage actively with staff and students, in a fair and transparent manner, to understand individual teachers and students.
- Practice the habit of 'understand others and seeking to be understood by others'.
- Encourage positivity and empathy among stakeholders.
- Create opportunities for staff and students' wellbeing.
- Celebrate success stories with the larger school community.
- Provide a 'psychologically safe' environment where failures (unsuccessful practices) are perceived as learning opportunities.
- Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.
- Be a role model for teachers and students and demonstrate that a principal is a life-long learner.

b. Develop policies and systems that support a culture of learning by including all stakeholders.

- Establish an open-door policy and transparent communication amongst stakeholders.
- Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety, cyber safety, behaviour management etc.
- Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.
- Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on non-instructional activities or out of school (official) assignments.
- Hold students, teachers and para teachers accountable by being transparent.
- Regularly invite stakeholders (students, teachers, parents and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any.
- Ensure decisions are backed by research and are data -driven.

c. Keep students at the heart of the learning culture.

- Set high expectations for students and communicate these effectively.
- Provide challenging opportunities for students to learn experientially, innovatively and collaboratively.
- Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.
- Encourage students to use assessment as feedback and as an opportunity to learn.
- Develop students' ability to reflect on their strengths and areas of development across subjects.
- Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.
- Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.

d. Encourage teachers to deepen learning.

- Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.
- Support and build a climate for adopting innovative instructional strategies for effective learning.
- Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.
- Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in classrooms to enrich the learning experience of students.
- Guide teachers to utilize data for effective planning and execution of instructional plans.

e. Make parents active partners in the educational journey of their child.

- Design innovative ways to engage parents in their child's learning journey.
- Engage parents to collaborate and participate in various school activities.
- Hold workshops and seminars on parenting and other relevant topics.
- Invite parents to address students on their chosen careers or areas of expertise.
- Create Parent Groups that work with the school principal on improving and strengthening school systems.

Assessment

It would be prudent practice for the principal to collect feedback and reflect on the impact of the actions taken towards building a culture of learning at least once a year. A discussion could be held with all stakeholders to understand what went well and what else could be undertaken to strengthen the culture of learning. This iterative process will build trust and a sense of belonging among stakeholders as they will be integral to school improvement. A principal could also analyze student achievement data to understand the impact of the school's actions on student learning and outcomes. Based on the data, the next steps for strengthening the school's learning culture could be determined.

Endnote

The National Education Policy, 2020 is a forward-looking policy as it explicitly focuses on the principals' and teachers' role in developing a positive learning environment at school (para 5.13). Schools need to focus on the socio-emotional learning of students by providing an inclusive and caring culture at school. By focusing on early childhood education, articulating the concerns with respect to drop-out rates and foundational literacy and numeracy in the country, the policy has brought to light the need to focus on the overall learning culture, including service environment (para 5.8) provided by schools and its impact on student outcomes for all children.

Descriptor 5: Building an Inclusive Culture

The greatest challenge for a principal is to ensure that equal opportunities are provided to all students. Despite best efforts there are always children who are either overlooked, neglected or left out of the ambit of quality educational experiences. Teachers also struggle in classrooms, as these are becoming increasingly more diverse due to multiculturalism, children with disabilities and marginalized groups. Catering to the needs of this diverse group of learners requires moving away from traditional practices towards more inclusive practices.

A principal plays a vital role in devising the road map for bringing change in the school's culture. It entails bringing together material and human resources, engaging in professional development of teachers, building collaborative teams, involving parents and eliciting community support to build a culture of inclusion that ensures increased participation of children with special needs (CWSN) in the teaching learning process. Building an inclusive culture is an effort to find better ways of responding to student diversity by treating diversity

not as a problem but as an opportunity to expand the capacity of the school system to respond to a variety of students' needs.

Teachers in an inclusive school are encouraged to adopt strategies like differentiated instruction and universal design of learning for a wide range of learners to access the curriculum. These strategies ensure that the teaching learning material is represented to students in varied forms, encourages engagement and allows room for expression in multiple formats and methods.

The actionable-s for building an inclusive culture are presented in Figure 22 whose details are given subsequently.

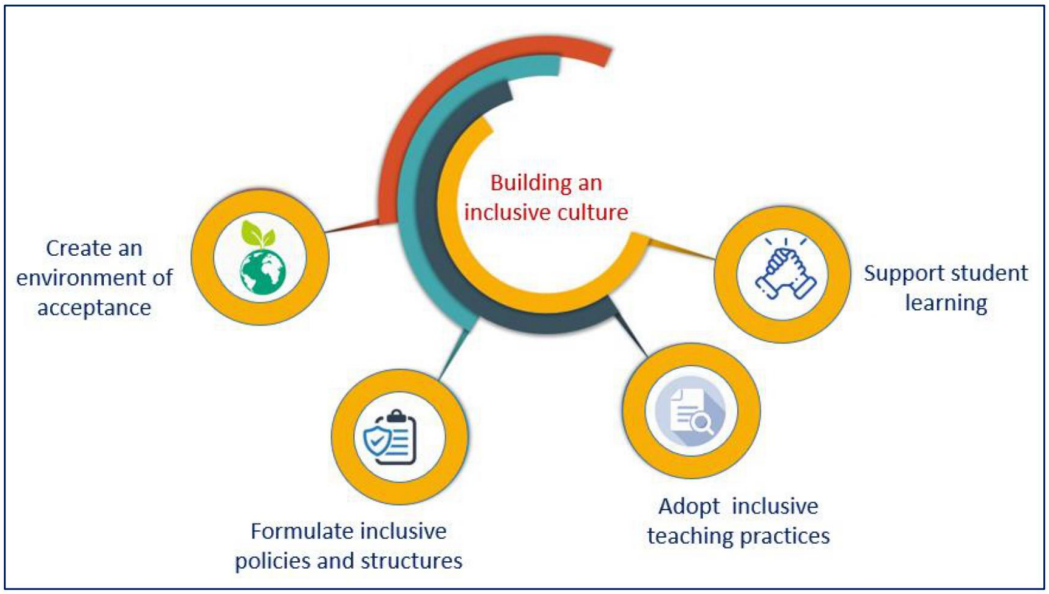


Figure 22: Actionable-s of Building an inclusive culture

Actionable(s)

a. Create an environment of acceptance.

- Establish shared beliefs of respect and care.
- Celebrate differences as natural human diversity and treat them as an opportunity to learn.
- Promote social interactions among students and with teachers.
- Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents and the community.

• Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.
b. Formulate inclusive policies and structures. • Build knowledge and skills to teach a diverse group of learners through continuous professional development. • Optimum utilization of material and human resources. • Enhance engagement and value the achievement of all learners. • Emphasize group processes and a problem-solving approach. • Practice distributed leadership that seeks to empower and inspire participatory decision-making.
c. Adopt inclusive teaching practices. • Provide teachers opportunity to work in teams, share ideas and reflect on best practices. • Evolve shared expectations for teachers to work together to improve learning outcomes of students. • Promote improvisation, risk taking to evolve innovative strategies. • Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum. • Monitor, track and support children who are at risk of exclusion, marginalization or underachievement.
d. Support student learning. • Encourage buddy support or peer learning and child-to-child co-operation. • Encourage flexible grouping of students during learning. • Identify gaps, plan for early intervention and individualize learning • Use ICT, digital resources and assistive technology to provide meaningful learning experience to children. • Use positive behaviour and support strategies to address behaviour issues.

Assessment

Regularly receive feedback and examine the efficacy of inclusive practices adopted. Hold meetings with parents to understand their views on inclusive processes adopted to facilitate

students' learning and participation in the schooling processes. Talk to students to know their satisfaction and get their feedback wherever, and however possible. Network with outside agencies to evaluate and learn from their feedback for improving the school's inclusive culture.

End Note

Section 6 of the National Education Policy, 2020 is devoted to 'Equitable and Inclusive Education: Learning for All'. This is in consonance with SDG 4 showing India's commitment to Universal Access and Quality Education for All. The key recommendations include setting up of Special Education Zones (SEZs) in areas with large population of disabled children, initiating an Inclusion Fund for children with special needs (CWSN) and a special Gender Inclusion Fund to include girl child with disabilities, recognizing they suffer a double disadvantage. It also recommends strengthening home based schooling, developing guidelines and standards for gauging the learning outcomes of children who are home schooled and conducting regular audits. National Education Policy, 2020 has set up an autonomous National Assessment Centre – PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development). It will set the norms for student assessment and evaluation for all school boards in the country. It will also take care of assessment and certification needs of children with disabilities. It lays emphasis on devising digital content and online tools (section 24) and optimum utilization of technology to provide greater access to learning content in multiple, easily accessible formats to children with special needs.

Descriptor 6: Becoming and Being a 'Self-Aware' Leader

Through layer 2 of the pedagogical leadership framework, the need for evaluating each descriptor has been emphasized. Unless the impact of the actionable-s is not measured, a school will be unable to move ahead in its educational journey. As we draw a close to layer 2 of the pedagogical leadership framework, it is important to bring the idea of a principal being a self-aware practitioner, to the fore.

The principal moves from being an administrator, manager to leader and then to being a self-reflective practitioner, meta cognitive thinker and a self-aware individual during the course of his/her journey as the school leader. A self-aware leader engages with his/her own personal and professional growth to strengthen the pedagogical practices of a school. Understanding the self and knowing one's unique strengths are critical to realizing one's fullest potential, especially as a School Leader. It aligns one's leadership practice and personal vision to the

values, vision of the school. Hence, it is important for a principal as a pedagogical leader, to introspect, think and reflect on his/her own professional needs, ways of working, assumptions, beliefs and mindset. Research shows that a principal who has high self-awareness can recognize how his/her values, beliefs, and emotions support interactions with others, thereby influencing the culture of the school.

The journey of self-awareness starts with understanding one's skills, attitudes, dispositions and beliefs. In addition, it is critical to analyze one's work against the established goals of the school. This needs to be coupled with the principal taking feedback from members of the school community, including parents, students, teachers, SMC as it would help the principal determine gaps, if any, between his/her self-analysis and how s/he is being perceived by stakeholders. A principal who is reflective and has a growth mindset is on the journey of becoming self-aware.

This descriptor contains five key actionable-s which are succinctly presented in Figure 23 and are explained later.

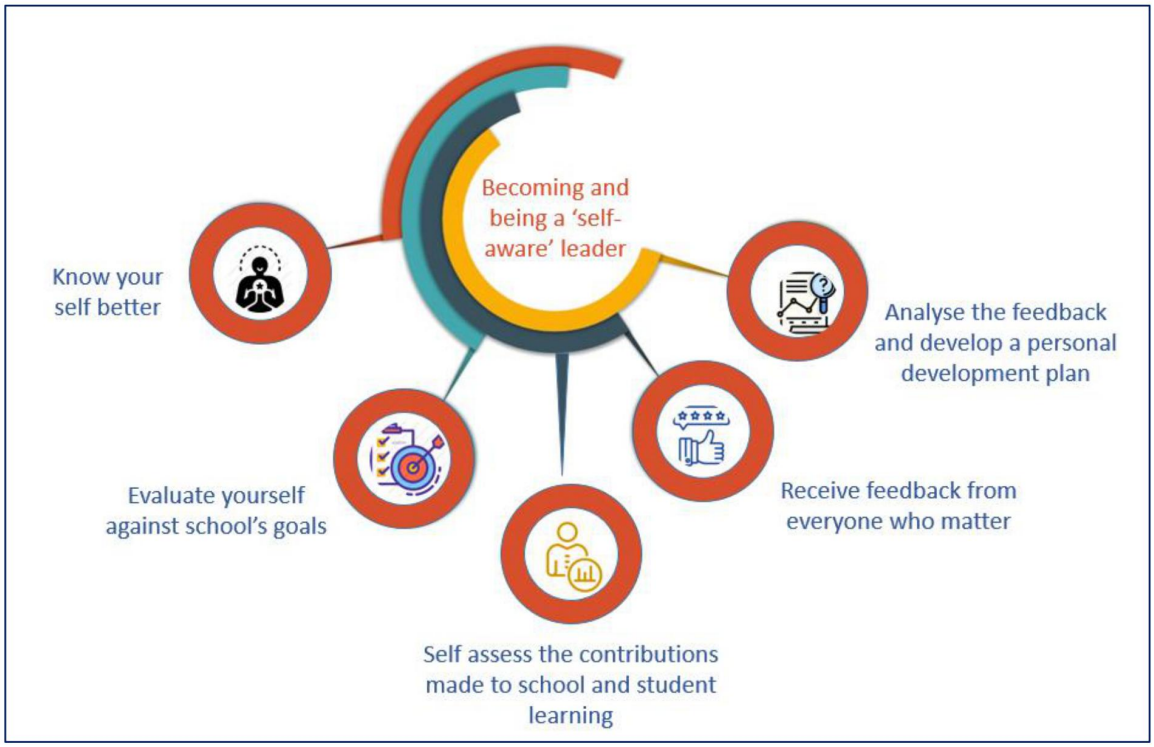


Figure 23: Actionable-s of Becoming and being a 'self-aware' leader

Actionable-s

- Know yourself better by using tools like the Johari Window and identifying strengths and areas of development.
- Self -assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layers 1 and 2 of the pedagogical leadership framework.
- Take feedback from teachers, students, parents and SMC on their perception of your work, values, skills, dispositions across descriptors detailed in layers 1 and 2 of the pedagogical leadership framework.
- Analyze feedback received from stakeholders and map it to the self - analysis.
- Develop a Personal Development Plan to enhance yourself as a pedagogical leader.

Since this descriptor is about self-assessment, no further assessment is required about the descriptor.

Having set the direction for improving schools and student learning and focusing on practicing pedagogical leadership of the principal who is the primary agent of change for school improvement, we now turn to what needs to be achieved or accomplished. This is dealt with in layer 3 of the framework, titled Assuring Student Learning.

Layer 3: Assuring Student Learning

Introduction

All efforts of learning in schools must lead children to participate meaningfully and actively in economic functions and social change in society. This is developed in the school through a robust and broad-based curriculum that includes studying of Arts, Science, Humanities, Languages, Mathematics, Sports and Vocational courses and the Pedagogical practices that are adopted by the principals and teachers. As pedagogical leaders, principals attempt to realize their influence over the learning experiences of students under their care. By practicing the pedagogical leadership framework for leading learning, a principal can unlock the potential of most students. Students can then work towards enhancing their knowledge, skills, attitudes and dispositions. The processes detailed in Layers 1 and 2 of the Pedagogical Leadership Framework are intended to result in these appropriate student learning outcomes. The National Education Policy, 2020 has also laid emphasis on competency-based learning that prepares students for life. It states, "*The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills".* The third layer of the framework explains '*what'* to achieve.

Different aspects of Student Learning Outcomes

The intended student learning outcomes have been captured under four broad themes by studying various national documents (refer to Figure 24). They are:

- Attainment and progress across all school subjects: arts, science, humanities, languages, sports and vocational subjects.
- Acquiring 21st century skills.
- Personal, social and emotional development.
- Strengthening of moral and ethical reasoning to gain internal consistency and intellectual conviction.

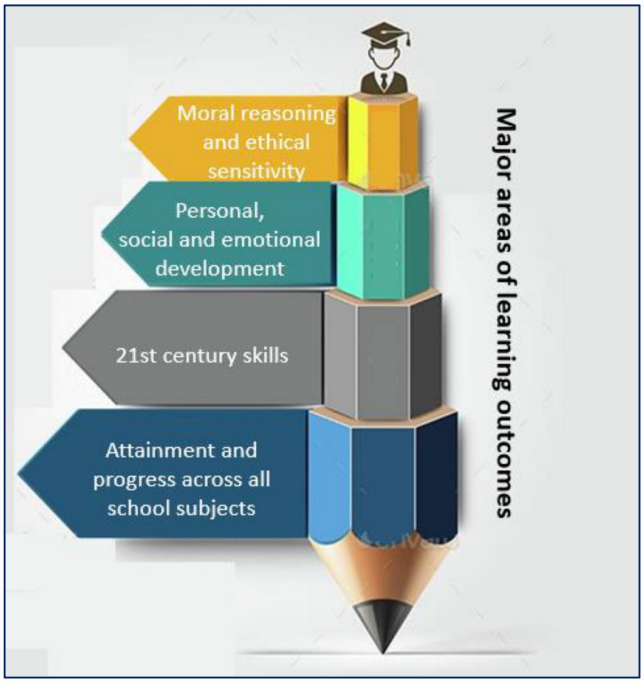


Figure 24: Layer 3: Assuring student learning

Attainment and progress across all school subjects

(Arts, sciences, humanities, languages, sports and vocational subjects)

Attainment and progress of students in learning is captured through assessment of learning outcomes. Within the Indian context, these learning outcomes have been developed by NCERT for the elementary and secondary levels.

Learning outcomes are statements which describe a desired type, state or level of learning to be attained by the students that is age and grade appropriate. Learning outcomes specify the knowledge, understanding, application, skills and attitudes that are essential to be acquired by students in schools. These are articulated as competency-based learning outcomes that are aligned with the objectives of the curriculum, pedagogical processes and assessment standards.

The measurement of learning outcomes undertaken through assessments are both qualitative and quantitative in nature. The assessment is a continuous and comprehensive process across all grades which in turn informs the teaching-learning process for improving learning outcomes. Further, students can also become self- assessors of their learning journey, giving

them a voice. This would provide a 360 assessment of students as envisaged by the National Education Policy, 2020.

In addition, the school can get a comprehensive overview of the attainment and progress made by students, grades and school stages (foundational, preparatory, middle and secondary). This may be shared with parents, SMC members, education departments/ Boards. It holds the school accountable on students' attainment and progress. A few indicators are identified to capture the visible changes in a student's learning curve. Some of the most important indicators are presented in Figure 25 below:

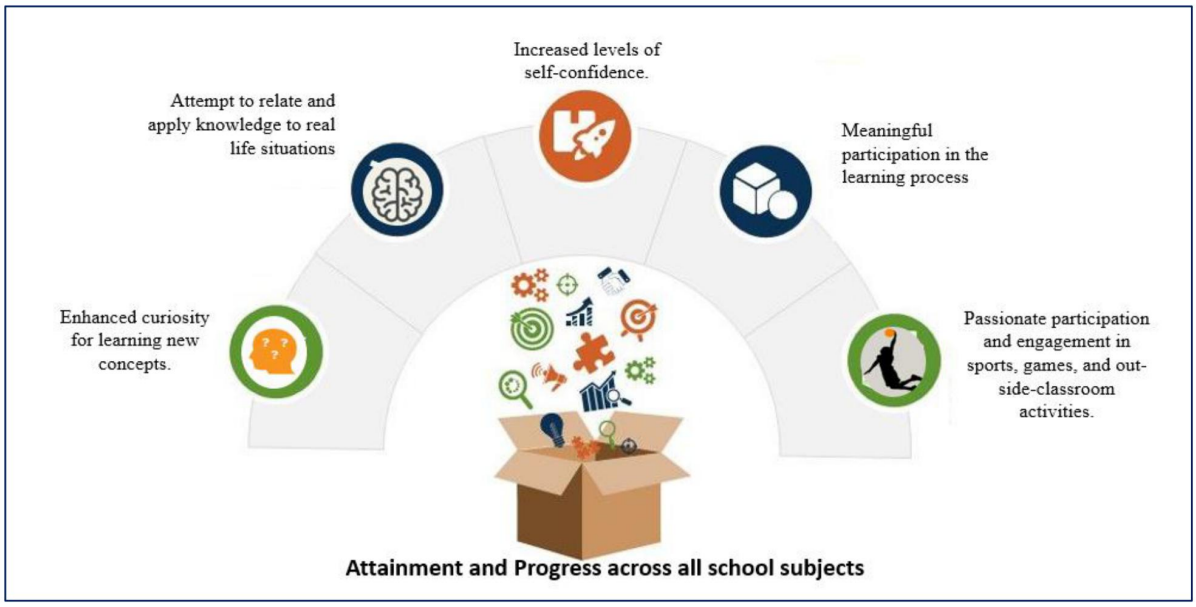


Figure 25: Indicators on attainment and progress across all school subjects

Acquiring 21st Century Skills

Learning is complete and holistic only when a student is able to effectively perform and fulfil his/her responsibilities and duties towards self, school, family, society and above all, the nation. The goal is to nurture good citizens and responsible human-beings, well-aware of their potential and competence (CBSE, 2020). In the fast-changing world of work, students are required to acquire 21st century skills to navigate life beyond school. These skills will also equip them to cope with the changing socio-economic and political landscape and the unforeseen challenges of life.

As per the National Education Policy, 2020 *'The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and*

learning how to learn … The goal will be to create a holistic and well-rounded individual equipped with key 21st-century skills.'



Figure 26: 21st century skills as given by OECD, UNESCO Working Papers on the future of learning, NEP 2020

Figure 26 (above) highlights some of the 21st century skills. In addition, the World Economic Forum also has identified the following as the top ten skills that students would need by 2025. These are given in figure 27, below.

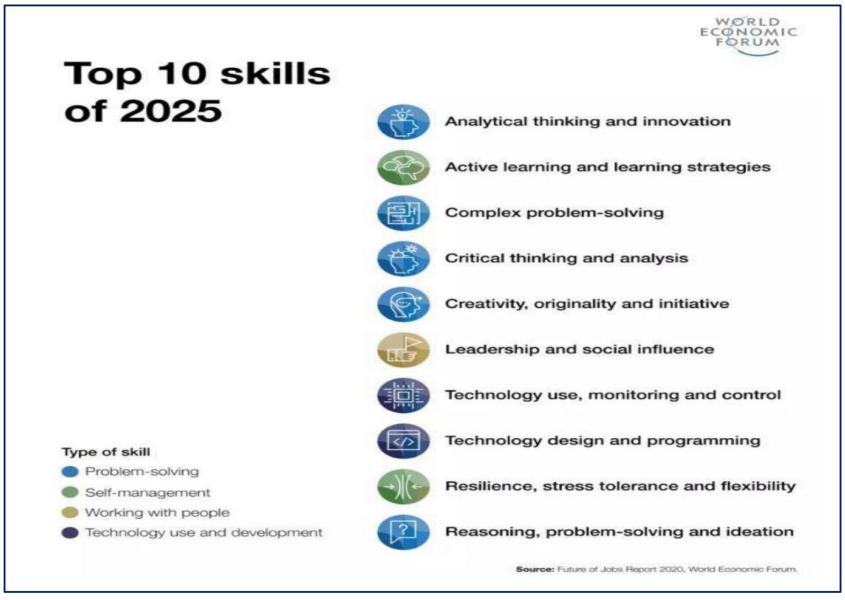


Figure 27: Top 10 skills of 2025 by the World Economic Forum

Personal, Social and Emotional Development

Besides scholastic pursuits, students have to be equipped to lead their life with a healthy mind and positive attitude. This results in schools pursuing the personal, social and emotional development of students. A school needs to inculcate:

- *Human values* such as empathy, respect for others, cleanliness, etiquette, courtesy, responsibility, integrity, spirit of service
- *Life skills* including cooperation, teamwork, communication, resilience, sensitivity towards others, inter and intra personal skills, self-awareness, social skills
- *Happiness and wellbeing* by focussing on developing a student's mental, physical, emotional,social and spiritual wellbeing

Figure 28 captures the above:

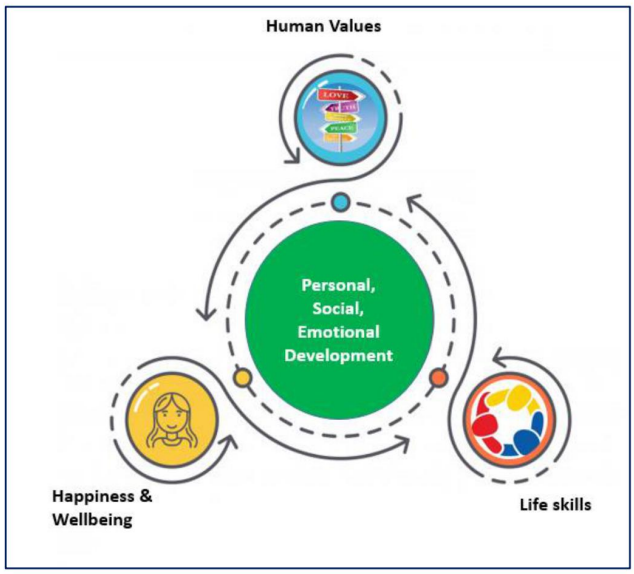


Figure 28: Personal, social and emotional development

Strengthen Moral and Ethical Reasoning for Internal Consistency and Intellectual Conviction

National Education Policy 2020 emphasizes the development of moral and ethical reasoning among students to equip them to independently think and decide about the moral dimensions of life and society. Children develop moral reasoning through their experiences in life, from their family, school and society. Within the Indian context, society is bound through the consitutional values such as equality, pluralism, justice. This in turn would help students to act in a responsible manner by respecting others irrespective of caste, creed, gender, ethnicity,

ability, economic status, local context and geographical regions.

Schools, families and the community provide children with situations that expose them to apply moral reasoning for practicing ethical principles, adhering to commitments and mutual reciprocity. This results in developing the 'internal ethical compass' for value clarification (see Figure 29). It guides children to make ethically appropriate decisions and strengthens moral literacy.



Figure 29: Internal Ethical Compass (representational)

Having developed the framework on pedagogical leadership of principals, it is time to turn to its application in the school setting. For this purpose, the Annual Pedagogical Plan has been developed. We shall discuss this in the next section, Part III.



Part III

Annual Pedagogical Plan for Leading Learning

Part III: Annual Pedagogical Plan for Leading Learning

Introduction

The Framework for Pedagogical Leadership for Leading Learning forms the basis for creating the Annual Pedagogical Plan (APP). The pre-requsite for undertaking the exercise of developing a school's APP is the knowledge and a thorough understanding of the Pedagogical Leadership Framework. The understanding of the framewok can be strengthened through self-study of the tutorials presented in the next section or by attending trainings, workshops, capacity building programmes that are developed based on these tutorials.

Preparatory Exercise for Developing a School's Annual Pedagogical Plan

The APP is a forward looking strategic plan that is built on the identified needs and gaps of the school. Its broad and overarching structure provides ample flexibility to schools to cater to their respective socio-economic and cultural contexts. It is a process-based planning exercise aiming at improving the schooling processes to esnure that all students learn. It is developed on a continuum of school improvement. Hence, it is significantly different from budget based planning. A school needs to refer to Layer 2 of the Pedagogical Leadership Framework in order to develop the APP. It is recommended that the steps given below in Figure 30 are followed to develop the APP.

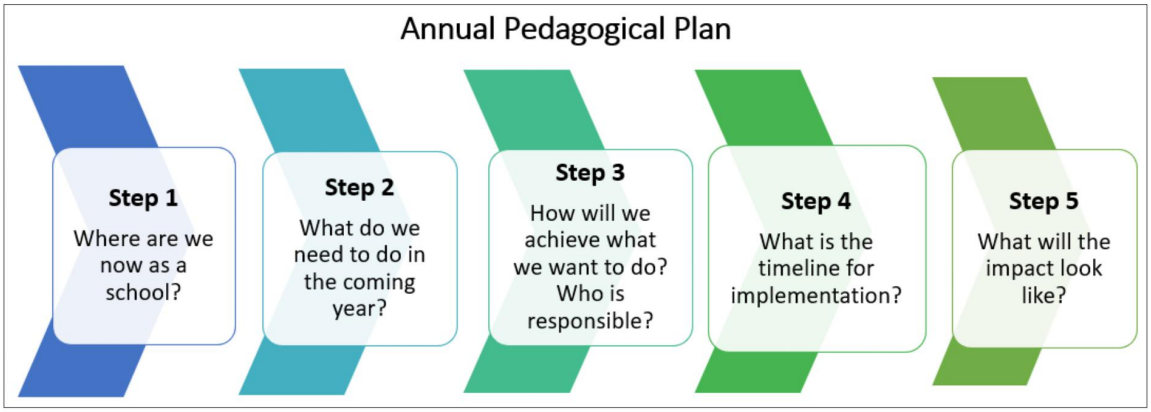


Figure 30: Steps for developing an Annual Pedagogical Plan for Leading Learning

These steps are detailed below:

Step 1: Where are we now as a school?

A rating scale has been developed (refer to Annexure 1 at the end of Part III) based on the actionable-s created for each of the six descriptors of layer 2 of the Pedagogical Leadership Framework (see Part II of the book). Principals need to assess and rate their school's progress against these descriptors in the previous academic year. A whole school approach needs to be undertaken wherein teachers, students, subject co-ordinators, school leaders, school management, parents are also engaged into examining the actions carried out throughout the year for rating the school's trajectory of leading learning. Based on the ratings given, insights obtained need to be captured and filled in the template given below.

Write your insights in the following template after filling the rating scale for all six descriptors of Layer 2 of Practicing Pedagogical Leadership.

Descriptor	**Insights after assessing the actionable-s**
Engaging in teachers' professional development	1. 2. 3.
Initiating innovations in the school	1. 2. 3.
Leading the teaching learning process	1. 2. 3.
Developing a learning culture	1. 2. 3.
Building a culture of inclusion	1. 2. 3.
Becoming and being a self-aware leader	1. 2. 3.

Step 2: What do we need to do in the coming year?

In this step, a school needs to recognize what needs to be undertaken in the forthcoming academic year. This includes identifying the areas of strengths and areas of improvement under every descriptor. This is done soon after completing the rating scale in step 1. This is a crucial step where the principal has to identify and describe the big picture of the plan that s/he undertakes based on the analysis of the strengths and weaknesses. Hence, the step two is "what" one needs to do. In creating the APP, a school needs to identify at least one actionable per descriptor and one or two a sub-actionable-s therein as the area/s of improvement to be worked upon in the following year. It is the most important step in the planning process that is subtle, and needs an eye to develop a perspective of being outsider while working with it by being in it as an insider.

Step 3: How will we achieve what we want to do? And who is responsible?

Once step 2 has been completed, the school needs to strategize or detail the steps and processes it would want to take for strengthening the identified area/s. Do keep in mind that a specific task or activity or process may influence several descriptors. In addition, the people or team of persons responsible for delivering or acting on the proposed action steps would need to be identified and tasks assigned would need to be mentioned clearly

Step 4: What is the timeline for implementation?

It is prudent to plan keeping a quarterly time-period in mind. Monthly targets could also be set.

Step 5: What will the impact look like?

Based on the design and the implementation of the Annual Pedagogical Plan, there are results which the school would expect to achieve. These results are the impact of the actions taken in step 3. When detailing the impact, the focus must be on student outcomes. It is important to explicitly detail what the impact is likely to be for the actions taken, as it provides deep insights into the design of the Pedagogical Plan for learning.

If the plan is to add value to a school, then the principal and members of the school community must review the implementation and impact of the plan once every quarter. The assessment can have a two-fold impact:

- Assessing the impact of intervention in the school

- Assessing the scope for improvement in the practice of Pedagogical Leadership of the principal.

In retrospect, the school community will determine whether the plan has reached the intended targets detailed at the time of planning.

Preparing the Annual Pedagogical Plan

In the APP template given on the next page, one or two sample entries for the all the descriptors have been provided. These entries help explain how the template could be completed for developing an Annual Pedagogical Plan. The APP details the process-based improvements that need to be undertaken by schools for ensuring student learning.

After preparing the Annual Pedagogical Plan for Leading Learning for all four quarters of the academic session, transfer all the actions that you would like to undertake into the annual planner of your school. This will give the mosaic of activities that are planned for the forthcoming year to meet the identified areas of improvement. These activities interact, influence, and impact different descriptors informing the process of leading learning by school leaders in general, and that of principals in particular.

With this brief understanding, let us now proceed to understand how to develop the Annual Pedagogical Plan.

Annual Pedagogical Plan for Leading Learning

School Name:_____

Affiliation / UDISE Number:_____

Academic Session:_____

Principal's Name:_____

School's Vision Statement:

School's Values:

Areas of strengths

Areas of improvements

Descriptor 1: Engaging in Teachers' Professional Development

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**
Actionable: *Create opportunities for continuous and comprehensive professional learning* Teacher Seminars are almost never practiced.	Introduce teacher seminars to build conceptual understanding about digital literacy.	Provide reading material to teachers. Ask for volunteers to present the material. Attendance to be compulsory.	Principal and Vice Principal	Start in October 2020; to be held once in 3 months	More than 75% of teachers will use digital tools in their classroom practice.

A school may use as many rows as required depending on the number of focus areas.
**This is a sample example shared to facilitate the completion of the APP.*

Descriptor 2: Initiating Innovations in Schools

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**
Actionable: *Create opportunity for student learning and innovation* Occasionally provide opportunities for students to innovate	Increase the number of opportunities given to students to innovate.	Introduce a dedicated time of 1 hour per month for students to identify school related problems and brainstorm on solutions.	Respective Heads of Sections/ Supervisors/ Innovation In-charge	Commence in November 2020; to be held monthly	90 percent of students will be able to articulate the problems that they have been engaged with and list the possible solutions.

A school may use as many rows as it wants, depending on the number of focus areas.

** This is a sample example shared to facilitate the completion of the APP.*

Descriptor 3: Leading the Teaching-Learning Process

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**

A school may use as many rows as it wants, depending on the number of focus areas.
** This is a sample example shared to facilitate the completion of the APP.*

Descriptor 4: Developing a Learning Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**

A school may use as many rows as it wants, depending on the number of focus areas.

** This is a sample example shared to facilitate the completion of the APP.*

Descriptor 5: Building an Inclusive Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**

A school may use as many rows as it wants, depending on the number of focus areas.

** This is a sample example shared to facilitate the completion of the APP.*

Annexure: 1

Rating Scale for Assessing the current status of Practicing Pedagogical Leadership for leading learning.

Step 1: Where are we now as a school?

Rate yourself on a 5-point rating scale for each of the actionable-s under every descriptor of Layer 2 of the Framework for Pedagogical Leadership for Leading Learning. This exercise needs to be taken up by the principal as a collective effort by engaging teachers, school management, students and parents, wherever applicable.

The word 'practice' used in the rating scale refers to the extent of engagement with each actionable. It would mean:

- The way of doing leadership
- Frequency of action
- Sustaining the action
- Achieving the results

Use the following rating scale to measure to measure the current practice of the school:

1. Never practiced
2. Almost never practiced
3. Occasionally / sometimes practiced
4. Frequently practiced
5. Practice is fully embedded

Descriptor 1: Engaging in teachers' professional development						
Actionable	***Sub-points in the actionable***	**1**	**2**	**3**	**4**	**5**
Ascertain the needs for professional development through collaborative practices.	Co-construct mechanisms with the faculty, that suit the context of the school, in order to identify their professional needs (e.g., co-create rubrics, checklists, rating scales with faculty).					
	Use these co-constructed mechanisms on a regular basis.					
	Engage in a dialogue with individual teachers to identify individual needs and the way forward.					
	Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs.					
	Establish SMART targets for teachers.					
Create opportunities for continuous	Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.					

and comprehensive professional learning.	Organize in-school workshops, trainings and talks calling experts and also by the school leaders that are based on identified school needs.					
	Encourage teachers to enroll for online professional courses for advanced learning.					
	Hold teacher seminars where best practices are shared across grade levels and subjects.					
	Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse.					
	Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric.					
Promote reflective thinking and meta cognitive thinking practices among teachers.	Develop day-to-day ways of working in the school that embed the professional learning and constructivist pedagogy.					
	Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.					
	Engage with teachers to deconstruct what student-centred learning processes look like in a classroom and the role of a teacher in such a classroom.					
	Challenge teachers to continually examine the extent to which their practices support student learning.					
Empower teachers to become agents of change.	Believe in teachers' ability to seek and provide solutions.					
	Practice distributed leadership to improve overall school systems, processes, and environment.					
	Create a collaborative culture in the school for teachers to work together.					
	Encourage teachers to identify areas of the school where change could be brought through Action Research.					
	Develop teachers' capacity to undertake Action Research.					

Descriptor 2: Initiating innovations in the school						
Actionable	***Sub-points in the actionable***	**1**	**2**	**3**	**4**	**5**
Creating a culture of innovation.	Build expertise, knowledge and necessary skills of teachers and students.					
	Provide the freedom to explore and the time for ideas to incubate and develop.					
	Allow flexibility and risk-taking, with no fear of judgement.					
	Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.					
	Promote a growth mindset where failure is seen as a steppingstone to success.					

	Regularly conduct meetings with teachers, parents, and community members to explore ways to seek support for innovations towards enhancing student learning.					
Expand the perspectives of teachers to implement innovative pedagogies.	Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.					
	Develop professional learning communities for sharing ideas, best practices, and innovation.					
	Encourage and support teachers to try out new ideas.					
	Encourage collaboration and set aside time for planning.					
	Lead discussions on alternative practices and their relative merits.					
	Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.					
	Explore technology platforms, tools, gamifications and applications for enhancing instructional practices such as blended and flipped learning.					
Create opportunities for student learning and innovation.	Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries.					
	Encourage inquiry-based learning by building critical thinking and problem-solving approach.					
	Focus on competency building by encouraging application of concepts, experiential and hands-on learning through innovations.					
	Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.					
	Give voice to student ideas encouraging them to take initiatives at school.					
	Widen students' perspectives and horizons by inviting experts from different fields.					
	Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.					
	Develop skills and behaviours needed for innovations and encourage self-reliance by providing opportunities like genius hour, coding hour, STEM lab and online/ digital platforms.					

Descriptor 3: Leading the teaching-learning process						
Actionable	***Sub-points in the actionable***	**1**	**2**	**3**	**4**	**5**
Develop a shared understanding of teaching-learning.	Create a common understanding that the purpose of teaching learning is to make students future ready.					
	Dialogue with teachers to deconstruct theories of learning.					

	Encourage teachers to develop what good teaching and learning would look like in the classroom.					
	Co-construct mechanisms, with teachers, that would help evaluate classroom practices.					
Create a conducive environment for learning.	Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.					
	Encourage teachers to plan lessons collaboratively.					
	Support teachers to undertake innovative and research based pedagogical practices to improve student learning.					
	Encourage students to reflect on their learning, areas of strength and development.					
	Create a culture that helps students to learn with joy and not fear.					
	Provide adequate resources for students to learn.					
	Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills.					
	Promote learning experiences outside the classroom through experiential learning.					
Encourage teachers to become reflective practitioners.	Assist teachers to establish their own SMART goals for teaching -learning, with particular focus on developing self-aware learners.					
	Guide teachers on how to achieve their SMART goals.					
	Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.					
	Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible.					
	Demonstrate to teachers what outstanding practice looks like by co-teaching with them.					
	Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students.					
Build teacher competency in using data to inform TLP.	Assist teachers in understanding the importance of student assessment for improving learning.					
	Focus on assessments for and as learning.					
	Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students.					
	Collaborate with teachers while interpreting the data on student assessment to design action research programmes.					

Descriptor 4: Developing a learning culture						
Actionable	***Sub-points in the actionable***	**1**	**2**	**3**	**4**	**5**
Create the 'social glue' by building a culture of trust and self-improvement.	Engage actively with staff and students, in a fair and transparent manner, to understand individual teachers and students.					
	Practice the habit of 'understand others and seeking to be understood by others'					
	Encourage positivity and empathy among stakeholders.					
	Create opportunities for staff and students' wellbeing.					
	Celebrate success stories with the larger school community.					
	Provide a 'psychologically safe' environment where failures (unsuccessful practices) are perceived as learning opportunities.					
	Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.					
	Be a role model for teachers and students and demonstrate that a principal is a life-long learner.					
Develop policies and systems that support a culture of learning by including all stakeholders.	Establish an open-door policy and transparent communication amongst stakeholders.					
	Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety, cyber safety, behaviour management etc.					
	Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.					
	Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on non-instructional activities or out of school (official) assignments.					
	Hold students, teachers, and para teachers accountable by being transparent.					

	Regularly invite stakeholders (students, teachers, parents, and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any.					
	Ensure decisions are backed by research and are data driven.					
Keep students at the heart of the learning culture.	Set high expectations for students and communicate these effectively.					
	Provide challenging opportunities for students to learn experientially, innovatively, and collaboratively.					
	Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.					
	Encourage students to use assessment as feedback and as an opportunity to learn.					
	Develop students' ability to reflect on their strengths and areas of development across subjects.					
	Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.					
	Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.					
Encourage teachers to deepen learning.	Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.					
	Support and build a climate for adopting innovative instructional strategies for effective learning.					
	Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.					
	Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in the classrooms to enrich the learning experience of students.					
	Guide teachers to utilize data for effective planning and execution of instructional plans.					

Make parents active partners in the educational journey of their child.	Design innovative ways to engage parents in their child's learning journey.					
	Engage parents to collaborate and participate in various school activities.					
	Hold workshops and seminars on parenting and other relevant topics.					
	Invite parents to address students on their chosen careers or areas of expertise.					
	Create Parent Groups that work with the school principal on improving and strengthening school systems.					

Descriptor 5: Building an inclusive culture						
Actionable	***Sub-points in the actionable***	**1**	**2**	**3**	**4**	**5**
Create an environment of acceptance.	Establish shared beliefs of respect and care.					
	Celebrate differences as natural human diversity and treat them as an opportunity to learn.					
	Promote social interactions among students and with teachers.					
	Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents, and the community.					
	Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.					
Formulate inclusive policies and structures.	Build knowledge and skill to teach a diverse group of learners through continuous professional development.					
	Optimum utilization of material and human resources.					
	Enhance engagement and value the achievement of all learners.					
	Emphasize group processes and a problem-solving approach.					
	Practice distributed leadership that seeks to empower and inspire participatory decision-making.					
Adopt inclusive teaching practices.	Provide teachers opportunity to work in teams, share ideas and reflect on best practices.					
	Evolve shared expectations for teachers to work together to improve learning outcomes of students.					
	Promote improvisation, risk taking and evolve innovative strategies.					
	Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum.					

	Monitor, track and support children who are at risk of exclusion, marginalization or underachievement.					
Support student learning.	Encourage buddy support or peer learning and child-to-child co-operation.					
	Encourage flexible grouping of students during learning.					
	Identify gaps, plan for early intervention and individualize learning.					
	Use ICT, digital resources and assistive technology to provide meaningful learning experience to children.					
	Use positive behavior and support strategies to address behavior issues.					

Descriptor 6: Becoming and being a 'self-aware' leader					
Actionable	**1**	**2**	**3**	**4**	**5**
Know yourself better by using tools like the Johari Window and identifying strengths and areas of development.					
Self-assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layers 1 and 2 of the pedagogical leadership framework.					
Take feedback from teachers, students, parents and SMC on their perception of your work, values, skills, dispositions across descriptors detailed in layers 1 and 2 of the pedagogical leadership framework.					
Analyze feedback received from stakeholders and map it to the self - analysis.					
Develop a Personal Development Plan to enhance yourself as a pedagogical leader.					

Annexure 2

Example of an Annual Pedagogical Plan

This annexure provides an example of an Annual Pedagogical Plan that maybe written by a school. Please note that this is **not** a model APP. It provides an example of the processes that a school needs to use while planning its improvement in the forthcoming academic session. As mentioned earlier, at least one sub-actionable under each descriptor must be considered as an area of development in a school's APP. By studying the example, users can develop their own plans as per the requirement of their school. This is a process-based planning exercise to accomplish student learning. This book also does not claim that the plan shown here is sacrosanct and perfect in all respects for the descriptors.

Annual Pedagogical Plan for Leading Learning

School Name: School ABC

District_____State _____

Affiliation / UDISE Number:_____

Academic Session: 2021-22

Principal's Name: Smt. Vinaya Sheela

School's Vision Statement:

"To transform a school so that learners feel and experience as being valued for their talents and potentials and as equals among unequals."

School's Values:

Practicing transperency, equality, collaboration with stakeholders, inclusiveness, gender equality, social and religious tolerance, trust, happiness, self-worth, …….

Areas of strengths

Based on the insights that are derived from undertaking the rating scale given in Annexure 1, write down the areas of stregnths that you think are most pertinent to your school. List these succinclty in bullet points as shared below.
Example:

- In my school engaging parents in the teaching-learning process is deeply embeded as a practice.
- Teachers are comfortable to create SMART goals for themselves.

Areas of improvements

Again drawing from the insights drawn from completign the rating scale given in Annexure 1, write down the areas of improvement that you think are most pertinent for your school. List them succinclty in bullet points as shared below.
Example:

- Opportunities for continous professional learning of teachers is occassionally praticed.
- Occassionally students get opportunities to innovate.
- There is also no clarity in using Atal Tinkering labs for innovations among the teachers or students.

Descriptor 1: Engaging in Teachers' Professional Development

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**
Actionable: *Ascertain the needs for Professional Development through collaborative practices.* Co-constructed rubric are almost never used	• Develop and use rubrics to become self-aware about the impact of one's own teaching practice. • Develop and use rubrics to measure learning outcome of students. • Develop and use rubrics to analyse the effects of different teaching styles on learning outcomes of students. • Modify as needed and reassess.	• Undertake a PD on the what, how and why of Rubrics. • Involve all teachers to determine what to assess and how. • Define the criteria. • Design the rating scale. • Write descriptors for each level of rating scale. • Co-create rubrics as detailed in Step 2. • Hold a PD for teachers on how to use the various co-constructed rubrics. • Modify rubrics based on usage and need.	• Principal and All teachers • External support from other principals • Assistant Commissioner and other Education Officers (if relevant)	• Start the process in the beginning of April 2021. • Complete the development of rubric by the end of April 2021. • Impact will be assessed quarterly.	• Almost all teachers will use rubrics to determine the attainment of learning outcomes in the classroom. • Almost all teachers will use the rubric to reflect on their teaching practice to determine the areas of strength and development in their practice.

Descriptor 2: Initiating Innovations in Schools

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**
Actionable: *Create opportunity for Student Learning and Innovation* There is also no clarity regarding innovation among the teachers or students. A fully equipped Atal Tinkering Lab exists with the teacher in-charge for it. S/he manages to conduct a few activities with selected students, with the lab being inaccessible to most students and teachers.	• Build a clear understanding of innovation amongst teachers and students. • Improve the usage of ATL to enhance the culture of innovation.	• Promote a mindset change of teachers and students about what is innovation. • Collect data about the areas of interest that students may want to explore in the ATL. • Build skills & expertise available within the school and outside. • Mandate the use of the ATL for students of Grades 6-8 for atleast one period per week. • Create challenges through workshops, discussions & idea boards to create a culture of innovation that is without the fear of failure. • Provide incentives in the form of A*ppreciation Certificates.*	School Head Subject Teachers Student Leaders Parents Local Experts Concerned Education Officer	To be completed in Quarter I: 01st April 2021 to 01st June 2021 Review, Reflection and Modification 02nd June to 30th June 2021 Final draft: 01st July 2021 to 30th August 2021 Implementation & Celebration: 01st Sept. 2021	• The Atal Tinkering Lab will become functional for 80 percent of the academic year baring the season of board examination and holidays. • Minimum two innovations based on scientific research and development in a year. • Send at least two projects to participate in the state/regional/ national level innovation melas.

		• Showcase the innovations through Social media. • Teachers to think and innovate by working beyond the syllabus and textbooks. • Encourage parents engage with students to develop their entrepreneurial & research skills.			

Descriptor 3: Leading the Teaching-Learning Process

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**
Actionable: *Collaboration for Local, National and International Schools.* In Navodaya Vidyalaya Samiti's System schools do not have collaboration with different schools locally, nationally & globally.	Develop collaboration with different schools and plan exchange program for teachers.	• Use CBSE Hubs of Learning to partner with local schools for collaboration and exchange programmes. • Identify foreign schools for collaboration. • Nominate a person for ensuring that collaboration processes are carried out in a robust manner. • Seek permission from the NVS HQ for collaboration with a foreign school. • Approach local schools and CBSE's Hubs of Learning for collaboration. Identify the best schools suitable and formalise the	Principal Vice Principal Education Officers and NVS Head Quarters	Establish the collaboration with CBSE Hubs of learning, Local schools From April to June 2021. Identify the best national and global schools for collaboration. April 2021 to July 2021 Establish Formal Collaboration – July 2021 to August 2021 Start to work collaboratively August 2021 to December 2021	At least 2 teachers will engage in collaborative practice with another school and share best practices with all teachers. This will build capacity to undertake innovative pedagogic practices.

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**
		processes with that school for collaboration.		Assess the collaboration and revise processes January 2021 Continue for the next academic Year 2021-22 with suitable changes if required after review.	

Descriptor 4: Developing a Learning Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**
Actionable: *Creating a Social Glue by Building Trust* Culture of trust & self-improvement exists, but lesser than the required extent. Therefore, the social glue is not very strong.	Build a very strong culture of mutual trust and respect for self-improvement.	• Communicate the vision and mission to all stakeholders. • Adopt transparency, fairness and respect in engaging with stakeholders. • Seek feedback from stakeholders to improve school. • Action feedback that is received. • Practice an open-door policy for stakeholders. • Seek inputs from stakeholders to understand which processes/ practices are felt untrustworthy. • Accept and model that failure is a method /mechanism to learn. • Design a survey to learn of the learning culture at the beginning of the year and then again at the end of the year.	Principal Vice Principal Teachers Parents	By the end of March-2021. To be ongoing through the academic session	A visible shift in culture will be observed, through a scientifically designed learning culture survey – from start and end points through the academic session.

Descriptor 5: Building an Inclusive Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the timeline for implementation?**	**What will the impact look like?**
Actionable: *Formulate Inclusive Policies and Structures* Teachers are not trained to teach children with special needs, so there is inadequate support to SEN children.	Improve teachers' knowledge and skills in supporting students with special needs in the teaching learning process.	• Conduct need analysis to find out areas teachers need professional development in this area. • Identify suitable resource person(s). • 50% of the teachers in the school to undergo capacity building in practicing inclusive policies. • These 50% of teachers to handhold and mentor the remaining 50% of teachers throughout the year to practice inclusive politics.	Principal Vice-principal Coordinator	Starting from May 2021 three-months' time will be set aside for teachers' training.	All teachers to be trained in inclusive practices. All teachers who have SEN students are able to differentiate instruction to meet the needs of students.



Part IV

Tutorials for training and capacity building on Pedagogical Leadership

Part IV: Tutorials for Capacity Building on Pedagogical Leadership for Leading Learning

Introduction

There is a wide diversity in the types of schools that are affiliated to the Central Board of Secondary Education, India. Schools may be private and public schools situated in cities and towns. They could position themselves as giving high quality education for children by maintaining certain standards and processes in management and administration. Schools could be located in different geographical zones or be state government schools affiliated to Central Board of Secondary Education, India as in the case of Delhi and Sikkim states, or schools working under Kendriya Vidyalaya Sangathan Navodaya Vidyalaya Sangathan. In addition, there are Eklavya Model schools, Ashram Schools run by state and central governments under various schemes and programmes. The handbook, through the framework and tutorials has been designed to reach out to all schools in the country including the schools run by state government's school boards in different states.

The purpose of this section in the handbook is to provide the users with tutorials that will help them to understand and apply the Pedagogical Leadership Framework in the school. The tutorials describe diverse ways in which each descriptor and actionable therein can be understood, practiced, reflected upon and assessed with reference to the framework. The modules written in the draft handbook by Dr. N. Mythili, NIEPA, New Delhi served as a vital reference point to discuss, deliberate and strengthen them into tutorials by using the relevant resources, and augmenting with several other new and relevant resources created by the members of the working group. Simulated situations close to what happens in the life at school have been designed and given as tasks.

The working group discussed and deliberated the format of tutorials to discern the expected outcomes from them. During these sessions, certain important questions came to the fore. These were:

- Who would be the audience of the tutorials - master trainers, principals, education officers, centres of excellence, etc.?

- Is it a resource book, training manual or a session plan or a handbook, or a guide on how to conduct training?
- What would be the mode of its implementation?
- How would it reach all schools affiliated to CBSE?

Following these deliberations, it was decided to create tutorials that would be relevant for anyone who wishes to learn, practice and apply the knowledge on pedagogical leadership for learning. Hence, the thrust of the tutorials is to develop it as self-learning material. This self-learning material can be used:

- To conduct training programmes, workshops on pedagogical leadership using a customized programme design, depending on the clientele group.
- By principals in their own schools as their guiding manual to practice pedagogical leadership.
- To train school principals in the country from various institutions affiliated to CBSE, state governments and national institutions such as NIEPA.

In other words, this self-learning material facilitates capacity building of master trainers, current and prospective principals, education officers who inspect, monitor and support schools and academicians who wish to study the impact of school leadership for student learning.

Depending upon the characteristics and context of the group, session plans can be created to address their needs, aspirations and fill gaps between practice and knowledge. Not only serving principals, but also aspiring, prospective principals can use this book to prepare for their future roles. Hence, the scope of the tutorials is far wider than the traditional training programmes.

The tutorials have been created for every descriptor in each of the layers of the framework. Layer 1 refers to setting a direction for school improvement and student learning. The actionable-s listed for each descriptor in layer 1 of the Pedagogical Leadership Framework are closely related and have a causal flow from one to the other. The tutorials have been created based on the entire descriptor. In contrast, layer 2 on practicing pedagogical leadership has descriptors that despite being closely related to each other have distinct recognizable functions. Hence, tutorials for this layer have been created for each actionable within every descriptor.

Another important step was to develop a format for writing the tutorials. It was felt that the:

- Inclusion of resources, that would build the knowledge and deeper understanding of concepts, was non-negotiable.
- Practice exercises to apply the knowledge would be needed to provide a sense of how the actionable would be translated into a school setting.
- Process of self-reflection would be required to understand the key takeaways.
- Assessment of where the school is vis-a-vis school leadership practices with respect to the descriptor was important.

The tutorials have been developed based on these four criteria mentioned above. The process detailed below has been followed for the consolidated descriptor of Layer 1 and has been repeated for every actionable of Layer 2. An important submission is that these links are drawn from various sources from internet & you-tube channels. At times, some of these links might get removed as well. In such cases, we request the users to search for a suitable alternative by themselves. Exercise of saving these resources proved to be humongous task that consumed large space which was not feasible within our limited field of operation for working on this project.

Format for writing the Tutorials

Descriptor Name: ……

Introduction

Provides an overview to the descriptor – focuses on meaning, need, scope of the descriptor

Actionable Name:

Deepen your Understanding

This provides a list of resources - both reading and videos - for users of this handbook. These resources will help readers to consolidate and expand their understanding of the relevant descriptor. All reading material that is available in the Annexure will have the resources written above it. Video links and names of the books have also been provided.

Practice Tasks – Application in the school context

The designed tasks will help principals apply the readings and resources to school-based situations and scenarios. The designed tasks are activities, worksheets, group exercises, simulations, role plays, situations, creative expression to present the idea powerfully. Typically, there are 3 tasks per actionable.

Task 1

Task 2

Task 3

Tasks have been designed and built keeping the resources to deepen understanding in mind. They should not be undertaken without engaging with the resources. The intent is to link knowledge with practice.

Key take away from engaging with tasks and resources

In this section it is expected that users will reflect on the learnings they have had based on the readings and tasks they have undertaken.

1.
2.
3.
4.
5.

Assessment for the descriptor considering all the actionable-s in the descriptor

Suggestions have been made regarding how reflective assessment could be undertaken in the form of MCQs, Rubric, a rating scale, self-reflective journal to name a few.

The given tutorials indicate two important aspects: the ***content for knowing*** and the ***process of knowing***. While the process of knowing is detailed herewith using the format described above the content of knowing is given as resources separately for layer 1 on setting the direction for school improvement and student learning and for layer 2 on practicing pedagogical leadership.

Suggested session plan for conducting the training program

The sessions for training could be conducted through a mix of whole group discussion, small group discussion followed by a plenary session, presentations, paired discussion and sharing with the group, individual design, thinking and action, panel discussion, role plays, wall displays, songs, jingles, field visits, outdoor activities, jigsaw groups, expert groups and home groups, and so on. Sessions could also be designed as online or blended sessions, if face-to-face sessions are not possible. Some aspects could be undertaken as flipped learning, with participants coming pre-read to the programme and then engaging with the suggested tasks. The trainer is free to design his/her own tasks that may address the challenges faced by the participants -principals or education officers; participants' group size, expectations of the participants; and to address the contextual factors of schools located in different social and geographical terrains. Depending upon the number of days fixed for a given training, the duration and number of sessions and the choice of topics could be decided. In short, the training, capacity building on pedagogical leadership framework has a people-centred approach in which content, process, skill, and perspectives are in-built.

It is suggested that the training be held over seven days, in two parts. During the first part of the training, participants should engage deeply with understanding the concept of school leadership and the framework and its descriptors along with the tutorials. Five days may be spent on this part. In the second part, participants may engage with understanding the components of the Annual Pedagogical Plan and how it can be developed for their schools. It is suggested that two days be spent on this. Therefore, it is a 5+2 days' model. Within the first phase of 5 days, 2 days may be spent on Layer 1 and 3. The remaining 3 days may be spent on Layer 2 to master the art of Pedagogical leadership practice. Please see Figure 31.



Figure 31: Training and Capacity Building Model on Pedagogical Leadership for Leading Learning

An alternate model of training can be of 5 days. In this model, part A, layers 1and 3 are completed in two days. It forms phase 1. While dealing with the descriptors of layer 2, its application with Annual Pedagogical Plan may be integrated. This forms phase 2 of the training. In all, training can be completed in 5 days. A model schedule for the 5 day programme is given at the end of this section.

Now, the tutorials are presented and described vividly in the following pages.

Tutorials for Part 1: Concept of School Leadership

Introduction

The concept of school leadership has been explained exhaustively in part 1 of the handbook. Users are requested to read the entire part 1 of the handbook and understand the core concepts and definitions. To embed their understanding, the following exercises are suggested in the tutorials, here.

Name of the concept: Meaning of School Leadership in Indian context

Resources and tasks

Deepen your Understanding

Read part 1 of the handbook on concept of school leadership from page 13 to 18.

Practice Tasks – Application in the school context

Task 1

Read the case study and analyse to find out the four types of core functions and four types of school leadership processes

Title of the case study: Schooling of girls studying in a Government Secondary School in Andhra Pradesh

Mr. Bhaskar Rao is the Head Master (HM) in government Secondary school of Guntur district of Andhra Pradesh. He observed a strange phenomenon within few months of his transfer to a secondary school. Girls stopped coming to the school after a few months of reaching puberty. They also did not attend the X standard Board examination despite passing 9th standard with good marks. Or having attended X standard classes completing half of the academic year, they never appeared in the X standard Board examination. He found out the reason for their dropping out of the school. The parents of these girls got them married within one year of their daughters attaining puberty. The HM was not able to make out when these girls were married off by their parents until they stopped coming to the school. He was especially pained when he saw girls studying well suddenly stopped coming. By the time he learnt about it, girls would have got married and left the village to stay with their in-laws in a different village. Even if some girls stayed in their parents' house started to continue coming to school after marriage, they stopped when faced with sarcasm from peer. They avoided taking part in games and sports, stopped speaking to male teachers, etc. Eventually, they completely stopped coming to the school.

This Head Master undertook a series of steps to arrest the dropout of girls and to ensure completing the secondary education. He checked the month-wise attendance of every class and find out who has been irregular to the school. As soon as he came to know that a girl has come off her age, he visited the parents of such girl-students by going to the girl's house along with other teachers of his school. He convinced them to send their daughters to continue schooling. He used to quote the examples of girls who got married but continued their education and passed the X standard examination. He requested the parents to keep their daughter with them by not sending to in-laws' house soon after marriage until she wrote the X standard examination. He also used to tell them the benefits of passing X standard examination as a gate way to get jobs because these girls belonged to backward castes. He even allowed these girls to pay the examination fee and study from home if they could not come to school every day.

Before any such girl started coming to the school, he requested the teachers to support the girl. He prepared them to accept the girl without giving undue attention besides instructing them not to talk to her about her personal matters. He insisted the students and her friends to treat her as before and encouraged her to continue studying. He also readied the other students in her class to accept her as before without discussing, teasing or insulting her which may stop her from coming to school. These precautions he took because, he had observed such instances when girls after coming back to school suddenly stopped especially due to peer remarks.

He also reminisced how once a girl came to school with a child in her lap to write X Board examination after two years of dropping out. She passed the exam, which was the greatest moment of joy for the Head Master. In these and many other ways, he would convince the parents to send their daughter to school even after marriage. While persuading , he has taken risk as many of his actions were not within the purview of the rules and regulations of the Education department.

Notwithstanding these efforts, some of the girls never collected their Marks Card or Transfer certificate for years after they passed X standard examination. They returned to school to collect the same as these were needed for some purpose of family. Even for those girls, this HM facilitated the process convincing the clerks in the school to search the old records and give them what they wanted or facilitate in getting them as early as possible. This was a Herculean task, but the HM continued his efforts towards ensuring continuation of girls' education.

Slowly but steadily, in five years of time, the early marriage of girls and their dropping out of the school reduced significantly after reaching puberty. The taboo surrounding the attaining puberty slowly started to give way for continuing the education of girls in the entire village's community. Today, the school boasts of more than 97 percent of 1st class results in the X standard Board examination. Teachers work with a conviction that education of all girls can be ensured in the village and support the HM in this endeavour. Villagers have begun to trust the HM more than they did earlier.

The HM refused the offer of becoming an academic monitoring officer for the District Education Office of Guntur as he began to see the power of his work - a self-fulfilling prophesy - that gave him immense satisfaction and conviction to reach the larger goals of education. Thus, school became not just a working place for him but a place for learning and transforming lives. The HM who came to this school to earn his living recognized the purpose of his life gradually.

Questions that facilitate to analyse the case study for identifying core functions and processes of school leadership relevant in Indian context.

- Identify and describe the four core functions of school leadership that were carried out by Mr. Bhaskar Rao.
- Describe how the four critical school leadership processes were executed by Mr. Bhaskar Rao in this case study.
- Do you agree that Mr. Bhaskar Rao as a school leader has identified a larger purpose of schooling by reaching out to the community as an agent of change? Why?
- Trace the learning curve traversed by Mr. Bhaskar Rao as a school leader.

Task 2

Mrs. Malathi Rai is a principal of a Government Senior Secondary School for Girls in Odisha. As a principal, she is deeply oriented towards academics. She prefers to engage herself more with the academic activities of the school than any other area. She finds it difficult to devote time on administrative matters of the school. This results in carrying administrative work home and completing it for the next day. Teachers are fond of her because of her capacity to guide them in their teaching-learning practice and lead the school to be one of the most acclaimed schools for academics in the locality. Her shortcoming on the administration and management of school processes were, therefore, accommodated by teachers, School Management

Committee and Block Education Officers of the district. The school's stakeholders, including the principal did not have an answer to the question of how long could this persist?

- What are the critical leadership functions and behaviours that Mrs. Malathi Rai needs to improve? What do you like to suggest her?

Task 3

Mr. Vishwanath is the principal of a Boys' Senior Secondary school, a government aided school in the heart of Bengaluru. He is acclaimed as a good teacher and a popular writer of children's stories in Karnataka state. For more than a decade, this school has boasted of very high achievement continuously in the Grade X Board examination. The rules and regulations were flexible and children did not feel burnt out. Homework was lesser than other schools. School encouraged more of literary, cultural, drama, and such other activities and the alumni still cherishes those moments and come back to the school to relive those experiences. However, in the recent times, due to lack of adequate sanction of funds, non-recruitment of teachers, new private schools posing competition, the relaxed environment of the school started to fade away faster than expected. Amidst other schools which pose stiff competition, this school is struggling to attract children for admission. The teachers' motivation levels are very low, who were once looked upon as role models by students and parents alike.

- How do you think Mr. Vishwanath should change his leadership so that school regains its lost glory?

Task 4

Give examples from JNV residential schools how the core functions of leadership and leading processes that changed the schools a) from being good to great b) from being good to average. State your reasons. How should school leadership be for residential schools such as JNV?

Key take away from engaging with tasks and resources

In this section it is expected that users will reflect on the learnings they have had based on the readings and tasks they have undertaken.

1.
2.
3.
4.

Name of the concept: Effect of School Leadership on student learning & Leadership for learning

Resources and tasks

Deepen your Understanding

Read part 1 of the handbook on concept of school leadership from page numbers from 19 to 21 pages.

[CSL_ Part 1_1] Effect of School leadership on Student Learning by Dr. N.Mythili
https://www.youtube.com/watch?v=mqzg64U5Fhw

School Heads as Academic Leaders
https://www.youtube.com/watch?v=NZ8NOLIz_EU

Practice Tasks – Application in the school context

Task 1

1. A principal in Ladakh undertakes precautions and repairs of the school's roof and walls every year so that the walls and roofs will withstand the terse weather of the snow fall during winters that lasts for six months.
    - What type of effect of school leadership on student learning is implied in this example?
2. In the case study of Mr. Bhaskar Rao in task 1 referring to the meaning of school leadership that is described above, his actions such as visiting parents, convincing them to send their daughters to school even after marriage, etc. so that girls continue their schooling refers to:
    - Which type of effect of school leadership for student learning? Why do you say so?
3. The principal undertakes a number of measures to improve teaching quality through changing the time table, encouraging innovations in teaching pedagogies, inviting experts to come to the school to enrich content knowledge of teachers, and also sends them to various training programmes outside the school. Besides this s/he also holds PTA meetings to highlight the importance of parents' role for student learning and asks them in what ways would they promise to engage with their children's learning at home.

    - Which type of effect of school leader does all these efforts refer to ensure student learning?

- What other processes do you suggest to bring in other types of effects in to this case study so that it strengthens the core leadership functions and processes of school leader?

4. After organizing a series of peer group mentoring among students for about a month to enhance the learning of some students who were lagging behind, mentor-students came to the HM and said that they were able to understand the lesson better when they taught the others.

    - What type of school leadership effect on student learning does it indicate?
    - Give examples from your own practices.

5. The principal found that the newly admitted girl to standard IX is able to solve a mathematical problem in a number of ways showing alternate ways to arrive at the same answer. This made the principal to set up a Mathematics lab with the help of Indian Institute of Science Bangalore in the school, which was till then missing in the school. He trained Mathematics teachers to gain skills in using laboratory for teaching Mathematics. He approached Block and District officers to help him find the experts who can set up the laboratory who in turn engaged with him to understand the significance, scope and nature of Mathematics laboratory so that it can be replicated in all other schools in the district. Answer the following questions:

    - What type of school leadership effect on student learning does this example indicate?
    - How do you see leadership for learning happening in this example?

Task 2

1. Leadership for learning is a larger umbrella in which pedagogical leadership, instructional leadership and academic leadership exist. Education functionaries from several levels in the education system engage in it. Take an example of an educational programme that is happening in your district or state to explain how leadership for learning is actually operationalized. Also, wherever you see the gaps in this process, suggest suitable ways to ensure that everyone in the system engage in learning.

2. In the context of leadership of learning, what does learning mean for Education officers at state, district and block levels who do not directly teach children just as teachers and school head? How should learning happen at district / regional levels for Education officers?

Tutorials for Layer 1: Setting a Direction for School Improvement and Student learning

Descriptor 1.1: Creating a Vision for the School

Introduction

In this tutorial we have provided resources and tasks that will help a principal understand the importance of a vision and how it can be built. Whilst the vision of a school involves all stakeholders in the process of creating it, it is the principal who must lead the initiative. Thus, it becomes important for the principal to understand how to create a vision statement. A common understanding of the school's vision, across stakeholders, helps build the overall culture of the school. The vision provides the bedrock and the purpose of all that goes on within the school.

Resources and Tasks

Deepen your Understanding

Use the links below to understand the importance of a vision statement for a school and how it is the driving force of all that happens in the school – curriculum, teaching learning process, school's culture.

[CVS Layer 1_1] Visioning for Education by Gijubhai Badheka
https://www.youtube.com/watch?v=RcJp5UnsnGs

[CVS Layer 1_2] How to Write a Vision Statement by HelpYourNGO.com
https://www.youtube.com/watch?v=J84eG8KjO_I

[CVS Layer 1_3] How to write a vision statement by Bernd Geroop
https://www.youtube.com/watch?v=6KPtVcU7nSs

[CVS Layer 1_4] School Mission Statements, 2020 Guide + 6 Writing Tips by Maria Kampen
https://www.prodigygame.com/main-en/blog/school-mission-statements

[CVS Layer 1_5] Chapter 2. Developing a Vision and a Mission of How to Help Your School Thrive Without Breaking the Bank by John G. Gabriel and Paul C. Farmer
http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx

The video by Simon Sinek given below, demonstrates how great leaders inspire action. It provides a way to think of a vision with a difference. Though it focuses on the corporate world, the concepts discussed have great relevance to school education as the approach is simple, direct and to make a difference for school

[CVS Layer 1_6] Great Leaders Inspire Action by Simon Sinek
https://www.youtube.com/watch?v=qp0HIF3SfI4

Practice Tasks – Application in the school context

Task 1

In this task you are required to dream about and visualize your school. Close your eyes and imagine this scene: You are at a ceremony for receiving a national award. As you get up to walk down the red carpet to collect the award from the Minister of Education, everyone around you is cheering and clapping on your school's achievements. There is such a sense of pride you feel. You think of all the wonderful things your school epitomizes.

Think of the following questions:

(i) Why would the school be winning this award?

(ii) What is my dream for my school?

Open your eyes and write down all the thoughts that came to your mind. Identify the main ideas that you would like to have in your vision. This becomes the starting point of your visioning exercise.

Task 2

This task continues from Task 1. Once you have all the big ideas that you want in your school, draw up a list 5-6 key words or ideas you would like in your vision statement.

Task 3

Read the following extract:

The foundation of vision is moral or spiritual in nature. Education itself is a fundamental sacred craft in which teachers and educationists offer services to others. So, a vision is by nature, a source of inspiration for the life of work in a person. By its very characteristics, it is not by nature measurable or time bound. It draws its power from a well spring of personal motivation that can act as a catalyst to action for oneself and potentially for others. (pp.10)

Source: Hallinger, P. and R.H. Heck (2002). *What do you call people with visions? The role of vision, mission and goals in school leadership and improvement*. In Leithwood, K., and P. Hallinger (eds) Second International handbook of School leadership and Administration. Springer Dordrecht, Netherlands: Kluwer Academic Publishers. pp.9-40.

Think of the following questions:

- Why do authors Hallinger and Heck say that vision is closely linked to morality or spirituality?
- How can vision become a source of inspiration? If you agree to this point, can you give an example to prove this from your experience?
- In what ways can vision drive an action?

Task 4

As creating a vision is a collaborative effort of all stakeholders, in this task list some of the attributes you would consider when selecting a stakeholder to be part of the visioning team. Think of why these attributes and dispositions are important for being a member of this team.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
1.
2.
3.
4.
5.

Descriptor 1.2: Building a Shared Vision

Introduction

One of the most important responsibilities of any leader in establishing a vision is by inviting others to share in its development. The collaborative effort involved in building a vision is the key factor in school improvement. The process of discussing, sharing, inviting inputs, understanding what values are prioritized by stakeholders is critical towards building a shared vision for the school. Once the vision is created collaboratively, it is important for the principal to communicate the vision in order to build a shared vision that drives the school forward.

In this tutorial we share resources and tasks that will help principals understand how to build a shared vision within their school community.

Resources and Tasks

Deepen your Understanding

Peter Senge is one of the well-known experts in the field of creating learning organizations. He identifies shared vision as the second important discipline out of the five disciplines essential for any school to be transformed into a learning organization. This video explains the difference between vision, sharing a vision and building a shared vision.

[BSV Layer 1_1] Shared Vision by Peter Senge

https://www.youtube.com/watch?v=IyESvprvRbI

The article below will help deepen the understanding on shared vision.

[BSV Layer 1_2] Shared Vision in Assessment in the Learning Organization
Edited by Arthur L. Costa and Bena Kallick

http://www.ascd.org/publications/books/195188/chapters/Shared-Vision.aspx

The significance of shared vision from the perspective of a leader who walked through the process by working with others can be seen by watching the video on Ratan Tata. In this video, the importance of addressing "our vision" and "we achieved" deeply reflects the essence of "shared vision" and achievement in Indian context.

[BSV Layer 1_3] Ratan Tata's speech from Automotive Hall of Fame. 2015 Induction & Awards Gala Ceremony

https://www.youtube.com/watch?v=9dLKZZN5tSo

Practice Tasks – Application in the school context

Task 1

This task is based on the video by Peter Senge.

After going through the video, write or represent through art, poem, or story how you understand and interpret the vision that has been created. Think of how the shared vision of your school contributes to the school's improvement and students' learning.

Task 2

This reflective task is based on the video of Ratan Tata.

Can you think of situations when your belief, action and results have aligned seamlessly as can be seen through the life of Ratan Tata?

Task 3

Think of how you will be able to build a shared vision within your school community. Some steps could include:

- Communicating the vision at Parent Orientations
- Making the vision statement visible around the school
- Printing the vision statement in the school's diary or almanac
- Asking teachers to link school activities to the vision statement of the school
- Getting students to represent their understanding of the school's vision through art, computer graphics, written prose and poetry

Task 4

In this task draw up a list of your school's various activities. For each activity think of the school's vision and values that get represented. For example, holding a fund raiser in school would demonstrate a culture of care, entrepreneurship and collaboration. If the school undertakes a newspaper collection drive it shows an environmentally sensitive school, student responsibility, collaboration, goal oriented. Through the detailed list of school activities and associated values, you will be able to see a pattern emerge to the values the school upholds. These can be shared with the larger school community as the current reality of the school. This would form the basis of creating the new vision.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks. 1. 2. 3. 4. 5.

Descriptor 1.3: Developing Smart Goals

Introduction

Once the vision statement has been created, and the process of sharing it has commenced, it is important for the principal to lead the team to establish SMART Goals that the school can achieve in the short (1-3 years) and medium (4-7 years) terms. These goals will help realize the vision of the school. We are not considering a longer horizon given the dynamic world that we live in. This would necessitate revisiting the established goals to make them more relevant to the context of the school, with the passage of time.

In this tutorial we provide resources and tasks to deepen the understanding of what SMART goals are and how they can be framed and evaluated.

Resources and Tasks

Deepen your Understanding

It is crucial to understand the process of developing SMART goals. The first video by Oakland University speaks about the difference between goals, objectives and learning outcomes. The second video by Decision Skills describes what is meant by SMART goals.

[DSG Layer 1_1] Difference between goals, objectives, learning outcomes by Oakland University
https://www.youtube.com/watch?v=g_Xm5IljYKQ

[DSG Layer 1_2] Decision Skills on SMART Goals
https://www.youtube.com/watch?v=1-SvuFIQjK8

These resource help explain how to write SMART goals.

[DSG Layer 1_3] Smart Goals; Power point presentation by the Department of Education, Ohio University
http://www.huronhs.com/Downloads/smart-goals.pdf

[DSG Layer 1_4] SMART Goals in Education
https://www.youtube.com/watch?v=aOnN1iVGMO4

[DSG Layer 1_5] Smart Goals: How the Application of Smart Goals can Contribute to Achievement of Student Learning Outcomes, K.

Blaine Lawlor University of West Florida blawlor@uwf.edu,
Martin J. Hornyak University of West Florida
https://absel-ojs-ttu.tdl.org/absel/index.php/absel/article/viewFile/90/86

The Power of SMART Goals: Using Goals to Improve Student Learning by Jan O'Neill and Anne Conzemius with Carol Commodore and Carol Pulsfus

Practice Tasks – Application in the school context

Task 1

In this task you are required to convert the given goals into SMART goals.

1. Students will be able to speak fluently in the second language.
2. School will reach an enrolment number of 1,500.
3. All teachers will know how to use at least two digital tools in their teaching learning.
4. Everyone will be able to articulate the vision.
5. We must introduce some new pedagogical practices to strengthen the teaching learning process

Task 2

In this task think of the current teaching learning process of your school. Set a SMART goal for the school to better the teaching learning. Determine the respective goal for teachers, students and parents that match the school goal.

	School Goals	Leadership Goals	Teacher Goals	Student Goals	Parents' goals
1					
2					

When developing the SMART goals for your school think of the team of people you would need to construct these goals. When designing SMART goals, you must keep in mind the National Education Policy, 2020 and the requirements of the Central Board of Secondary Education, India .

Task 3

Once SMART goals are established for the school it is important to monitor and evaluate whether these are being achieved. And if not, analyze the reasons for this and how a course

correction could be undertaken. In this task think of the systems you could create to ensure that the SMART goals that have been developed are monitored and evaluated effectively. When designing this system, you could consider:

- Who will be responsible for monitoring and evaluating the set goals?
- How often would the goals be assessed?
- How will the school analyse the reasons for non-accomplishment?
- How would you reframe goals for scope and timely completion?
- For goals that have been achieved: (i) why were they achieved and (ii) how have you measured their impact on the school's development?

Key take away from learning the tasks and resources

Do spend some time thinking of the learnings from the resources and tasks. 1. 2. 3. 4. 5.

Descriptor 1.4: Developing a Personal Vision as a Principal

Introduction

The process of personal vision building is an ongoing process that is significantly influenced by the school's vision as well the principal's personal, social, emotional, intellectual context. A personal vision influences the way in which a principal undertakes decision making, sets direction for others and leads them to achieve the vision and goals of the school. Therefore, the principal has to focus on building a personal vision besides engaging in creating the shared institutional vision.

In this tutorial we will concentrate on how to construct your personal vision.

Resources and Tasks

Deepen your Understanding

These resources will provide an understanding of how the personal vision of a leader is aligned to a larger vision.

[DPV Layer 1_1] Vision of Mahavir Singh Phogat for his daughters who became international gold medalists in wrestling.

https://www.youtube.com/watch?v=rUkDM_mRtIk

The video shows how Mahavir Singh Phogat's vision aligned with that of the nation's sports vision.

[DPV Layer 1_2] Arvind Gupta on Turning Trash into Toys ….. I am a toy maker

https://www.youtube.com/watch?v=KnCqR2yUXoU

[DPV Layer 1_3] How to Develop your Personal Vision Statement: A Step-by-Step Guide to Charting Your Future with Purpose and Passion by LINDYNORRIS.COM

http://static1.squarespace.com/static/5765deb1be659449f97fcbf5/t/5770b309579fb313164a7a37/1467003657818/LINDYNORRIS.COM+-+How+to+Develop+a+Personal+Vision+Statement.pdf

[DPV Layer 1_4] How to Create an Inspiring Personal Vision Statement by Scott Jeffrey https://scottjeffrey.com/personal-vision-statement/

Practice Tasks – Application in the school context

Task 1

To begin developing your personal vision, it is important to take a step back and reflect on certain broader issues. We suggest you write the answers to these questions:

- Describe the kind of school you would like to lead? What would the school environment look like, feel like, and sound like?
- If you were asked to compromise 3 things in your school which ones would they be and why? Also which 3 aspects would you not like to compromise in anyway?
- Why did you join the field of education?
- How do you see the future of education in India?
- Why is it necessary for children to attend school?

Task 2

Read the excerpt given below:

According to Roland Barth, personal vision is an inspiration for educational leadership that grow out of values we hold most dearly. The power of personal vision lies both in its impact on one's behavior and its potential to energise others. A clearly formed personal vision shapes our actions, invests our work with meaning, and reminds us why we are educators. He suggests several questions that may clarify an educator's personal vision.

Source: Hallinger, P. and R.H. Heck (2002). *What do you call people with visions? The role of vision, mission and goals in school leadership and improvement*. In Leithwood, K., and P. Hallinger (eds) Second International handbook of School leadership and Administration. Springer Dordrecht, Netherlands: Kluwer Academic Publishers, pp. 9-40

Based on the reading reflect on the following questions:

- List only 5 values that are most important to you.
- Think of how these values have played a role in your decision making.
- Think of how these values have influenced your behaviour in the school.

Task 3

In this task attempt to write a personal vision for yourself. Remember to make your vision statement aspirational. The steps to write a personal vision statement would include:

- Write 3-4 words that describe you
- Identify your strengths and the reasons why people hold you in high esteem
- Reflect on your values (already done in task 2)
- Determine where you see yourself in the next 5 years
- Think of what you like doing in your 'me time'
- Write a statement incorporating the above elements

Task 4

It is suggested that every leader maintains a reflective journal describing their personal journey, both professionally and personally. This could be used to derive insights for yourself as a principal to formulate, articulate, strengthen, revise your personal vision. Some areas that could be considered are:

- My vision for school is derived from the vision of education department
- My vision for the school is influenced by the constitution of India
- My vision for the school is influenced by a person whom I consider in high esteem

Key take away from learning the tasks and resources

Do spend some time thinking of the learnings from the resources and tasks. 1. 2. 3. 4. 5.

Descriptor 1.5: Aligning Personal Values with the Education System's Values

Introduction

As seen in the previous tutorial principals have their own personal vision that guides and motivates them. In addition to personal values, principals also hold beliefs about education, on how curriculum needs to be designed and the processes of teaching and learning. Principals display their own set of values in their everyday work. However, there are also a set of expected leadership values that is expected of school leaders to demonstrate and practice. Principal's leadership is influenced by the cultural context in which the school exists, functions and perpetuates. Hence, the Indian context for understanding the meaning and scope of vision and values is extremely crucial.

In this tutorial, you will reflect on your personal beliefs and values as a principal along with the commonly held beliefs about school leadership values. In the last task an analysis template has been provided for principals to undertake a 360-degree feedback, both self-analysis and from other stakeholders.

Resources and Tasks

Deepen your Understanding

The following videos help understand the meaning of 'value'.

[APV Layer 1_1] Tedx video talk by Atishi
https://www.youtube.com/watch?v=GwDmZCN0lb4

The video provides insights into concepts of vision, shared vision and personal values as she has worked closely with the Delhi government schools in the last five years from 2014 to

2019 along with Education Minister of Delhi government in reforming the education system significantly.

[APV Layer 1_2] values, beliefs and attitudes by Powtoon.

https://www.youtube.com/watch?v=F7XF6jMsaP0

Values, beliefs and attitudes by Powtoon.

https://www.youtube.com/watch?v=G8dUXc8GhoU

[APV Layer 1_3] Ethics and Values by Shiv Khera
https://www.youtube.com/watch?v=mEAN5A_zw8U

[APV Layer 1_4] Measuring the Instructional Leadership Values and Beliefs of School Leaders by Leslie Hazle Bussey, Saint Louis University St. Louis, MO, United States
https://files.eric.ed.gov/fulltext/EJ1186517.pdf

Value of Educational Leadership by Graham Haydon

Practice Tasks – Application in the school context

Task 1

In the previous tutorial Task 2 you have identified 5 personal values that you to operate from. Think if you would like to change any of these values in light of the videos you watched.

Task 2

List out the core values that a principal should demonstrate in the school. Reflect on:

- To what extent do you need to incorporate additional values to your personal set of values, given your role as a principal?
- How will you make visible the expected set of values that a principal needs to demonstrate to the larger school community? For example, how will your school community know that you are open-minded or fair?

Task 3

As a school leader it is also important to understand the beliefs you hold about various aspects of education. Do spend some time in writing down your thoughts on the following:

- How do children learn?
- What motivates a teacher to deliver exceptional lessons?
- How should assessments be structured and why?
- Would the culture of a school influence the learning outcomes of students? Justify your answer.
- What value do parents bring to the school?
- How do you build trust in students and staff?

Answers to the above questions will help you understand how your personal beliefs on education are influencing what you do in your school.

Task 4

A principal of one school walks down the corridor on her rounds. She observes a teacher talking harshly with the students. She calls the teacher to her office and has the option of speaking in the following two ways:

Option 1: I was shocked when I saw you talking to students so harshly. Don't you know how you should talk to students? This is totally unacceptable.

Option 2: I saw you the other day anxious in class 9 and you were talking a bit louder than you do normally. Students were silent and bending their heads down. May I request you to help me understand the reason for this? Can I be of some help in this regard?

Under both options list out the value lens being used by the principal to address the staff member.

Task 5

It is important for principals to pause and reflect on their personal values and how these are perceived by other stakeholders. Develop a template that you can use to assess yourself and seek feedback from parents, students, teachers and SMC members. You could draw information from the following template:

Retrospective check on leadership values practiced

(360 degree analysis involving teachers, parents, students, SMC members, education officers, self)

Values demonstrated during the year	How was the value demonstrated	Self-Assessment	Feedback from teachers	Feedback from parents	Feedback from students	Feedback from SMC members/ other officials
Open communication						
Open-mindedness						
Fair and just						
Integrity						
Compassion and care						
Building trust						
Approachability						
Being a lifelong learner						

Key take away from learning the tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.

1.

2.

3.

4.

5.

Tutorials on Layer 2: Practicing Pedagogical Leadership

Descriptor 2.1: Engage with Teachers' Professional Development

Introduction

In this tutorial we will explore how a principal can use reflective thinking for designing an effective professional development programme and employ strategies to meet teachers' needs. This is significant as professional development improves the teaching learning process as well as the learning culture in your school. Teachers feel more empowered and confident to explore new strategies in the classroom, which result in enhanced student learning outcomes.

Resources and Tasks

Actionable 1: Ascertaining the needs for professional development through collaborative practices

If we need to start with a professional learning plan, we first need to ascertain the needs of our teachers. The first point to collect data for a needs-analysis could be to draw it from the teaching-learning process of the school. Using a collaborative approach, work with a group of teachers to co-construct a mechanism to evaluate this process. In this sub tutorial we explain how a lesson observation rubric could be developed, which could be used by both the teacher and the principal.

Deepen your Understanding

Use the links below to understand how you could co-construct a rubric that would help you assess different areas of the school, especially teaching and learning. By implementing the rubric, you will be able to identify the professional learning needs of your teachers.

[TPD layer 2_1] Assessment in Mathematics

http://www.learnalberta.ca/content/mewa/html/assessment/checklists.html

[TPD layer 2_2] What is a Rubric? by the University of Texas, Austin, Faculty Innovation Centre

https://facultyinnovate.utexas.edu/sites/default/files/build-rubric.pdf

[TPD layer 2_3] Lesson Observation Rubric

https://www.dickinsonstate.edu/Assets/uploads/files/departments/teachered/DSU%20Lesson%20Observation%20Rubric%20-%2005-12-2017.pdf

[TPD layer 2_4] 6 Tips for Giving More Effective Observation Feedback by Kate Herbert
https://blog.irisconnect.com/us/community/blog/8-tips-for-effective-observation-feedback

[TPD layer 2_5] Class Observation by Hillsdale High School

https://edpolicy.stanford.edu/sites/default/files/NEPPeerObsFeedbackProtocol.pdf

[TPD layer 2_6] How to Create Teacher Goals that Get Results by Jordan Nisbet

https://www.prodigygame.com/main-en/blog/teacher-goals

A suggested sample for assessing a teacher's delivery of content could be as follows:

Outstanding	Very Good	Good	Acceptable	Weak
Teacher demonstrates excellent subject knowledge. Provides explicitly clear explanations of accurate subject content. Teacher scaffolds learning very effectively through tasks. There is excellent use of tasks that demonstrate a visible focus on skill development.	Teacher demonstrates very good subject knowledge. Provides precise explanations of accurate subject content. Teacher scaffolds learning efficiently through tasks. There is a very good use of tasks that build skill development.	Teacher demonstrates good subject knowledge. Provides accurate subject content with not very detailed explanations. Teacher scaffolds learning adequately through tasks. There is adequate use of tasks to build skills.	Teacher demonstrates adequate knowledge. Provides basic explanation of subject content. Teacher is able to scaffold learning intermittently in the lesson. There is some building of skills through tasks.	Teacher's subject knowledge has visible gaps. Provides inaccurate explanation of subject content. Teacher is unable to scaffold learning through tasks. There is no visible building of skills in the lesson.

Other elements that would need to be added are student learning, assessments undertaken during lessons, progress made by students during lessons, development of specific skills – collaboration, critical thinking, innovation and enterprise, communication, creativity, students understanding of their strengths and areas of development.

Practice Tasks – Application in the school context

Study the various formats given to deepen your understanding. Use them to apply for the tasks and case studies provided herewith

Task 1

Let us create a more detailed rubric that is relevant to evaluate lessons in your school. The template below shows some parameters that could be used. Draw up a detailed list of what you would like to observe when you visit a lesson. Against each criterion, write down what that would look like if it were Outstanding, Very Good, Good, Acceptable and Weak practice. This will give you a rubric which can be used to evaluate lessons (teaching-learning). By using this rubric regularly, you could determine what capacity building the teachers may require based on the data collected.

Parameter	**Outstanding**	**Very Good**	**Good**	**Acceptable**	**Weak**
Subject knowledge of teacher					
Extent of teacher talk					
Level of student engagement					
Critical thinking questions					
Discussion and dialogue in classroom					
Students' taking initiative in learning					
Progress shown by students					

Task 2

Undertake a role play with a colleague. One person is the principal and the other is a teacher. The teacher comes into the principal's office after completing a self-evaluation on the lesson observation rubric. You find that the teacher has over-estimated her/ his performance. Engage in a dialogue to align the teacher's thinking with your judgement of the lesson

Elements to keep in mind when holding a dialogue with the teachers:

- You are evaluating the practice that was observed that day and not the teacher.
- Make statements that are based on what you observed. You could start by saying – The day I came to your class for a lesson observation I observed (mention what all was seen) and from these observations I believe that your practice was at a good rating rather than the outstanding that you have marked. Would you like to share the reasons for marking outstanding?
- Once the teacher has shared his/her perspective, use that moment as a coaching moment and work with the teacher to identify the pedagogical needs of the teacher.
- Make the teacher feel supported rather than s/he is being judged during this discussion.

Task 3

Develop a sample of SMART targets that you can share with your teachers. Samples given by the principal could be used to develop their own SMART goals.

Sample School level SMART targets:

- All teachers will use formative assessment in their classrooms a minimum of one time every two weeks. All teachers will keep the evidence of formative assessments digitally or as hard copies for school leaders to monitor.
- 100% of teachers will use multiple data sources (including formative assessments) to prepare their lesson plans on a weekly basis. These will be based on the identified needs of the students.

Task 4

In this task different groups could be given one case study. The participants would need to identify the training needs of the teachers in every situation. They will also design a PDP for these situations.

1. Ms Kavita Ahuja, is a teacher for last three years in a prestigious CBSE school. She teaches Science to grade 6. Her classes are interesting, effective, and engaging. Her lesson observation reports by her head of the department, mostly have A+ rating. Students' feedback about her classes is always good. Assessment data / result analysis of her class is not satisfactory. Students are often seen discussing right answers with her despite her sharing and explaining her answer key. This results in her changing marks and submitting

a new mark list to the class teacher, which irks the class teacher. Her test scores do not follow a normal distribution curve.

What would you do if you were Ms Ahuja's principal?

2. Mr. Ranjan Bhattacharya is a teacher in a prestigious school. He is exceptionally knowledgeable and takes a keen interest in the co-curricular activities of the school. But his manner with his colleagues is curt, to say the least. For some years this did not overly upset his colleagues who accepted him. They generally shrugged off his comments saying things like "Ah that is just Ranjan, don't mind him". However, in the past session a couple of team members moved on. One new teacher has been citing Ranjan's frequent unpleasant comments as a cause of many problems.

   If you were Mr. Bhattacharya's principal, what would you do?

3. Ms. Rani George dutifully goes to her class at the stroke of the bell. She has no choice but teach while her students are talking (because of the time and effort it takes to get them quiet). She has very little influence over their behaviour. She repeats and reminds her students again and again about the same things. Students often argue, complain and challenge.

   Rani walks back to the staff room after the class with the weight of the world around her shoulders. She and her friends in the staff have a notion that stress and frustration are just part of the job. The group continues in the same vain day after day and teach to a distracted, disrespectful, and inattentive audience. Hours of instructional time is still being wasted. Motivation is still low. Learning is still suffering.

   What are the training needs of Ms. Rani and her group? Write down the components, strategies, and description of a good PDP.

4. Ms. Sakina Saif had been a teacher for 20 years in a small town. She taught mathematics to class X and was also a class teacher for XA. She was regarded as a teacher who was proficient in his subject, had good classroom management and often a guide and counselor for his students. The school was good but lacked suitable infrastructure in computers/ICT. Most of the work was done manually.

   Her husband's transfer/ family circumstances brought her to a new city. Sakina decided to pursue her passion and soon got position in a new school. She liked the school the moment she entered, the vast playgrounds, smart classes, state of the art labs, staff rooms etc.

With enthusiasm, she started her classes and soon started fumbling. She was not able to use the vast audio-video repository which her parallel teachers were using successfully. Her submissions were always delayed. Often, she was seen struggling with the staffroom computers. Some colleagues offered help, if they had free time, which was not enough. She started doubting her capabilities and this impacted her classroom teaching too.

As Sakina's principal what will be your professional development plan for her

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 2: Creating opportunities for continuous and comprehensive professional learning

Once the needs of the teachers have been identified, you would need to develop a strategy for your professional development programme.

Deepen your Understanding

The resources given below help establish the need for continuous professional development of teachers.

Video Links

[TPD layer 2_7] Rethinking Professional Development for Teachers:

https://www.youtube.com/watch?v=A8mXcWtVWnM&feature=youtu.be

[TPD layer 2_8] Transforming teaching-learning process: leading teachers' professional development by TESS India

https://www.open.edu/openlearncreate/pluginfile.php/135980/mod_resource/content/5/SL08_AIE_Final.pdf

[TPD layer 2_9] Teaching and learning International Survey by OECD
https://www.youtube.com/watch?v=c4oYHLFMfGA

The following resources give an insight into the various kinds of professional development opportunities you can create for your teachers.

[TPD layer 2_10] ATA - Professional Development Activities for Teachers
https://www.teachers.ab.ca/For%20Members/ProfessionalGrowth/Section%203/Pages/Professional%20Development%20Activities%20for%20Teachers.aspx

[TPD layer 2_11] 25 Free Tools to Create Your Custom eLearning Courses by Corey Bleich
https://www.edgepointlearning.com/blog/how-to-create-your-custom-elearning-course-with-25-free-tools/

This resource provides guidelines on how to develop an e-learning module.

Practice Task – Application in the school context

Task 1

In this task, you can work in your group to develop a tentative plan that could be implemented for professional learning. Do keep the following aspects in mind when developing the plan:

1. How often PD sessions will be held?
2. Who will be the participants?
3. Which needs are being addressed?
4. Who will be the resource persons – internal or external to the school? Will you be able to collaborate with other schools in the vicinity?
5. Can PD be built into the everyday teaching learning process of the school?

Task 2

This task will help participants reflect on critical questions related to professional development. Create groups of participants. Each group could reflect on any one question that is given below. Group thinking could be shared with the larger group.

1. What motivates the teachers to join professional development programmes?
2. Do principal's lesson observations and feedback improve teaching practice and contribute to professional development?
3. Is peer observation an effective tool for professional growth?
4. Do you believe that students learn better and attain higher when teachers participate in training programmes?

6. Challenges and best possible solutions in organising professional development programmes.
7. What kind of capabilities do principals need for implementing PDPs?

Task 3

Under this task, think of any one opportunity that you would like to give teachers at your school for professional learning – for example, peer observation or teacher seminars. For your selected opportunity, draw up a plan on how you will be able to execute it in your school. Points to consider could include the points stated in Task 1 but will be more specific to your chosen opportunity.

Task 4

Research on the at least 5 external professional learning opportunities (resource persons or online modules) that you could provide your teachers that suit your budgetary requirements.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 3: Promoting reflective thinking and meta cognitive thinking practices among teachers

A critical component of professional development is when teachers reflect on their practice. They may need guided reflective practice to begin their journey. As a principal, you may have to create resources that will help them think of their practice and how it needs to change. It helps a teacher understand the need for professional learning, rather than it being a top-down approach of the school's leadership team.

Deepen your Understanding

[TPD layer 2_12] Getting Started with Reflective Practice
The resources given below provide the rationale and advantages of being a reflective practitioner.
https://www.cambridge-community.org.uk/professional-development/gswrp/index.html#:~:text=Reflective%20practice%20is%20'learning%20through,your%20students%20make%20maximum%20progress

[TPD layer 2_13] The Teacher Skills Checklist by Kappa Delta Pi (International Honor Society in Education) The resource provides an example of the skills and capabilities of a teacher.
https://www.kdp.org/resources/pdf/careercenter/Skills_and_Capabilities.pdf

Practice Task – Application in the school context

Task 1

In this task, think of all the different ways in which a teacher can reflect on her own practice. Design a reflection sheet that you would like your teachers to fill. When designing the sheet consider the following:

- How often will the teachers fill this sheet?
- What elements of their practice would you like them to reflect on?
- How could they make improvements in their teaching practice?

Task 2

Create a format that teachers can fill to track their own professional development through the course of the year.

Task 3
Deliberate on various ways in which metacognition can be used by teachers to reflect on their practice. Share the group's thinking with the larger group.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 4: Empowering teachers to become agents of change

School improvement will be accelerated if teachers undertake action research.

Deepen your Understanding

[TPD layer 2_14] Action Research: A Method for Improving Teaching and Developing School Culture by Richard Sagor
https://prizmah.org/action-research-method-improving-teaching-and-developing-school-culture

[TPD layer 2_15] Embrace Action Research: Improve classroom practice with action research ... and tell the story
https://www.thecreativeeducator.com/v07/articles/Embracing_Action_Research

Other Resource

[TPD layer 2_16] Guiding School Improvement with Action Research by Richard Sagor
https://www.questia.com/library/119456942/guiding-school-improvement-with-action-research

[TPD layer 2_17] How Principals spark Engagement _EL
http://www.ascd.org/publications/educational-leadership/oct16/vol74/num02/How-Principals-Spark-Engagement.aspx

Practice Task - Application in the school context

Task 1
You may have to design a module to build teachers' capacity to take action research. In this task think of how you can empower your teachers to undertake action research and design a training module to do so.

Task 2
How would you implement action research in your school? What steps would you take? How would you motivate a few staff members to work towards this process?

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Assessment of the Professional Development Programme at school

As mentioned in the framework, it is critical that we measure the impact of the implementation of our intent of professional development. We would need to examine whether the professional learning that has been put into place has positively impacted different aspects of a school. A few examples could be:

1. Quality of teaching-learning process
2. Quality of assessments undertaken – both formative and summative
3. Attainment and progress data of students across subjects
4. School culture

Changes in data or the lack of such changes will demonstrate the efficacy of the PD programme.

In addition, a principal could develop a template for teachers to maintain a reflective journal about the professional development they have undertaken and how it is impacting their practice. A suggestive template that could be used is as follows:

Teacher's professional development	**Measuring Extent on a five-point scale:** **1: Least** **2: Somewhat useful** **3: No change** **4: Moderately useful** **5: Highly useful**
Nature of professional development received	
Area in which professional development was received	
Duration of the professional development received	
Extent of application of the professional development in everyday schooling and classroom processes	
Changes in the behavior of students	
Changes in the learning process of students	
Changes in the learning outcomes of students	
Students' perception about the new introductions in the learning process	
Any other reflection	

Assessment could be in the form of rubric, rating scale, or a self-reflective journal, all of which have been part of this module. You and your team can co-construct these using the resources that have been shared.

Descriptor 2.2: Initiating Innovations in Schools

Introduction

In today's ever changing and dynamic world, schools are required to innovate in order to keep their pedagogical practices in alignment with evolving requirements. To enable schools to become the hub of innovation for learning, it is important to build the culture of innovation in schools. The role of the principal becomes important to lead the school, changing it into a learning organization. In this tutorial we will attempt to understand what is meant by innovation and then determine how we can create a culture of innovation.

Resources and Tasks

Actionable 1: Understanding the meaning of Innovation

To begin the journey of innovation, we need to develop a firm understanding of what is meant by innovation. Is every new idea that is generated innovation? It may not be the case. Innovations are those changes that are designed to solve a problem, have an impact and are cost-effective. Innovations are usually creative, non-traditional approaches to solve problems. Innovations cannot be made to order, but we can systematically plan for innovations with the help of teachers & students through creativity.

Deepen your Understanding

[IIS Layer 2_1] Mythili, N. (2019). "What's all the fuss about innovation in education?" Teacher Plus, a magazine for teachers, 17 (3), March 2019, pp. 52-55. ISSN: 0973-778.
http://www.teacherplus.org/whats-all-the-fuss-about-innovation-in-education/

[IIS Layer 2_2] "Knowing more about Innovations" delivered on 7 June 2019.
https://www.youtube.com/watch?v=-VdNE3z13Ws

[IIS Layer 2_3] How Innovative Education can transform India's Destiny, By Ramji Raghvan
https://yourstory.com/2017/08/innovative-education-india?utm_pageloadtype=scroll

Practice Tasks - Application in the school context

Task 1

After going through the article 'What's all the fuss about innovation in education?' written by Dr. N. Mythili, Discuss among the group members and list down differences between changes & innovations. Also explain the criteria to recognize an innovation.

Task 2

Prepare an outline of a plan to initiate innovations in your school. How would you plug the 'gap' in teaching – learning process in your school so as to foster creativity & innovations? Make a group presentation on the basis of the ideas discussed in the video 'Knowing more about Innovations'.

Task 3

Make a list of all new ideas & changes that took place in your school in the last two years with respect to student achievement/ outcomes and changes undertaken by teachers. Categories them into three groups: Creative ideas, 'new ideas' & innovations.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 2: Creating a Culture of Innovation

Now that we have a clear understanding of what is innovation, we need to start by establishing the foundations that will build a culture of innovation. A principal has to create the culture of innovation as s/he sets the expectation with respect to risk taking and developing an environment where experimentation is encouraged and appreciated. A principal can take the lead by creating a psychologically and emotionally safe environment where it is okay to experiment and fail. In addition to it, supporting a growth mindset within the institution, where teachers and students feel excited and are encouraged to innovate.

Deepen your Understanding

[IIS Layer 2_4] "Building a culture of Innovation" delivered on 14 June 2019 by Dr. N.Mythili
https://www.youtube.com/watch?v=OkErFdFO7JU

[IIS Layer 2_5] Think Global, Act Local Ignite a Culture of Innovation in Indian Schools: By Ujjwal Chowdhury
http://www.businessworld.in/article/Think-Global-Act-Local-Ignite-A-Culture-Of-Innovation-In-Indian-Schools-/03-12-2019-179718/

[IIS Layer 2_6] How to cultivate a Culture of Innovation'
https://www.edarabia.com/how-cultivate-culture-innovation-schools/

[IIS Layer 2_7] Innovation In Schools: Captain (Dr) Dinisha Bhardwaj Singh
https://www.linkedin.com/pulse/innovation-schools-captain-dr-dinisha-bhardwaj-singh/

Practice Tasks - Application in the school context

Task 1

On the basis of your reading of the article 'Building a culture of Innovation' and watching the video by Dr. N. Mythili, discuss how as an innovative leader you would like to create a culture of innovation in your school. List down at least five points.

Task 2

Recently you undertook a study with the staff members of your school regarding their capability and willingness to innovate and categorize them into four quadrants. Your main concern was addressing the teachers who were resistant although they had the capability and the second group who had less skill. Chalk out a plan to support the capacity building of teachers for innovations and overcome resistance of teachers. Make group presentation of your ideas.

Task 3

In this task think of how you can make visible to your faculty that you are keen to develop a culture of innovation. You may take the help of resources listed at No. 3 &4. You may want to consider:

- Would you need to make a vision for innovation that stems from the overall school's vision?

- Writing a school policy to this effect
- What are your expectations from teachers and students?
- What role would you play to promote this culture?

Task 4

Read the following case study:

Mrs. Venkat was very excited about trying out a new digital tool in her class. She had practiced it at home and had got the tablets from the school for her students to share. She also invited the principal to showcase her lesson. Mrs. Venkat's excitement soon died down as she was summoned by the principal, after her class. The principal mentioned how disappointed and upset she was as the tool used was inappropriate. One entire lesson for teaching learning had been compromised due to Mrs. Venkat's new ways of wanting to do things.

In the given scenario, think of:

- How would you feel, if you were Mrs. Venkat.?
- Would you be willing to experiment and innovate in the future?
- How would you conduct yourself if you were Mrs. Venkat's principal?

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 3: Expand the perspectives of teachers to implement innovative pedagogies

Innovation need not be expensive and may not need cutting edge technology. Innovative pedagogies help close the gap in equity by providing learning opportunities to children with different needs and abilities and also those having limited resources. Innovative pedagogies provide tools in the hands of teachers to enhance their teaching methods. In addition to creative utilization of existing resources the plethora of technological tools like virtual reality & augmented reality available today are transforming the teaching learning process.

Deepen your understanding

[IIS Layer 2_8] How Innovation in teaching Learning help Education leapfrog: By Lauren Ziengler & Alenjandra Paniagua
https://www.brookings.edu/blog/education-plus-development/2019/09/19/how-innovations-in-teaching-and-learning-help-education-leapfrog/

[IIS Layer 2_9] How Technology and Innovation are Transforming Paradigm in India
http://bweducation.businessworld.in/article/How-Technology-And-Innovation-Are-Transforming-Education-Paradigm-In-India-/20-04-2020-189663/

[IIS Layer 2_10] Innovative methods of teaching strategies
https://fedena.com/blog/2019/02/innovative-methods-of-teaching-strategies-that-will-help-every-teacher-in-the-classroom.html

[IIS Layer 2_11] Encourage Teachers' and Students' innovation with support of Teacher Learning Communities: By Leonor Margalef Garcia
https://core.ac.uk/download/pdf/27256597.pdf

Practice Task – Application in the school context

Task 1

On the basis of the resources provided above, as a principal how would you like to reorganize the professional development program for teachers so that they are better prepared to engage in innovative pedagogies to transform their classrooms. Discuss among your group members and give a presentation.

Task 2

You have a team of trained and experienced teachers, all classrooms have smart boards, projectors and the latest digital equipment, children have access to internet resources, your teachers are comfortably teaching in virtual classrooms. You still have some reservations:

i) Are innovations technology dependent or driven by technology?

ii) Is deep learning happening?

iii) Are teachers able to inculcate 21st century skills in the students?

iv) Why do I have a feeling that innovation is not happening?

How would you address these concerns and on the basis of your understanding explain what is wrong? Are the concerns genuine?

Task 3

Recently you came across an article in a newspaper that declared 'the children passing out of schools today will be taking up professions that do not exist today, and many traditional jobs will no longer be in existence in the near future'. This trigger you thinking, are we making our children future ready? Are our teachers equipped to teach the skills that students will require in the future? What innovative pedagogies will support such learning? Reflect on these questions, discuss with your group members and present your ideas through wall collage.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 4: Opportunities for student learning and innovation.

What students learn, determines who they become, it also defines what skills they acquire, how they solve problems, work with others and make sense of the world around them. Today's education has a crucial role to play in developing innovative and creative minds, ability to adapt to a fast-changing environment and a passion for lifelong learning.

Deepen your Understanding

[IIS Layer 2_12] The Digital Promise: Transforming Learning with Innovative use of Technology, By Jeane Wellings and Michael H Levine
https://joanganzcooneycenter.org/wp-content/uploads/2010/03/cooney_apple_whitepaper_jp10_23_09_1_.pdf

[IIS Layer 2_13] 5 Tech-Free Classroom innovations, and Ideas Getting Started: By Kyle Wagner
https://www.gettingsmart.com/2017/10/5-tech-free-classroom-innovations/

[IIS Layer 2_14] 10 ways Educators can make classrooms more innovative by Robyn D Shulman
https://www.forbes.com/sites/robynshulman/2018/11/19/10-ways-educators-can-make-classrooms-more-innovative/#60f702dd7f87

[IIS Layer 2_15] Innovative Teaching Strategies that improve students' engagement By James Davis
https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/876/Innovative-Teaching-Strategies-that-Improve-Student-Engagement.aspx

[IIS Layer 2_16] Creativity and Innovation in Teaching and Learning, Supervision and Assessment by Associate Prof. Fatimah Puteh University Technology Malaysia
https://people.utm.my/fatima/innovation-and-creativity-in-teaching-and-learning-approach/

[IIS Layer 2_17] Innovation in the classroom: Why education need to be more innovative
https://philmckinney.com/innovation-classroom-education-needs-innovative/

[IIS Layer 2_18] The Learning enterprise through Entrepreneurship Education by Swarnima Luthra (Sonia Luthra)
https://drive.google.com/file/d/1-_6rfXnX4uLva_qSKogRW-tt2NqxfR1X/view?usp=sharing

[IIS Layer 2_19] Video of Classic example of innovations in education.
https://drive.google.com/file/d/1tFhHez5O1uxgx23wGHqbgZqmtqa5Le-C/view?usp=sharing (Link not working??)

[IIS Layer 2_20] Design Thinking for Waste Management by Swarnima Luthra
https://drive.google.com/file/d/1c-HvoMsSLgvb0as_oIK54oWCBa4g8T8J/view?usp=sharing

Practice Task – Application in the school context

Task 1

Using the resources listed at number 1 & 2, discuss among group members how technological tools can be utilized to transform teaching – learning process and make classrooms innovative. List down the latest technological tools that are inspiring new ways of creating learning environment and make a group presentation.

Task 2

Make a presentation through role play how teachers can enhance student engagement by making use of innovative pedagogies and enriching the learning experience of a diverse group of learners including children with special needs or those facing learning difficulties. You may refer to ideas from the resource 'Innovative Teaching Strategies that improve students' engagement By James Davis'.

Task 3

You have proposed a plan to invest in technology in a big way including upgradation of computer lab, smart classrooms, laser printers, 3D printers and digital studio to be set up in school. You are required to make a presentation in front of members of PTA and school council. Build an argument in support of your proposal explaining 'how this shift to advanced technology & its use will prepare children for working in the real world and how it will help build 21st century skills'. Also allay their fears that you are aware that technology is not the standalone tool on road to innovation. Use resource 'Innovation in the classroom: why Education needs to be more innovative'.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks. 1. 2. 3. 4. 5.

Rubric for Innovations at School (Tick the level that best describes your school)

Advanced	Proficient	Partially Proficient	Novice
School culture supports innovation and risk taking. Teachers consistently use innovative teaching strategies that have strong impact on student learning outcomes as demonstrated by assessment records. New ideas are valued and students are challenged to connect their learning to real world.	School culture supports innovation Teachers usually employ innovative teaching strategies that enhance student learning and effort is made to quantify learning. Students are given opportunity to explore real life problems by	School culture does support creativity. Teachers continue to use traditional methods of teaching although adaptation to technology is increasingly seen in a handful of teachers. Students sometimes try out new ideas but no school wide program to support innovation or creativity is there.	There is no awareness of creativity or innovative methods. Teachers rarely exhibit any out of box thinking nor show any inclination to expand their expertise. Students are not provided any opportunity to try different methods or modes of learning. Penetration of technology is also poor.

	applying the skills learnt in class. Initiative and creativity are encouraged.		

Descriptor 2.3: Leading the Teaching-Learning Process

Introduction

"Student achievement in a school almost never exceeds the quality of leadership and management and improvements in performance almost never occur in the absence of leadership." - F. Wheelan, 2009

The principal acts as a "Chief Learning Officer" encouraging the Continuous Professional Development (CPD) of teachers. Peer learning among teachers through observing each other's teaching practices may be consciously practiced in the school. It builds a culture of acceptance of each other's worth and competence. Microteaching, simulation of classroom Teaching-Learning and giving and receiving feedback from each other are few practices which can aptly fit the role of leading TLP for the principal.

Resources and Tasks

Actionable 1: Developing a shared understanding of Teaching-Learning

In order to develop a shared understanding of Teaching-Learning, the principal should be able to envision and share a compelling vision of the school – one that's clearly understood and is the 'glue' that holds everyone together. Underpinned by the School's values, philosophy and ethos, the vision and aspirations need to be optimistic and based on a 'growth mindset' philosophy. The leadership needs to have a collaborative and democratic approach, rooted in trust and commitment to achieve excellence. The Learning Outcomes in all domains must be known to all stakeholders. There must exist a clear view of pedagogy that promotes expert teaching and enquiry-based learning. A variety of learning technologies and resources are used effectively across the curriculum so as to encourage independent thinking and learning and leads pupils to assume responsibility for their learning and behavior as also build 21st century skills. A systematic review procedure of the curriculum implementation leads to regular modifications and upgradations in the entire process.

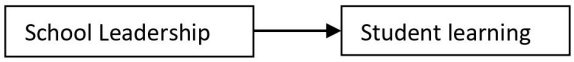
Deepen your Understanding

[LTL Layer 2_1] Talk about Visible Learning and Feedback by John Hattie
https://www.youtube.com/watch?v=Vpq09eY4pZo
You can go on to read more about John Hattie's research on Visible Learning and Student Outcomes in the book *Visible Learning by John Hattie.*

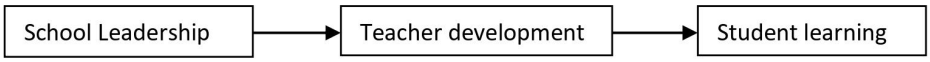
[LTL Layer 2_2]

Effects of School leadership on student learning: Conceptual Models Scholars have also undertaken studies related to understanding the diverse effects of school leadership. Four important effects are identified. (Viviane Robinson, 2008) identifies four models of leadership effects. (Refer to Part 1 of the handbook for in-depth explanation, pages 15-18). They are:

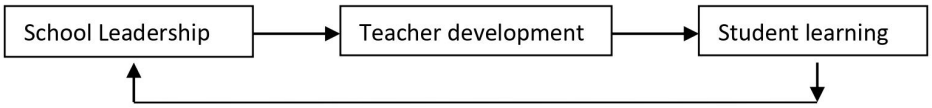
Direct effect: School leadership influences student learning.



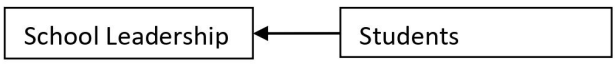
Indirect / mediated Effect: School leadership influences student learning *through* teacher quality. There can be many complex ways in which this mediation can take place other than the teachers, namely, system level officials in different leadership positions, and leaders evolving and implementing education policies and programmes.



Reciprocal Effect: School leadership influences students (learning). In-turn students (learning) influence changes in the school leadership.



Inverse Effect: Students/teachers influencing the School Leadership



Also listen to the video for a detailed explanation by Dr. N. Mythili on "Effect of School Leadership on Student Learning". https://www.youtube.com/watch?v=mqzg64U5Fhw

[LTL Layer 2_3] The impact of leadership on student outcomes: Making sense of the evidence by Viviane Robinson (2007)
https://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=research_conference_2007

[LTL Layer 2_4] Classroom activities for critical thinking
https://www.youtube.com/watch?v=azf2UP9_vnY

[LTL Layer 2_5] 21st Century learning skills
https://www.youtube.com/watch?v=ixRBjEW_sFs

[LTL Layer 2_6] CBSE Webinar on Experiential Learning, 7th July, 2020
https://www.youtube.com/watch?v=Kux52lY3Pek

Practice Tasks – Application in the school context

Task 1

As a principal go through 'John Hattie's' video. Also read his research in his book 'Visible Learning' by John Hattie.

Conduct a workshop for your teachers on John Hattie's research on Visible Learning and Student Outcomes.

Ask teachers to reflect along these lines:

(i) What do you do that has the most impact on student outcomes?
(ii) What instructional practice has the least impact on student outcomes?
(iii) What would you change in your instructional practice so as to maximize your impact on student outcomes?

Task 2

After reading and listening to the video 'Effect of School Leadership on Student Learning', work in groups to identify the areas where principals have direct effect and indirect or mediated effect. Use the following table.

Areas of direct intervention of the principals in the school	**Why**	**How**

Areas of indirect intervention of the principals for improving student learning	Through whom is the indirect intervention mediated?	How does mediation take place?	Reason for mediation through a person / process by the principal

Demonstrate the nuances of mediated effect through a role play using one of the areas identified. Also use the results of these activities to sensitise the Educators (Principals/Teachers). Specifically, Educators have to ponder over situations where students have influenced their leadership practices first, even before they thought of making changes in the school.

Task 3

On the basis of the understanding that you developed while doing Task 2, answer the following questions:

- How does mediated effect of principal hasten the process of leading teaching-learning process in the school?
- Why should principal directly lead the Teaching-Learning process in the school? What are the advantages and challenges?

Task 4

The Experiential Classroom

After watching the video on Experiential Learning, it is suggested for the principal to undertake the following task. Once every week or every month, the Pedagogical Leader / the principal must organize the Experiential Classroom. Experiential Classroom is a simulation of a Classroom setting that provides educators an opportunity to get together once in a week to participate and observe a real time lesson taught by a colleague. It is a space for collective thinking and reflection on school's pedagogical practices.

A teacher plans her 40 minutes lesson, delivers it to her students while all her colleagues observe the lesson delivery. Teacher is assessed on the basis of class observation criteria developed by the principal and school's academic team (every school principal may create criteria on the basis of their expectations from their teachers and the pedagogy to be followed) to ensure excellence in the quality of teaching - learning. Teacher is then given feedback on the conduct of her class in a non-judgmental and free-thinking environment. He/she is not only celebrated and acknowledged for the good practices but also benefits from valuable suggestions and ideas. This practice has the potential to tremendously empower teachers to be creative and thorough with their lesson plan and delivery and it also establishes the importance of candid and critical peer feedback in order to grow and improve.

It creates multiple opportunities for teachers to

- Showcase their best practices
- Solicit and benefit from candid feedback
- Take away learning from exemplar practices
- Consolidate and reiterate the parameters of good teaching learning practices.

Task 5

Reading Together

The Pedagogical Leader, in consultation with the avid readers of the School, mindfully chooses at least one good book for the entire Teaching team to read together. The book must be one that is in sync with the school's vision, values, philosophy and ethos and read by all and collectively discussed on one Saturday/ weekday / *"Progress Day"* every month if possible. It is a good idea to gift such books to Teachers every **"Teachers' Day".** This would create great possibilities to develop a shared understanding of Good Teaching Learning practices.

Some possible examples of books to read together are:

- Visible Learning – *John Hattie*
- Divasvapna – *Gijubhai Badheka*
- The Seven Habits of Highly Effective People - *Steven R. Covey*
- The Art of Being a Brilliant Teacher – *Gary Toward, Chris Henley and Andy Cope*
- Creating Cultures of Thinking – *Ron Ritchhart*

Task 6

Create Opportunities and spaces for teachers to learn together

Organize relevant workshops / training programs for teachers on various facets of Teaching Learning as part of your Annual Continuous Professional Development plan.

Some examples of workshop themes-

- Building 21st Century Skills
- Creating Happy Classrooms
- Classroom Management
- The Art of making Good Questions

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
1.
2.
3.
4.
5.

Actionable 2: Create a conducive environment for learning

Leading for learning happens best when the principal is able to create an optimistic, lively, energizing environment to maximize the efforts of members of the school community. Further the leader must be reflective him/herself and open to learning, from difficult situations and mistakes. S/he must discuss with and encourage teachers to identify areas of the school where change could be brought through **'Action Research'** and develop teachers capacity to undertake Action Research. The Leader must believe that well prepared and motivated teachers are the most important variable in ensuring reforms succeed and that she needs to create a synergistic ecosystem. She must promote collective Lesson Planning. The same can be done online (using Google Docs or Microsoft Word on One drive etc.) This eliminates the need for Teachers to stay back after school very frequently to make lesson plans. The School Leadership must focus on Learning Outcomes and use Learning Outcomes to encourage students to reflect on their own learning.

Deepen your Understanding

[LTL Layer 2_7] Mythili N (2017). Does School Leadership matter for Student learning? A case study of Sikkim. Indian Educational Review, Vol.55(2)
https://ncert.nic.in/pdf/publication/journalsandperiodicals/indianeducationalreview/IER_July_17.pdf

[LTL Layer 2_8] Collaborative lesson planning
https://tdtrust.org/2012/10/24/collaborative-lesson-planning/

[LTL Layer 2_9] Developing Teacher's capacity for Action Research – from first steps to Mentoring by Dr. Richard Smith (Webinar organized by British Council)
https://www.youtube.com/watch?v=oWKxmQDi5hU

Practice Tasks – Application in the school context

Task 1

Dr. Mythili, has tried to capture the way in which school leader leads the school in Sikkim state. In this study, the practice-based approach to Leadership for Learning has been evidenced. One of the important findings is that Teachers' Professional Development undertaken by the principal within the school is associated significantly with shared vision, school climate formation and children's focus. In turn this has influenced school's culture and climate especially in terms of adopting people-centered approaches and practicing leadership values. All these contribute to strengthening the mediated effect of principal's leadership for student learning.

In the light of these findings, try to relate and reflect on how your own practices in the school as pedagogical leader as having direct and mediated effect for ensuring students' learning.

Task 2

Having read the article on School Leadership practices in Sikkim, ponder over resolving an issue in the form of role play, group presentation or creating a wall display using an extreme situation or an adversity presented here:

A school is infamous for its in-school clashes among teachers. Teachers are not going to classrooms to teach children. This is getting flashed in the local media news frequently. This school slowly started to be considered for punishment transfers despite the fact that the school has all facilities in terms of infrastructure, teaching aids, lab, cooperative community, etc.

Block education officers and district officers could not do much. As the principal, how can you change the school's ethos and environment for learning?

Task 3

Organize an Annual Award Function for Teachers on Teachers' Day or any other special occasion to felicitate teachers who demonstrate 'Teaching Expertise' and for those who demonstrate 'Learning Expertise' consistently. Such incentives will help create Self Directed Learners among your teachers.

Task 4

Having watched the video on collaborative lesson planning, try creating collaborative Lesson Plans using shared documents eg. Google Docs or Microsoft Excel Online to facilitate teacher development in this domain.

Task 5

Create success criteria for students to reflect upon and measure their own learning. Teachers can do this by converting Expected Learning Outcome statements into criteria for measuring the student attainment of the outcome.

Here is an example from Class VII, Science:

Expected Learning Outcome: To distinguish between plant cell and animal cell.
Success Criteria [For the learner to self-assess]

I am able to distinguish between plant cell and Animal cell

a. *Yes, I can*
b. *Somewhat, I have a few doubts*
c. *No, I need help*

Task 6

Discuss with and encourage teachers to identify areas of the school where change could be brought through Action Research. Make this change possible through an actual Action Research. Teachers have to be taken through the following distinct steps of Action Research:

- The teacher identifies a problem in the classroom/school.
- The teacher thinks about possible solutions.
- The teacher implements the solution and collects associated data

- He/she analyzes data and comes up with conclusions about the solution
- Teacher documents the research and its major findings

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
1.
2.
3.
4.
5.

Actionable 3: Encourage teachers to become reflective practitioners

Effective School Leaders are able to create a self-evaluating culture where collective reviews, classroom walkthroughs and micro teachings are used as opportunities to increase the collective wealth of intellectual curiosity leading to consistent striving for betterment and high benchmarks. Such a school, with a continuous process of reflection, practices appreciative enquiry by distinguishing the best of *"What is"*, fostering a dialogue for new knowledge around *"What should be"* and creating a vision for *"What will be"*. The Reflective principal will use external critical friends, including peer schools of the circle of influence/Sahodaya/Hubs of Learning (refer page 63, Section 3.2, Clause 16.1.3 on Sahodaya Schools Complex envisaged in 'Pedagogical Handbook for Teachers' published by CBSE to provide an open and rigorous reality check.

Deepen your Understanding

[LTL Layer 2_10] Reflective Teaching by Prof. Nicos Sifakis
https://www.youtube.com/watch?v=UzRe36gHBeo&t=4s

[LTL Layer 2_11]

Read this best practice from a CBSE School, where the culture of Reflective Thinking and Metacognitive practices have been stitched into the school culture for more than 2 decades. The Classroom Observation or the *Classroom Walkthrough* as it is called feeds directly into the Teacher Development Plan.

Classroom Walk-through

The School Principal and Academic Head regularly visit classrooms to observe the process of Teaching-Learning. Each Head of the Department, Coordinator as well as Academic Head are required to observe two classes a day. They evaluate the teaching session on the basis of 28 criteria divided under the following major categories

1. Classroom Management
2. Planning
3. Behavioural Climate and Student Engagement
4. Instructions and Questions

[LTL Layer 2_12]

Subsequently, 'Classroom Walkthrough Proforma' (given in LTL Layer 2_12 in Resources for Tutorials for Layer 2.) is filled by the observer and shared with the teacher. Teacher responds to the comments and questions of the observer. She reflects on the given feedback under the section 'Teacher Development Plan'.

Feedback and Teacher Development Plan

Teacher is then invited for a one on one 40 minutes feed-forward session with the observer during which, teacher and observer reflect and converse about the observed classroom transaction in an extremely cordial and non-judgmental environment. The conversation is structured around a document titled *Teacher*

[LTL Layer 2_13]

Development Plan (given in LTL Layer 2_13 in Resources for Tutorials for Layer 2. which consists of questions that observer and teacher would need to answer. Teacher reflects upon strategies to build upon her areas of strength and set herself further goals to achieve. With the Observer's help, she also identifies her scope for improvement and creates a robust time bound action plan to address her shortcomings. She is supported by her peers and Head of the Department and held accountable to achieve her goals by the observer in a stipulated period of time.

Observer visits the teacher's class again to assess the achievement of her set goals.

This practice has led to substantial and visible improvement in:

1. Teacher's awareness of self – her strengths and weaknesses
2. Teacher's understanding of criteria that make for an effective learning session
3. Quality of Teaching learning in the school
4. Culture of peer learning and evaluation
5. Culture of receiving and delivering constructive feedback

[LTL Layer 2_14]

Developing Teacher Expertise

Carefully read the following statements

1. Access to expertise (whether inside or outside) accelerates learning
2. It takes expertise to make an expertise

According to Bransford and Schwartz (2008), there are two kinds of expertise, *namely*, learning expertise and teaching expertise.

***Learning Expertise*:** It is the degree to which would-be experts continually attempt to refine their skills and attitudes towards learning. Skills and attitudes include practicing, self-monitoring, finding ways to avoid plateaus and move to the next level. It is about how quickly one moves from being a novice to an expert on a continuum. It depends on how open the person is for public scrutiny and critical feedback in a coaching relationship.

Teaching Expertise: It refers to the variety of forms including coaching but not limited to coaching. It underlies the argument that simply being an expert in something does not guarantee that one is also good at teaching that expertise to others.

Source: Branford, J., and Schwartz, D (2008). *It takes expertise to make expertise. Some thoughts about why and how and reflections*. Seattle: LIFE (learning in informal and formal environments) Centre, University of Washington.

Practice Tasks – Application in the school context

Task 1

Try to create a Classroom Walkthrough Proforma that suits your school context.

Task 2

Here are some Reflection Questions for you to reflect over and respond to:

(i) Think of at least 5 key tasks you have executed over the last 2 working weeks that were related to leading Teaching – Learning.

(ii) Reflect on which 2 activities had the most influence on the quality of Teaching and Student Learning.

(iii) Reflect on your typical working week – What proportion do you think is spent on Leading Teaching –Learning?

Task 3

List down the various forms of 'Learning' & 'Teaching' Expertise that you witness around your school. Support your observations with evidence.

Task 4

Do you agree/disagree with the statement that 'Teaching and Learning is a bi-directional feedback cycle – students learn from teachers and teachers learn from students.' Support your answer with reasons, explaining why you think so?

Task 5

On the basis of the understanding that you have developed, here are two case studies for you to reflect upon.

Case Study 1: Mrs. Gupta has been teaching Art for the last 16 years. She takes great pride in her work and her students' work adorns the walls of the school. Of late she has lost her spark, her classes are unenthusiastic, complaints of indiscipline from her classes are increasing. Her work is usually shabby and she avoids taking any initiative. When almost all subject teachers started using digital content through smart classroom, Mrs. Gupta started feeling more alienated as she holds the view that technology kills creativity. A young art teacher Mr. Shantanu recently joined the school, he loves to work with computer animation and very soon has built quite a fan following. Now Mrs. Gupta is feeling more resentful and keeps finding fault in his work. Suggest measures to help address the issues plaguing Mrs. Gupta and motivate her to take responsibility for her professional growth.

Case Study 2: During class observations you notice that some teachers are really effective in delivering instructions, their classes are also more interactive and they have few complaints regarding student behavior. As a principal you want to start a mentorship program in your

school to utilize the talented pool of teachers to mentor other teachers. All teachers will in turn observe each other's classes, note down strengths and areas of improvements and then have discussion meetings. This will open a dialogue of reflecting upon their practices and learning from each other and sharing ideas. Draw a plan to roll out the mentorship program and formulate guidelines for class observations and feedback mechanism.

Task 6

CBSE's Handbook for Teachers (2019) discusses in depth the self-evaluation for teachers. Refer to section 2.2 page 42 in this regard where the framework for self-evaluation is given. How will you facilitate the process of self-evaluation by your teachers? Share your thoughts on how this self-evaluation of teachers will help in strengthening the culture of learning in the school? How would you utilize this opportunity to create a climate of active and collaborative leaning for teachers?

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
1.
2.
3.
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Actionable 4: Build teacher competency in using data to inform Teaching Learning Process.

Schools gather several types of data that could be used in a variety of 1ways. The school results/ results of national level assessments help understand the overall performance of students in comparison to state level or city level schools or overall Board results. Class-wise results help teachers know about student performance across grades. Individual assessments provide teachers valuable insight about the progress of each child towards learning goals, student support needs, effectiveness of the curriculum and teaching strategies. Similarly, classroom observations, feedback gathered from parents & students provide information about the teaching quality and effectiveness of teaching strategies employed by the teacher and understand training needs. Thus, collecting, recording, analyzing and interpreting data is an

important competency for enhancing the efficacy of teaching learning process and an important tool for evidence based informed decision making.

Deepen your Understanding

[LTL Layer 2_15] Building Teacher Competency using Data to Reform Teaching process by Educational Initiatives
https://youtu.be/oK3bjjq1VxE

[LTL Layer 2_16] How data help teachers by Data Quality Campaign
https://www.youtube.com/watch?v=cgrfiPvwDBw&t=20s

[LTL Layer 2_17] Data : It's Just Part of Good Teaching by Sherman Elementary, Rhode Island
https://www.youtube.com/watch?v=usbud9ZFaEA&t=46s

[LTL Layer 2_18] Using data to improve the quality of education by Learning Portal
https://learningportal.iiep.unesco.org/en/issue-briefs/monitor-learning/using-data-to-improve-the-quality-of-education

[LTL Layer 2_19] How Classroom Assessments Improve Learning by Thomas R. Guskey, Educational Leadership, ASCD's flagship publication, February 2003, Volume 60,Number 5
Using Data to Improve Student Achievement Pages 6-11
http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx/
Using student achievement data to support instructional decision making

Practice Tasks – Application in the school context

Task 1

As a principal, identify the different types of data crucial for analysis and making decisions for improving student learning. Also, list the ways in which the results of the analysis can be used to improve student learning. From here, you can further engage with the process of setting higher expectations for learning.

Different types of data that gets generated in the school normally	Purpose of data collected	Its relevance for improving student learning	Proposed method of using the results of data analysis	Higher expectations set for creating learning environment

Task 2

Consider the school results obtained in classes X and XII during CBSE board examination for three continuous years as the data. Similarly, consider the data related to infrastructure development, outcomes in sports arena, work with CWSN (Children With Special Needs), Creating entrepreneurial mindsets, Students choosing higher education option on basis of their aptitude and strength, teacher professional development programs undertaken, outcomes of PTA meetings and SMC meetings, policies and directives from CBSE board in these years. Find out the influence of these on the changes that your school has witnessed and how it has influenced student outcomes in the last three years. Present your findings.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks. 1. 2. 3. 4. 5.

Assessment of the Teaching Learning Process at school

It is important to assess the teaching learning process at school to receive valuable feedback in order to improve the student learning and modify instruction. Depending upon your need and context, device a checklist or a suitable assessment tool to evaluate and assess the Teaching-Learning process at your school. You may use the following to bring about a transformation:

Transforming Teaching and Learning	Expect high quality teaching and learning
	Create a culture of joyful learning
	Encourage teachers to facilitate student learning and develop 21st century skills
	Ensure all learners engage in rigorous, relevant and student-centered learning experiences
	Observe teaching practice and provide actionable feedback for professional learning

	Become literate as a leader of digital learning environments
	Develop teachers' skill to interpret student performance data to improve student learning
	Ensure alignment of standards, curriculum, teaching, assessment and professional learning

Descriptor: 2.4. Developing a Learning Culture

Introduction

Shaping a school's culture is one of the most powerful methods available for a principal for impacting the teaching-learning process. Principal, as a school leader, is instrumental in establishing a school's culture, especially for learning. By school culture it is meant the subtle and implicit ways that cannot be built in isolation by one person but needs the collaborative support of all teachers, students and parents. Trust building and reposing trust in others play a significant role in establishing the culture of the school. In this tutorial we will detail how a principal can enhance the learning culture of the school.

Resources and Tasks

Actionable 1: Creating the 'social glue' by building a culture of trust and self-improvement.

A strong and enabling school culture forms the bedrock of an environment in which students flourish and learn exponentially. One of the first steps towards creating a positive and vibrant school culture is to build trust within the school community. Trust and respect allow for a psychologically and emotionally safe environment for students and staff to experiment and learn through discovery, failure and curiosity. This provides the 'social glue' that keeps the team together to work cohesively, leading to school improvement.

Deepen your Understanding

The resources given below help understand the significance of trust in a school by the leadership team and how trust can be built.

[DLC Layer 2_1] The Trust Factor by Jane Modoono, Educational Leadership, ASCD's flagship publication, May 2017, Volume 74, Number 8 Lifting School Leaders

http://www.ascd.org/publications/educational-leadership/may17/vol74/num08/The-Trust-Factor.aspx#:~:text=Principals%20can%20also%20build%20trust,to%20show%20compassion%20as%20well.

[DLC Layer 2_2] 5 Ways Principals Can Build Trust by David Franklin
https://principalsdesk.org/2017/12/04/5-ways-principals-can-build-trust/

[DLC Layer 2_3] VOICES - Let's get specific about how leaders can build trust by The Learning Professional, a journal of the Learning Forward, December 2018, Volume 39, No:6
https://learningforward.org/journal/december-2018-volume-39-no-6/lets-get-specific-about-how-leaders-can-build-trust/

[DLC Layer 2_4] Habit 5: Seek First to understand, Then to be Understood by Dr. Stephen R. Covey
https://www.franklincovey.com/the-7-habits/habit-5.html

[DLC Layer 2_5] 7 Ways to Build Trust with your Community by Thomas C. Murray
https://www.thomascmurray.com/blog/communitytrust

[DLC Layer 2_6] 4Vital Signs for Identifying and Assessing Trust in Schools by Jennifer Abraham
https://www.eschoolnews.com/2017/11/20/hey-educators-trustworthy-take/

[DLC Layer 2_7] Building Trusting Relationships for School Improvement: Implications for Principals and Teachers by Northwest Regional Educational Laboratory
https://educationnorthwest.org/sites/default/files/trust.pdf

Practice Tasks – Application in the school context

Task 1

Based on the readings given in the section on deepening understanding, in this task, reflect on your school's culture. Write down all the elements of the school's culture that enable and enhance learning. Also detail elements of the school's culture that may hinder the learning at your school. Discuss this within your group.

Task 2

Identify ways in which you can build trust and respect in your school. You may want to consider how to build strong relationships, body language, tone and tenor of communication and policies etc.

Task 3

Work in pairs for this role play. One person is the principal and another a teacher. The teacher has misplaced the answer script of one student and the parent is very angry. How will you handle the situation when the teacher comes into your office to let you know of the situation?

Task 4

Develop the items of a Student Survey that you can administer with the students to understand the teacher-student relationship at school. Think of including the following points:

- Do you have an adult in school that you trust?
- Do students believe that teachers are concerned about their welfare?
- Do students feel safe in school?
- Do students have a positive attitude towards teachers?
- Do students believe that teachers listen to them and their concerns?

Task 5

Teacher wellbeing is critical to the teaching learning and positive culture of the school. It strengthens a sense of belonging. Happy teachers create a happy school. In this regard, what measures can you put into place to enhance the wellbeing of your staff. You may consider how you could:

- Commence an employee engagement committee
- Enhance distributive leadership
- Build a 'psychologically and emotionally safe' the school
- Involve teachers in decision making

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks. 1. 2. 3. 4. 5.

Actionable 2: Developing policies and systems that support a culture of learning by including all stakeholders.

One of the first steps towards creating a culture of learning is to develop policies that support it. Policies will establish the framework within which students and teachers will function. These will establish the boundaries within which the school community learns.

Deepen your Understanding

The resources below provide an explanation of what an Open Door policy is and how it can be created in a business setting. However, this can be applied to the school setting.

[DLC Layer 2_8] Open Door Policy by Susan M. Heathfield
https://www.thebalancecareers.com/open-door-policy-1918203

[DLC Layer 2_9] 3 Steps to Establishing an Open Door Policy that Really Works by Abe Turner
https://www.insperity.com/blog/3-easy-steps-establishing-open-door-policy-really-works/

[DLC Layer 2_10] 5 Tips for Writing Meaningful Policy and Procedures for Schools by Derick Meador

The resources below help you understand how to write policies for different areas of the school which can be co-created with your faculty.

https://www.thoughtco.com/draft-effective-policy-and-procedures-3194570

You could view a few sample policies of schools on their websites.

Practice Tasks – Application in the school context

Task 1

In this task attempt to write your school's policy on Instructional time.

When framing a policy do keep the following points in mind:

- What is the rationale or purpose of the policy?
- Who is the primary audience? (Who needs to follow the policy?)
- In what situation(s) does this policy not apply?
- What are the major conditions or restrictions?
- What is expected of the staff or student?
- Are there exclusions or special situations?

Consider the following rules when drafting a school policy

- Sentences and paragraphs must be clear and understandable for the given audience.
- Use strong action words (will, must, are responsible for, etc.). Do not use "shall" in the policy as it does not emphasize what behaviour must be.
- Do not include the procedure for implementing the policy.
- Keep the policy short and concise, so that it is easy to read and understand.
- Share the policy with the larger school community.

Task 2

In your groups read the following case studies and answer the question that follows:

You are an observer at a school. During your learning walk around the school you notice that a large number of teachers amble along to class. Many of them are late to reach class and even after that they take time to start the lesson. Enthusiastic students who wish to ask questions are asked not to disturb the class as teachers are busy delivering their lessons. On flipping through a few notebooks, you find that there is inadequate written work and, in many notebooks, corrections have not been done for a few months. Where corrections have been undertaken, you have spotted spelling mistakes. On engaging with students, they tell you that many a times teachers do not take class as there is a staff meeting. They also confirm that lessons are boring and dull. They do not inspire them to learn. However, most students spoke highly of the music teacher who has recently joined the school as he makes lessons very interactive, fun and engaging. In the words of one student – "time flies in Mr Chattopadhyay's class".

As an observer, what feedback would you give the Principal and what advice would you give the Principal about learning culture of the school?

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 3: Keeping students at the heart of the learning culture.

The primary goal of every educational program is to improve the quality of student's educational experience and improve student outcomes. As educators we need to prioritize our goals as to what it is that must be learnt. These would include content, skill sets, behaviour outcomes, dispositions and fluencies needed for future success of students. Once these core competencies are identified the next big step is deciding how best to ensure student learning takes place, how to assess that learning, how to communicate the learning outcomes to parents and how best to utilise student data as source of feedback to further improve student learning. In short, the success of the entire teaching-learning process hinges on student attainment and progress and planning for it. In this tutorial we will explore ways and means to increase student engagement.

Deepen your Understanding

[DLC Layer 2_11] Questions at the heart of learning by Nigel Coutts
https://thelearnersway.net/ideas/2016/10/23/questions-at-the-heart-of-learning

[DLC Layer 2_12] The Heart of Learning: Compassion, Resilience and Academic Success by Washington Office of Public Instruction & Western Washington University
https://youtu.be/NHX2GH57qFU

[DLC Layer 2_13] Four Inquiry Qualities At The Heart of Student-Centered Teaching by Mindshift, a podcast of KQED
https://www.kqed.org/mindshift/51580/four-inquiry-qualities-at-the-heart-of-student-centered-teaching

[DLC Layer 2_14] 8 Pathways to Every Student's Success by Marilyn Price-Mitchell
https://www.edutopia.org/blog/8-pathways-every-students-success-marilyn-price-mitchell

[DLC Layer 2_15] Learning to, learning about and learning through – The heart of equity in our schools

https://www.edutopia.org/discussion/learning-learning-about-learning-through-heart-equity-our-schools

Practice Task – Application in the school context

Task 1

After going through the resources [DLC Layer 2_11] 'The questions at the heart of learning' and [DLC Layer 2_13] 'Four inquiry qualities at the heart of student – centered teaching' list down the strategies and activities that are undertaken in your school to promote inquiry-based learning and problem-solving skills. Make a group presentation of all the ideas collected after discussion.

Task 2

Besides the learning of core academic subjects, it is equally important to lay stress on the socio-emotional development, co-curricular activities, sports and fine arts. Develop and present a skit highlighting how best to integrate socio-emotional skills, sports, fine arts and co-curricular activities with academic subjects. The skit should also depict the outcomes of such a program and how it may lead to better academic success. You may use ideas suggested in the resource [DLC Layer 2_12] 'The Heart of Learning: Compassion, Resilience and Academic Success'

Task 3

Reflect on the vision & mission statement of your school and the philosophy of your school and answer the questions:

1. How does the school philosophy define 'failure' and 'success'?
2. How is student data utilized to track progress of students and identify those needing support?
3. What steps are taken to ensure a student progresses at school?
4. What are the skill sets and core competencies that are an integral part of student learning in your school?
5. How impactful are the school's current teaching strategies in fostering 21st century skills among students?
6. What changes according to you need to be made to make learning more student – centered?

Take the help of resources [DLC Layer 2_14] '8 pathways to every student's success' & [DLC Layer 2_15] 'Learning to, learning about and learning through – The heart of equity in our schools' while answering these questions and make a group presentation using collage, songs, poems or role play.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks. 1. 2. 3. 4. 5.

Actionable 4: Encouraging teachers to deepen learning.

An enabling culture of a school helps students to learn in an environment in which they feel safe and secure. The culture also supports teachers to try new strategies to foster the spirit of learning and develop 21st century skills in students. A deep culture of learning is developed when the principal sets high expectations in the school, both for students and teachers.

Deepen your Understanding

These resources will help understand the need for a growth mind-set and setting high expectations from students.

[DLC Layer 2_16] Developing a Growth Mindset in Teachers and Staff by Kieth Heggart
https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff

[DLC Layer 2_17] What does it mean to have high expectations for your students by Ignacionacho Estrada
https://thehighlyeffectiveteacher.com/what-does-it-mean-to-have-high-expectations-for-your-students/

[DLC Layer 2_18] 21st Century Skill Handbook by CBSE

These resources will guide on 21st century skills - Teaching 21st Century Skills
http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf

Practice Task – Application in the school context

Task 1

You are invited as the Chief Guest to a school. When you walk through the corridors of the school, you are elated as you think, "wow, the expectations of teachers are very high in this school."

List all the things you have observed in order to reach this conclusion.

Task 2

In your groups design at least 2 tasks that you can give students in your subject. These tasks should focus on building 21st century skills in your students. For example, if you ask students to analyse a case study in a group then you are building their critical thinking and problem-solving skills and communication skill. In another activity you could ask students to do a role play. Here, you would build creativity and communication skills. One student could be the director who will build on his/her leadership skills.

Task 3

In this task you will reflect on the sources of data and how they are used in your school.

1. Think of all the sources of data that you have in your school. Example, student outcomes, data on teachers, leaders.
2. Classify them into external sources (for example CBSE results or ASSET results) or internal sources (school-based examinations).
3. Think of why each set of data is being generated in the school.
4. Who can access the data?
5. Who and how is the set of data being used? For example, is the data being used to:
   (i) provide support to students who need it?
   (ii) help students understand their areas of strength and difficulties
   (iii) improve teaching and learning
6. Is there a collaborative approach towards understanding data?

Task 4

In this task work with your group members to design a reflective sheet that students can use to have a deeper understanding of themselves. Areas to include in your design could be:

- Identifying areas of strengths and difficulties, both in terms of content and skills.
- What areas would students need support in?
- What goals would they like to set for themselves?
- How would they achieve these goals?

- How do they like studying?
- What are their interests?

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 5: Parents as active partners in the educational journey of their child.

Parents need to be encouraged to be active partners in the educational journey of their child. A child's education is not just the responsibility of the school, parents are equally important. Many schools restrict the involvement of parents to attending school functions and events. By opening the doors to parental engagement, parents are able to see, first-hand, the philosophy of the school and how their child learns. It builds bonds, trust and respect between school and home, resulting in the child thriving and flourishing.

Deepen your Understanding

The resources given below amplify the need for and the ways in which a school can encourage parents to be partners in their child's educational journey.

[DLC Layer 2_19] 3 Ways to Engage Families in Student Learning by Audrey Campbell
https://www.turnitin.com/blog/three-ways-to-engage-families-in-student-learning

[DLC Layer 2_20] How Parent Involvement Leads to Student Success by Waterford.org
https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/

[DLC Layer 2_21] The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review by Prof. Charles Desforges
https://www.nationalnumeracy.org.uk/sites/default/files/the_impact_of_parental_involvement.pdf

Practice Task - Application in the school context

Task 1

In your groups think of the activities you are currently undertaking to engage parents. After sharing these activities, design a parental engagement calendar for your school.

When designing the calendar, keep in mind the following:

- Are you engaging parents beyond attending parent-teaching meetings and school functions?
- Different parental engagement activities could be thought of for different age groups.
- How often would you engage parents in an academic year?
- What are the different areas in which parents can be engaged?
- Which grade parents would be focused on for different activities?

A sample of how this calendar could be developed is as follows:

Month	***Week***	***Proposed Activity***	***Grades***
April	*3*	*Parents' Day Out*	*KG1&KG2*
April	*4*	*Parent support group meeting*	*All grades*

Task 2

In this task design your parent support group. This would be a group of parents who work alongside the school team to ideate, support and strengthen school systems and procedures.

Key elements to consider include:

- Which parents would you include?

  You may want one parent from every grade, parents should have been with the school for 2-3 years, parents could be chosen from different professions etc.
- How often would the group meet with the school's leadership team?
- What would the areas of support that the school would require from parents?
- How would the school disseminate the minutes of these meetings to all parents?
- How will suggestions and ideas get actioned?

Task 3

Another way to make parent voice heard is by asking them for feedback. Design a survey that you may administer within your parents so that you are able to discern the areas that the school needs to focus on.

A few of the areas that could be included in the parent satisfaction survey are:

How satisfied are you with:

- Your child's progress?
- The leadership team of the school?
- The communications from the school?
- Teaching learning process?
- Corrections undertaken by faculty members?

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Assessment of creating a learning culture

As mentioned in the framework, it is important to assess the school's learning culture. This can be undertaken once a year keeping in mind that culture takes a long time to change as we are addressing assumptions and mindset. You could co-create a mechanism through which the school's learning culture is evaluated. A sample rating scale is given below:

Rating scale to assess the learning culture at school

Mark all statements on a scale of 1 – 4.

1. *Strongly disagree*
2. *Disagree*
3. *Agree*
4. *Strongly agree*

- Teachers have high expectations of students.
- Students and teachers believe that they learn and work in safe environment where they are supported and respected.
- Students are given opportunities to self-learn.
- It is okay to make mistakes in the learning journey.
- Students are challenged with tasks that develop 21st century skills

You could use this to collect data from students and teachers. Data analysis would help discern the areas that need to be focused on.

Descriptor 2.5: Building Inclusive Culture

Introduction

The culture and practices of the school are reflected in the Psycho-social environment of the school and in turn affect the acceptance and inclusion of a wide range of learners. It affects the way teachers treat students, their behavior and expectations of student learning, their concept of 'success' and 'failure' and their instructional practices. The students also relate to their peers, engage in the learning process, develop a self-concept and acquire a world view based on these practices. Thus, the values and beliefs embedded in the school philosophy, its vision and practices directly or indirectly impact the culture of the school. In this tutorial we will explore how a principal can bring about changes to make the school more inclusive.

Resources and Tasks

Actionable 1: Creating an environment of acceptance

Creating schools that are inclusive in thought, action and practices requires building a culture of acceptance based on valuing each individual and believing in the potential of that individual to be able to learn and become a contributing member of the society. The traditional one size fits all approach and rigid hierarchy gives way to a more fluid and diffused flow of power characterized by collaborative, democratic and shared decision-making. This shift in culture does not come easily but requires careful planning and adapting to newer ways of working and relating. It requires examining current beliefs and values in the light of contemporary ideas, practices and laws that underline our commitment to universal access to education and providing equitable quality education to all children.

Deepen your Understanding

[BIC Layer 2 _ 1] 'Developing Inclusive Schools – implications for leadership' by Mel Ainscow

Read the article 'Developing Inclusive Schools – implications for leadership' by Mel Ainscow 2001 and reflect on the key points through which the culture of the school can be transformed to make it more inclusive.
https://www.researchgate.net/publication/252704856_Developing_Inclusive_Schools_implications_for_leadership

Practice Tasks - Application in the school context

Task 1

Using resources in the article 'Developing Inclusive Schools – implications for leadership' reflect upon the questions that are given below and discuss with your group members.

Questions for reflection:

1. How can the culture of your school be defined?
2. What are the processes of change described in the article to create an inclusive school?
3. Are there some processes that are already in practice in your school?
4. What according to you are the barriers to change?
5. What steps can you take to overcome those barriers based on the insights you gained on reading the article?

Task 2

Develop a Plan of Action

Using the insight, you gained on reflection, formulate an action plan to bring about change in the culture of your school.

Step 1: Examine Vision, Mission & Core beliefs

To find out whether the inclusive values of equal opportunity and commitment to learning for all are reflected in these statements. What are the expectations of parents and community members from the school with respect to student learning? How does the school philosophy define 'success'? What is the attitude towards 'failure' in terms of student performance or initiatives undertaken by teachers some of which may or may not work?

Step2: Evaluate existing practices & mindsets

To understand whether teachers believe all children can learn, do they accept children with differing abilities and backgrounds in their classrooms and provide support equally to all children to succeed. Do all teachers share these beliefs? Are there some teachers who are more successful in teaching a diverse group of learners? What strategies are they adopting? Can these strategies be replicated?

Step 3: Identify barriers

It could be resistance of some teachers to accept children with special needs/ diverse socio-cultural background in class. It may be bias/ prejudice or may result from fear that having a

diverse learning group may adversely impact the academic result. In some cases, the hostility maybe the result of feeling of incompetence/ skill deficit or a resistance to change.

Step 4: Formulate policies and guidelines that support inclusion

Align the vision, mission and philosophy to inclusive values of school. The environment of school promotes acceptance and commitment to enhance learning outcomes of all learners.

Step 5: Communicate

Share your views with teachers, parents and community members. Address their fears and prejudices. Involve students and teachers in creating awareness about the inclusive philosophy of school. Be accountable and reflect the vision of the school through your actions & decisions.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 2: Formulating inclusive policies and structures

The school policies and guidelines should support inclusion and these policies must align with the various provisions of State/ Education Boards/ and statutory laws. It requires creating a culture shared by all stakeholders that promotes acceptance and shows commitment to provide equal access to educational opportunities to all learners with differing abilities and socio-economic backgrounds. The academic planning and lesson designs also undergo a paradigm shift and are not limited to grade level, unidimensional lesson plans rather innovative lesson designs, multi-level instructions catering to multi-ability groups and adapted curricular goals are the norm, trying out different ways of including a wide range of learners.

Deepen your Understanding

[BIC Layer 2 _ 2] Tips on Creating An Inclusive School and Why it Matters by Team XQ
https://xqsuperschool.org/blog/tips-on-creating-an-inclusive-school-and-why-it-matters/ (Accessed on 23.08.2020)

[BIC Layer 2 _3] Key elements to Building an Inclusive School by Whole schooling Research Project
http://www.wholeschooling.net/WS/WSPress/Key%20elements%20incl%20schl.pdf

Practice Task – Application in the school context

After going through the ideas suggested in the material provided under resources (1, 2) the participants are required to work in groups of 4-5 members to chalk out a **school improvement plan.** Use the points given below to make a presentation.

Points for consideration:

- Define shared beliefs
- Develop a school vision aligned with these beliefs
- Formulate a school improvement committee & define its roles
- List down architectural barriers to inclusion & steps to rectify them
- Review the availability of materials & equipment
- Understand the training needs of teachers and expectations of parents & community members vis-à-vis student learning
- Conduct a SWOT Analysis to know the strength & weakness
- Formulate a school improvement plan with Short-term & Long-term goals.
- Define time-lines
- Allocate roles & responsibilities
- Implement the plan
- Review and revise the plan

Present your ideas in the following format:

Step 1: Prepare for Inclusion
Step 2: Establish shared beliefs
Step 3: Develop School vision
Step 4: Formulate a school improvement committee
Step 5: Define roles & responsibilities
Step 6: Communicate vision to all stakeholders
Step 7: Conduct SWOT Analysis
Step 8: Formulate school improvement Plan
Step 9: Implement the plan
Step 10: Review

Deepening your Understanding:

[BIC Layer 2 _4] Meeting Special Needs in School – A Manual by NCERT
https://ncert.nic.in/pdf/publication/otherpublications/COVER.pdf

[BIC Layer 2 _5] The Rights of Persons with Disabilities (RPWD) Act, 2016
http://www.disabilityaffairs.gov.in/content/page/acts.php

[BIC Layer 2 _6] CBSE Circular (CBSE/COORD/112233/2016 dated 24th January 2017) on Revised Instructions on Exemptions/Concessions being extended to Differently Abled Candidates for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure
http://cbse.nic.in/newsite/attach/PWD%20NOTIFICATION.pdf

[BIC Layer 2 _7] CBSE Notification (CBSE/Coord/AS(C)/2017, dated 01.02.2018) in pursuance of the recommendations of the Examination Committee at its Meeting held on 7.12.2017, duly approved by the Governing Body at its meeting held on 15.12.2017
http://cbse.nic.in/newsite/attach/NOTIFICATION%2001-02-2018.pdf

[BIC Layer 2 _8] CBSE Circular (CBSE/COORD/112233/2018 dated 26th September, 2018) Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure.
https://cbse.nic.in/newsite/circulars/2018/Exemptions_concessions%20for%20PWD.pdf

Practice Task – Application in the school context

Task 1

Make a group presentation using resources in 'Meeting Special Needs in School – A Manual by NCERT' to suggest ways to include children with special needs in regular mainstream school under the following categories:

a. Children with Cognitive and learning needs
b. Children with sensory impairments
c. Children with behavior and emotional problems
d. Children with Physical disabilities

The presentation should focus on the special educational needs of each category of students and teaching strategies to be adopted to accommodate them.

Task 2

Refer to resources 2 & 3 and apply them to understand the various provisions & exemptions provided to children with special needs. The participants should work in groups to give a presentation on the following:

a. Various disabilities as per RPWD Act 2016
b. Various provisions & exemptions and concessions provided to children with special needs by CBSE as per circulars referred to above.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 3: Adopting Inclusive teaching practices

Inclusive teaching practices refer to strategies through which pedagogy, curriculum and assessment are designed and delivered to engage students in learning that is meaningful and relevant. There is no fixed one size fit all approach rather learning programs are flexible and activities are designed to meet the needs of a diverse group of learners. Students are provided opportunities to access the curriculum through a variety of activities keeping in mind their individual needs, learning styles, abilities, strengths and weaknesses. Teachers regularly review the learning outcomes of students and modify classroom instruction to support curricular goals of students. Teachers collaborate to diversify instruction, deliver content and assess student performance.

Deepen your Understanding

Refer to the link below to read the article on 'Teaching Practices for Students in Inclusive Classrooms' and reflect on the questions that follow:

[BIC Layer 2 _9] Effective Teaching Practices for Students in Inclusive Classrooms by Sue Lan
https://education.wm.edu/centers/ttac/resources/articles/inclusion/effectiveteach/

Practice Task – Application in the school context

From your understanding of the article 'Teaching Practices for Students in Inclusive Classrooms' suggest how you can apply the principles of Universal design of learning to modify classroom instruction. Suggest ways through which instructional material can be represented in a variety of ways, including ICT resources, students can be engaged in classroom through innovative activities and opportunities can be created for students to present their work through multiple ways/formats, even those students who are using assistive devices.

Questions for reflection:

1. What kind of instructional practices are currently in use by teachers in your school?
2. Does the curriculum and instructional material accommodate the learning needs of a wide variety of students?
3. What additional practices according to you can easily be adopted by teachers?
4. What kind of support will be needed to implement these additional practices?
5. How do you think these changes will impact student learning?
6. Suggest how ICT could be affectively employed to make learning accessible to every student as per NEP 2020.

Deepen your understanding

[BIC Layer 2 _10] Including Children with Special Needs – Primary Stage NCERT
https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf

[BIC Layer 2 _11] Including Children with Special Needs – Upper Primary Stage NCERT
https://ncert.nic.in/pdf/publication/otherpublications/tiicsnups101.pdf

Case Study 1: A new student joined your school in Class I with Down's Syndrome. His parents have home schooled him all these years. They have submitted copies of medical records and reports of psychologist. The mother has also shared the copies showing the work he was doing at home. His handwriting is neat, but he shows a lag of one year in his academic work. He also has trouble sitting at one place for long but is very affectionate and follows instructions. The participants are required to suggest how they would apply the resources provided in "Including

Children with Special Needs – Primary Stage NCERT" to help the child adjust in the new school. Suggest strategies that teachers can use to accommodate his learning needs.

Case Study 2: You have a child with hearing impairment in your school. He is well adjusted and has a few close friends also. He is good in Mathematics but has difficulty in languages as well as in Science & Social Science. His academic problems worsened when he was promoted to Class VI. The syllabus in Science & Social Science increased manifold and in Mathematics also abstract concepts began to confuse him.

Taking help from the resources provided in "Including Children with Special Needs – Upper Primary Stage NCERT" suggest how you would guide the teachers to support the child in classwork through additional learning material and designing activities to increase his participation in class.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Actionable 4 - Supporting student learning

Student support services are planned based on assessment of learning outcomes of the students. Both formative and summative assessments are taken into consideration along with detailed understanding of the teaching strategies employed in the classroom. The student profile provides useful information about the strengths and weaknesses of the student, current functional level, special needs, assistive devices or technologies required/ or being used by the student. The data so compiled helps to decide whether the teacher needs to modify instruction, carry out remediation or the student is in need of further specific assessment by a professional. The short-term and long-term academic/ behavior goals are chalked out and an individualized educational plan (IEP) is designed for the student. These learning goals are reviewed and progress is communicated to parents.

Deepen your Understanding

[BIC Layer 2 _12] Five Steps to an Inclusive Classroom
Refer to the you tube video 'Five steps to an inclusive classroom' to reflect upon and list down strategies to support student learning.
https://www.youtube.com/watch?v=MGPDqzhjtj0

Practice Task – Application in the school context

Task 1

Questions for reflection:

1. Does the school maintain a profile of each student?
2. Is the data related to learning outcomes of each student maintained?
3. Is there a mechanism to screen and identify students experiencing learning difficulties?
4. Are teachers using instructional strategies to support student learning in a variety of ways?
5. Does the resource teacher provide support to the general teacher in achieving academic goals and encouraging positive behavior?
6. Are decisions related to lesson design, instructional strategies, modes of assessment based on student achievement data?

Task 2

Taking help from the resources provided above list down five ways in which teachers can engage students in collaborative projects bringing together their unique abilities to enrich the finished product.

Deepening your Understanding

[BIC Layer 2 _13] How to promote inclusion in the classroom by James Stanfield

https://stanfield.com/11-strategies-promote-inclusion-in-the-classroom/

[BIC Layer 2 _14] Inclusion – Supporting all students

http://studentservices.ednet.ns.ca/sites/default/files/inclusion.pdf

Task 1

Discuss and list down how you would motivate teachers in your school to differentiate classroom instruction to accommodate children with different learning styles and abilities. Also suggest ways in which teachers can collaborate to support each other.

Task 2

Design a school-wide intervention plan to support children with behavior issues and those who are at risk of exclusion due to their disruptive behavior. Take suggestions from school counselor, subject coordinators and parent members. Present your ideas in groups of 4-5 members.

Case Study: Mrs. Shah has taken over a reputed school in a semi-urban location. The school has a reputation for excellent academic results and is sought after. As she started interacting with staff members and became familiar with the teaching practices being followed, she was appalled to see that things were not so excellent as were being projected. The teachers followed the traditional classroom practices, the student achievement data was not analyzed to modify their instructional strategies rather students with poor academic performance were packed off to resource room. She decided to take matters in her own hands and chalked out a plan to be discussed in the next staff meeting.

Help Mrs. Shah in formulating a plan to support student learning using resources discussed in 'Supporting all students' wherein the focus should be on screening and identification of children facing learning difficulties, the children at risk of failure and utilizing data from learning outcomes of each child to build a student profile. This information can then be utilized to design lessons and activities that support the learning needs of these students thus making learning 'personalized' within the same classroom.

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks.
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Self -Assessment Rubric for Inclusive Culture in a School

Level 3 Fully Implemented	The school environment is accepting of student diversity and school policies reflect commitment to inclusion values. All teachers get ample opportunities to upgrade their skills and are responsive to needs of learners. Teachers review student performance data at regular intervals and modify classroom instruction and assessment to support students' academic and behavior progress. Learning material is accessible to students in multiple modes and formats. Decisions are collaborative and based on reliable and valid data.
Level 2 Partially Implemented	The school environment is accepting of student diversity and school policies reflect commitment to inclusion values. Most of the teachers get opportunities to upgrade their skills and are responsive to the needs of learners. There is limited engagement of teachers to review student performance, modify classroom instruction and assessment to support academic and behavior progress of students. An adequate variety of learning material is available to students. Decisions are collaborative and based on data.
Level 1 Planning Stage	The school environment is accepting of student diversity but school policies do not reflect commitment to inclusion values. Very few teachers are aware about the concept of inclusion. There is limited engagement of teachers to enhance student performance. Many teachers are unable to modify classroom instruction or assessment to support academic and behavior progress of students. Decisions are rarely based on student data.

Descriptor: 2.6. Becoming and Being a Self-Aware Leader

Introduction

The importance of a principal in guiding, directing, influencing and empowering the school community has been seen throughout layers 1 and 2 of the pedagogical framework. For a principal to be truly effective, s/he needs to be self-aware, of his/her beliefs, mindset, skills, attitudes, dispositions and values. It is also important for a principal to understand the effect of school leadership on student learning.

Resources and Tasks

Deepen your Understanding

[BSL Layer 2_1] Live discussion on ' Effect of School Leadership on Student Learning" Streamed Live on October 11, 2019
https://www.youtube.com/watch?v=mqzg64U5Fhw

Refer to the resource [LTL Layer 2_3] on Effects of School leadership on student learning: Conceptual Models. Also listen to the video for a detailed explanation on "Effect of School Leadership on Student Learning". These effects are derived by Viviane Robinson (2008) to understand effect of school leadership on student learning.

[BSL Layer 2_2] Communication Theory - The Johari Window Model by communicationtheory.org
https://www.communicationtheory.org/the-johari-window-model/#:~:text=The%20Johari%20window%20model%20is,four%20quadrants%20or%20window%20pane.

Practice Tasks – Application in the school context

Task 1

Based on the video and reading on Effects of School Leadership on student learning, identify the areas where you have a direct and indirect impact on student learning. You could use the worksheet given below:

Areas of Direct intervention of the principal in the school	Why	How

Areas of indirect intervention of the principals for improving student learning	Through whom does the indirect intervention mediated?	How does mediation take place	Reason for mediation through a person / process by the principal

Questions for reflection

- How does direct effect of principal facilitate in building a culture of learning?

- How does mediated effect of principal hasten the process of leading teaching-learning process in the school?
- Why should principal directly lead the teaching-learning process in the school? what are the advantages and challenges?

Task 2

In this task, spend some time reflecting on the time spent on your daily tasks. You will be able to discern the time spent on administrative tasks, engagement with members of the school community and tasks directly related towards being a pedagogical leader. An analysis of your day would help you reflect on the nature of leadership that is being practiced and how it can be improved.

Suggested Format for Principal's Daily Schedule (A pie chart can also be used instead of tables)

Tasks on any normal day	7.30 am	8:0 am	8.30 am	9:00 am	9.30 am	10:0 am	10.30 am	11.0 am	11.30am	12 noon	12.30 pm	1:0 pm	1:30 pm	2:00 pm
Morning assembly														
Ensuring that children and teachers are in the classroom														
Staff attendance and substitution														
Check mails and respond to urgent calls / circulars														
Observe lessons														
Meet parents / students/ others														
Conduct staff/SMC /subject coordinators' meeting														

Task 3

Undertake the Johari Window to understand yourself better. Ask colleagues to fill it for your so that you can understand their perception about you.

Task 4

Develop a 360-degree feedback form that can be shared with students, parents, staff and SMC members. This will help you to align your self-analysis with the perception the school community has of you.

A suggested template is given below:

360 Degree Feedback from Stakeholders

Applying / practicing pedagogical leadership framework in the school – Self Analysis			Receiving feedback during and at the end or at an appropriate time on practicing a particular layer of the Pedagogical Leadership Framework along with its descriptors and themes			
Layer along with its descriptors	Targets set	Extent to which target has been achieved.	Remarks/ insights sought from teachers	Remarks sought from school management	Expectations sought from students studying in higher classes	Remarks sought from parents

Task 5

Once a principal administers the 360-degree feedback, it is important to create a Personal Development Plan that can be actioned. This will help a principal to improve his/her practice. A suggested template is given below:

Area to improve	Current performance level	Target performance level	What actions do I need to take to bridge the gap?	How will I know that I am successful?

Key take away from engaging with tasks and resources

Do spend some time thinking of the learnings from the resources and tasks. 1. 2. 3. 4. 5.

Annexure: List of Resources

Resources for Part 1: Concept of School Leadership

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	Effect of School leadership on Student Learning by Dr. N. Mythili https://www.youtube.com/watch?v=mqzg64U5Fhw	[CSL_ Part 1_1]
2	School Heads as Academic Leaders https://www.youtube.com/watch?v=NZ8NOLIz_EU	

Resources for Layer 1: Setting a Direction for School Improvement and Student Learning

Descriptor 1.1: Creating a Vision for the School

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	Visioning for Education by Gijubai Badheka https://www.youtube.com/watch?v=RcJp5UnsnGs	[CVS Layer 1_1]
2	How to Write a Vision Statement by Help Your NGO.com https://www.youtube.com/watch?v=J84eG8KjO_I	[CVS Layer 1_2]
3	How to write a vision statement by Bernd Geroop https://www.youtube.com/watch?v=6KPtVcU7nSs	[CVS Layer 1_3]
4	School Mission Statements: The 2020 Guide [+ 6 Writing Tips] https://www.prodigygame.com/main-en/blog/school-mission-statements	[CVS Layer 1_4]
5	Chapter 2. Developing a Vision and a Mission of How to Help Your School Thrive Without Breaking the Bank by John G. Gabriel and Paul C. Farmer http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx	[CVS Layer 1_5]
6	Video - Great Leaders Inspire Action by Simon Sinek https://www.youtube.com/watch?v=qp0HIF3SfI4	[CVS Layer 1_6]

Descriptor 1.2: Building a Shared Vision

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	Video - Shared Vision by Peter Senge https://www.youtube.com/watch?v=IyESvprvRbI	[BSV Layer 1_1]

2	Shared Vision in Assessment in the Learning Organization Edited by Arthur L. Costa and Bena Kallick http://www.ascd.org/publications/books/195188/chapters/Shared-Vision.aspx	[BSV Layer 1_2]
3	Video - Ratan Tata's speech from Automotive Hall of Fame. 2015 Induction & Awards Gala Ceremony https://www.youtube.com/watch?v=9dLKZZN5tSo	[BSV Layer 1_3]

Descriptor 1.3: Developing Smart Goals

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	Video - Difference between goals, objectives, learning outcomes by Oakland University https://www.youtube.com/watch?v=g_Xm5IljYKQ	[DSG Layer 1_1]
2	Video - Decision Skills on SMART Goals https://www.youtube.com/watch?v=1-SvuFIQjK8	[DSG Layer 1_2]
3	Smart Goals; Powerpoint presentation by the Department of Education, Ohio University http://www.huronhs.com/Downloads/smart-goals.pdf	[DSG Layer 1_3]
4	Video - SMART Goals in Education https://www.youtube.com/watch?v=aOnN1iVGMO4	[DSG Layer 1_4]
5	Smart Goals: How the Application of Smart Goals can Contribute to Achievement of Student Learning Outcomes, K. Blaine Lawlor University of West Florida blawlor@uwf.edu, Martin J. Hornyak University of West Florida mhornyak@uwf.edu https://absel-ojs-ttu.tdl.org/absel/index.php/absel/article/viewFile/90/86	[DSG Layer 1_5]

Descriptor 1.4: Developing a Personal Vision as a Principal

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	Vision of Mahavir Singh Poghat, the wrestler who made his daughters international gold medalists in wrestling. https://www.youtube.com/watch?v=rUkDM_mRtIk	[DPV Layer 1_1]
2	Arvind Gupat's video – Turning Trash into Toys…. I am a toy maker https://www.youtube.com/watch?v=KnCqR2yUXoU	[DPV Layer 1_2]
3	How to Develop your Personal Vision Statement: A Step-by-Step Guide to Charting Your Future with Purpose and Passion by LINDYNORRIS.COM http://static1.squarespace.com/static/5765deb1be659449f97fcbf5/t/5770b309579fb313164a7a37/1467003657818/LINDYNO	[DPV Layer 1_3]

	RRIS.COM+- +How+to+Develop+a+Personal+Vision+Statement.pdf	
4	How to Create an Inspiring Personal Vision Statement by Scott Jeffrey https://scottjeffrey.com/personal-vision-statement/	[DPV Layer 1_4]

Descriptor 1.5: Aligning Personal Values with the Education System's Values

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	TED Talk by Atishi on vision, shared vision and personal values https://www.youtube.com/watch?v=GwDmZCN0lb4	[APV Layer 1_1]
2	a) Values, beliefs and attitudes by Powtoon. https://www.youtube.com/watch?v=F7XF6jMsaP0 b) Values, beliefs and attitudes by Powtoon. https://www.youtube.com/watch?v=G8dUXc8GhoU	[APV Layer 1_2]
3	Ethics and Values by Shiv Khera https://www.youtube.com/watch?v=mEAN5A_zw8U	[APV Layer 1_3]
4	Measuring the Instructional Leadership Values and Beliefs of School Leaders by Leslie Hazle Bussey Saint Louis University St. Louis, MO, United States https://files.eric.ed.gov/fulltext/EJ1186517.pdf	[APV Layer 1_4]

Resources for Layer 2: Practicing Pedagogical Leadership

Descriptor 2.1: Building Principals' capacity on Teachers' Professional Development

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	Assessment in Mathematics http://www.learnalberta.ca/content/mewa/html/assessment/checklists.html	[TPD layer 2_1]
2	What is a Rubric? by the University of Texas, Austin, Faculty Innovation Centre https://facultyinnovate.utexas.edu/sites/default/files/build-rubric.pdf	[TPD layer 2_2]
3	Lesson Observation Rubric https://www.dickinsonstate.edu/Assets/uploads/files/departments/teachered/DSU%20Lesson%20Observation%20Rubric%20-%2005-12-2017.pdf	[TPD layer 2_3]
4	6 Tips for Giving More Effective Observation Feedback by Kate Herbert https://blog.irisconnect.com/us/community/blog/8-tips-for-effective-observation-feedback	[TPD layer 2_4]
5	Class Observation by Hillsdale High School https://edpolicy.stanford.edu/sites/default/files/NEPPeerObsFeedbackProtocol.pdf	[TPD layer 2_5]
6	How to Create Teacher Goals that Get Results by Jordan Nisbet https://www.prodigygame.com/main-en/blog/teacher-goals	[TPD layer 2_6]
7	Rethinking Professional Development for Teachers https://www.youtube.com/watch?v=A8mXcWtVWnM&feature=youtu.be	[TPD layer 2_7]
8	Transforming teaching-learning process: leading teachers' professional development by TESS India https://www.open.edu/openlearncreate/pluginfile.php/135980/mod_resource/content/5/SL08_AIE_Final.pdf	[TPD layer 2_8]
9	Teaching and learning International Survey by OECD https://www.youtube.com/watch?v=c4oYHLFMfGA	[TPD layer 2_9]
10	ATA - Professional Development Activities for Teachers https://www.teachers.ab.ca/For%20Members/ProfessionalGrowth/Section%203/Pages/Professional%20Development%20Activities%20for%20Teachers.aspx	[TPD Layer 2_10]
11	25 FREE Tools To Create Your Custom eLearning Courses	[TPD Layer 2_11]

	https://www.edgepointlearning.com/blog/how-to-create-your-custom-elearning-course-with-25-free-tools/	
12	Getting Started with Reflective Practice https://www.cambridge-community.org.uk/professional-development/gswrp/index.html#:~:text=Reflective%20practice%20is%20'learning%20through,your%20students%20make%20maximum%20progress.	[TPD Layer 2_12]
13	The Teacher Skills Checklist by Kappa Delta Pi (International Honor Society in Education) https://www.kdp.org/resources/pdf/careercenter/Skills_and_Capabilities.pdf	[TPD Layer 2_13]
14	Action Research: A Method for Improving Teaching and Developing School Culture by Richard Sagor https://prizmah.org/action-research-method-improving-teaching-and-developing-school-culture	[TPD Layer 2_14]
15	Embrace Action Research: Improve classroom practice with action research ... and tell the story https://www.thecreativeeducator.com/v07/articles/Embracing_Action_Research	[TPD Layer 2_15]
16	Guiding School Improvement with Action Research by Richard Sagor https://www.questia.com/library/119456942/guiding-school-improvement-with-action-research	[TPD Layer 2_16]
17	How principals spark Engagement _EL http://www.ascd.org/publications/educational-leadership/oct16/vol74/num02/How-Principals-Spark-Engagement.aspx	[TPD Layer 2_17]

Descriptor 2.2. Initiate Innovations in Schools

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	Mythili, N. (2019). "What's all the fuss about innovation in education?" Teacher Plus, a magazine for teachers, 17 (3), March 2019, pp. 52-55. ISSN: 0973-778. http://www.teacherplus.org/whats-all-the-fuss-about-innovation-in-education/	[IIS LAYER 2_1]
2	"Knowing more about Innovations" delivered on 7 June, 2019 by N.Mythili https://www.youtube.com/watch?v=-VdNE3z13Ws	[IIS LAYER 2_2]

3	How Innovative Education can transform India's Destiny ,By Ramji Raghvan https://yourstory.com/2017/08/innovative-education-india?utm_pageloadtype=scroll	[IIS LAYER 2_3]
4	Building a culture of Innovation" delivered on 14 June 2019 by N.Mythili https://www.youtube.com/watch?v=OkErFdFO7JU	[IIS LAYER 2_4]
5	Think Global ,Act Local Ignite a Culture of Innovation In Indian Schools :By Ujjwal Chowdhury http://www.businessworld.in/article/Think-Global-Act-Local-Ignite-A-Culture-Of-Innovation-In-Indian-Schools-/03-12-2019-179718/	[IIS LAYER 2_5]
6	How to Cultivate a Culture of Innovation in Schools to Cultivate a Culture of Innovation in Schools https://www.edarabia.com/how-cultivate-culture-innovation-schools/	[IIS LAYER 2_6]
7	Innovation In Schools by Captain (Dr) Dinisha Bhardwaj Singh https://www.linkedin.com/pulse/innovation-schools-captain-dr-dinisha-bhardwaj-singh/	[IIS LAYER 2_7]
8	How Innovation in teaching Learning help Education leapfrog: By Lauren Ziengler & Alenjandra Paniagua https://www.brookings.edu/blog/education-plus-development/2019/09/19/how-innovations-in-teaching-and-learning-help-education-leapfrog/	[IIS LAYER 2_8]
9	How Technology and Innovation are Transforming Paradigm in India http://bweducation.businessworld.in/article/How-Technology-And-Innovation-Are-Transforming-Education-Paradigm-In-India-/20-04-2020-189663/	[IIS LAYER 2_9]
10	Innovative methods of teaching strategies https://fedena.com/blog/2019/02/innovative-methods-of-teaching-strategies-that-will-help-every-teacher-in-the-classroom.html	[IIS LAYER 2_10]
11	Encourage Teachers' and Students' innovation with support of Teacher Learning Communities: By Leonor Margalef Garcia https://core.ac.uk/download/pdf/27256597.pdf	[IIS LAYER 2_11]

12	The Digital Promise: Transforming Learning with Innovative use of Technology, By Jeane Wellings and Michael H Levine https://joanganzcooneycenter.org/wp-content/uploads/2010/03/cooney_apple_whitepaper_jp10_23_09_1_.pdf	[IIS LAYER 2_12]
13	5 Tech-Free Classroom innovations ,and Ideas Getting Started :By Kyle Wagner https://www.gettingsmart.com/2017/10/5-tech-free-classroom-innovations/	[IIS LAYER 2_13]
14	10 ways Educators can make classrooms more innovative by Robyn D Shulman https://www.forbes.com/sites/robynshulman/2018/11/19/10-ways-educators-can-make-classrooms-more-innovative/#60f702dd7f87	[IIS LAYER 2_14]
15	Innovative Teaching Strategies that improve students' engagement By James Davis https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/876/Innovative-Teaching-Strategies-that-Improve-Student-Engagement.aspx https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/876/Innovative-Teaching-Strategies-that-Improve-Student-Engagement.aspx	[IIS LAYER 2_15]
16	Creativity and Innovation in Teaching and Learning ,Supervision and Assessment by Associate Prof.Fatimah Puteh University technology Malaysia https://people.utm.my/fatima/innovation-and-creativity-in-teaching-and-learning-approach/	[IIS LAYER 2_16]
17	Innovation in the classroom: Why education need to be more innovative https://philmckinney.com/innovation-classroom-education-needs-innovative/	[IIS LAYER 2_17]
18	The Learning enterprise through Entrepreneurship Education by Swarnima Luthra https://drive.google.com/file/d/1-_6rfXnX4uLva_qSKogRW-tt2NqxfR1X/view?usp=sharing	[IIS LAYER 2_18]
19	Video of Classic example of innovations in education. https://drive.google.com/file/d/1tFhHez5O1uxgx23wGHqbgZqmtqa5Le-C/view?usp=sharing	[IIS LAYER 2_19]

20	Design Thinking for Waste Management by Swarnima Luthra https://drive.google.com/file/d/1c-HvoMsSLgvb0as_oIK54oWCBa4g8T8J/view?usp=sharing	[IIS LAYER 2_20]

Descriptor 2.3. Leading Teaching Learning Process

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	Video - Talk about Visible Learning and Feedback by John Hattie https://www.youtube.com/watch?v=Vpq09eY4pZo	[LTL Layer 2_1]
2	Video - Effect of School Leadership on Student Learning, by Dr. N. Mythili https://www.youtube.com/watch?v=mqzg64U5Fhw	[LTL Layer 2_2]
3	The impact of Leadership On Student outcomes: Making sense of the evidence by Viviane Robinson (2007) https://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=research_conference_2007	[LTL Layer 2_3]
4	Video - Classroom Activities for Critical Thinking @ British Council https://www.youtube.com/watch?v=azf2UP9_vnY	[LTL Layer 2_4]
5	Video - 21st Century learning & Life Skills: Framework https://www.youtube.com/watch?v=ixRBjEW_sFs	[LTL Layer 2_5]
6	Video - CBSE Webinar on Experiential Learning, 7th July, 2020 https://www.youtube.com/watch?v=Kux52lY3Pek	[LTL Layer 2_6]
7	Mythili N (2017). Does School Leadership matter for Student learning? A case study of Sikkim. Indian Educational Review, Vol.55(2) https://ncert.nic.in/pdf/publication/journalsandperiodicals/indianeducationalreview/IER_July_17.pdf	[LTL Layer 2_7]
8	Collaborative lesson planning https://tdtrust.org/2012/10/24/collaborative-lesson-planning/	[LTL Layer 2_8]
9	Video - Teacher Research – from first steps to Mentoring by Dr. Richard Smith (Webinar organized by British Council) https://www.youtube.com/watch?v=oWKxmQDi5hU	[LTL Layer 2_9]
10	Video - Reflective Teaching by Prof. Nicos Sifakis https://www.youtube.com/watch?v=UzRe36gHBeo&t=4s	[LTL Layer 2_10]
11	Read this best practice from a CBSE School, DLF Public School Sahibabad where the culture of Reflective Thinking and Metacognitive practices have been stitched into the school culture for more than 2	[LTL Layer 2_11]

	decades. The Classroom Observation or the *Classroom Walkthrough* as it is called feeds directly into the Teacher Development Plan.	
12	Classroom Walkthrough Proforma	[LTL Layer 2_12]
13	Development Plan	[LTL Layer 2_13]
14	Developing Teacher Expertise Learning Expertise	[LTL Layer 2_14]
15	Video - Building Teacher Competency using Data to Reform Teaching process by Educational Initiatives https://youtu.be/oK3bjjq1VxE	[LTL Layer 2_15]
16	Video - How data help teachers by Data Quality Campaign https://www.youtube.com/watch?v=cgrfiPvwDBw&t=20s	[LTL Layer 2_16]
17	Video – Data : It's Just Part of Good Teaching by Sherman Elementary, Rhode Island https://www.youtube.com/watch?v=usbud9ZFaEA&t=46s	[LTL Layer 2_17]
18	Using Data to Improve the Quality of Education by Learning Portal https://learningportal.iiep.unesco.org/en/issue-briefs/monitor-learning/using-data-to-improve-the-quality-of-education	[LTL Layer 2_18]
19	How Classroom Assessments Improve Learning by Thomas R. Guskey, Educational Leadership, ASCD's flagship publication, February 2003, Volume 60,Number 5, Using Data to Improve Student Achievement Pages 6-11 http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/How-Classroom-Assessments-Improve-Learning.aspx/	[LTL Layer 2_19]

Descriptor 2.4. Developing a Learning Culture

S.No	Title of the PDF resource / the weblink	Tutorial Code
1	The Trust Factor by Jane Modoono, Educational Leadership, ASCD's flagship publication, May 2017, Volume 74, Number 8 Lifting School Leaders http://www.ascd.org/publications/educational-leadership/may17/vol74/num08/The-Trust-Factor.aspx#:~:text=Principals%20can%20also%20build%20trust,to%20show%20compassion%20as%20well.	[DLC Layer 2_1]
2	5 Ways Principals Can Build Trust by David Franklin https://principalsdesk.org/2017/12/04/5-ways-principals-can-build-trust/	[DLC Layer 2_2]

3	VOICES - Let's get specific about how leaders can build trust by The Learning Professional, a journal of the Learning Forward, December 2018, Volume 39, No:6 https://learningforward.org/journal/december-2018-volume-39-no-6/lets-get-specific-about-how-leaders-can-build-trust/	[DLC Layer 2_3]
4	Habit 5: Seek First to understand, Then to be Understood https://www.franklincovey.com/the-7-habits/habit-5.html	[DLC Layer 2_4]
5	7 Ways to Build Trust with your Community by Thomas C. Murray https://www.thomascmurray.com/blog/communitytrust	[DLC Layer 2_5]
6	4 vital signs for identifying and assessing trust in schools by Jennifer Abraham https://www.eschoolnews.com/2017/11/20/hey-educators-trustworthy-take/	[DLC Layer 2_6]
7	Building Trusting Relationships for School Improvement: Implications for Principals and Teachers by Northwest Regional Educational Laboratory https://educationnorthwest.org/sites/default/files/trust.pdf	[DLC Layer 2_7]
8	Open Door Policy by Susan M. Heathfield https://www.thebalancecareers.com/open-door-policy-1918203	[DLC Layer 2_8]
9	3 Steps to Establishing an Open Door Policy that Really Works by Abe Turner https://www.insperity.com/blog/3-easy-steps-establishing-open-door-policy-really-works/	[DLC Layer 2_9]
10	5 Tips for Writing Meaningful Policy and Procedures for Schools by Derick Meador https://www.thoughtco.com/draft-effective-policy-and-procedures-3194570	[DLC Layer 2_10]
11	Questions at the heart of learning by Nigel Coutts https://thelearnersway.net/ideas/2016/10/23/questions-at-the-heart-of-learning	[DLC Layer 2_11]
12	Video - The Heart of Learning: Compassion, Resilience and Academic Success by Washington Office of Public Instruction & Western Washington University https://youtu.be/NHX2GH57qFU	[DLC Layer 2_12]
13	Four Inquiry Qualities At The Heart of Student-Centered Teaching by Mindshift, a podcast of KQED https://www.kqed.org/mindshift/51580/four-inquiry-qualities-at-the-heart-of-student-centered-teaching	[DLC Layer 2_13]

14	8 Pathways to Every Student's Success by Marilyn Price-Mitchell https://www.edutopia.org/blog/8-pathways-every-students-success-marilyn-price-mitchell	[DLC Layer 2_14]
15	Learning To, Learning About, Learning Through - The Heart of Equity in Our Schools by J Seamer https://www.edutopia.org/discussion/learning-learning-about-learning-through-heart-equity-our-schools	[DLC Layer 2_15]
16	Developing a Growth Mindset in Teachers and Staff by Kieth Heggart https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff	[DLC Layer 2_16]
17	What does it mean to have high expectations for your students by Ignacionacho Estrada https://thehighlyeffectiveteacher.com/what-does-it-mean-to-have-high-expectations-for-your-students/	[DLC Layer 2_17]
18	21st Century Skill Handbook by CBSE http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf	[DLC Layer 2_18]
19	3 Ways to Engage Families in Student Learning by Audrey Campbell https://www.turnitin.com/blog/three-ways-to-engage-families-in-student-learning	[DLC Layer 2_19]
20	How Parent Involvement Leads to Student Success by Waterford.org https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/	[DLC Layer 2_20]
21	The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review by Prof. Charles Desforges https://www.nationalnumeracy.org.uk/sites/default/files/the_impact_of_parental_involvement.pdf	[DLC Layer 2_21]

Descriptor 2.5 Building an Inclusive Culture

S. No	Title of the PDF resource / the weblink	Tutorial Code
1	'Developing Inclusive Schools – implications for leadership' by Mel Ainscow https://www.researchgate.net/publication/252704856_Developing_Inclusive_Schools_implications_for_leadership	[BIC Layer 2_1]
2	Tips on Creating an Inclusive School and Why it Matters by Team XQ	[BIC Layer 2_2]

	https://xqsuperschool.org/blog/tips-on-creating-an-inclusive-school-and-why-it-matters/	
3	Key elements to Building An Inclusive School by Whole Schooling Research Project http://www.wholeschooling.net/WS/WSPress/Key%20elements%20incl%20schl.pdf	[BIC Layer 2_3]
4	Meeting Special Needs in School – A Manual by NCERT https://ncert.nic.in/pdf/publication/otherpublications/COVER.pdf	[BIC Layer 2_4]
5	The Rights of Persons with Disabilities (RPWD) Act, 2016 http://www.disabilityaffairs.gov.in/content/page/acts.php	[BIC Layer 2_5]
6	CBSE Circular (CBSE/COORD/112233/2016 dated 24th January 2017) on Revised Instructions on Exemptions/Concessions being extended to Differently Abled Candidates for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure. https://cbse.nic.in/newsite/attach/PWD%20NOTIFICATION.pdf	[BIC Layer 2_6]
7	CBSE Notification (CBSE/Coord/AS(C)/2017, dated 01.02.2018) in pursuance of the recommendations of the Examination Committee at its Meeting held on 7.12.2017, duly approved by the Governing Body at its meeting held on 15.12.2017 https://cbse.nic.in/newsite/attach/NOTIFICATION%2001-02-2018.pdf	[BIC Layer 2_7]
8	CBSE Circular (CBSE/COORD/112233/2018 dated 26th September, 2018) Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure https://cbse.nic.in/newsite/circulars/2018/Exemptions_concessions%20for%20PWD.pdf	[BIC Layer 2_8]
9	Effective Teaching Practices for Students in Inclusive Classrooms by Sue Lan https://education.wm.edu/centers/ttac/resources/articles/inclusion/effectiveteach/	[BIC Layer 2_9]
10	Including Children with Special Needs – Primary Stage NCERT https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf	[BIC Layer 2_10]
11	Including Children with Special Needs – Upper Primary Stage NCERT https://ncert.nic.in/pdf/publication/otherpublications/tiicsnups101.pdf	[BIC Layer 2_11]

12	Video on Five Steps to an Inclusive Classroom https://www.youtube.com/watch?v=MGPDqzhjtj0	[BIC Layer 2_12]
13	How to promote inclusion in the classroom by James Stanfield https://stanfield.com/11-strategies-promote-inclusion-in-the-classroom/	[BIC Layer 2_13]
14	Inclusion – Supporting all students by NOVA SCOTIA, Department of Education http://studentservices.ednet.ns.ca/sites/default/files/inclusion.pdf	[BIC Layer 2_14]

Descriptor: 2.6. Being and Becoming a Self-Aware Leader

S. No	Title of the PDF resource / the weblink	Tutorial Code
1	Video Link - Live discussion on ' Effect of School Leadership on Student Learning" Streamed Live on October 11, 2019 https://www.youtube.com/watch?v=mqzg64U5Fhw	[BSL Layer 2_1]
2	Communication Theory - The Johari Window Model by communicationtheory.org https://www.communicationtheory.org/the-johari-window-model/#:~:text=The%20Johari%20window%20model%20is,four%20quadrants%20or%20window%20pane	[BSL Layer 2_2]

Details of Resources for Part 1

Concept of School Leadership in Indian Context

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	2
Case study	3
Total Resources	**5**

Details of Resources for Layer 1

Setting a Direction for School Improvement and Student Learning

Descriptor 1.1: Creating a Vision for the School (*Resource code: CVS)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	4
Weblinks	2
Total Resources	**6**

Descriptor 1.2: Building a Shared Vision (*Resource code: BSV)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	2
Weblinks	1
Total Resources	**3**

Descriptor 1.3: Developing Smart Goals (*Resource code: DSG)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	3
PDFs	2
Total Resources	**5**

Descriptor 1.4: Developing a Personal Vision as a Principal (*Resource code: DPV)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	2
PDFs	1
Weblinks	1
Total Resources	**4**

Descriptor 1.5: Aligning Personal Values with the Education System's Values (*Resource code: APV)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	3
PDFs	1
Total Resources	**4**

Details of Resources for Layer 2

Practicing Pedagogical Leadership

Descriptor 2.1: Engage with Teachers' Professional Development (*Resource code: TPD)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	2
PDFs	5
Weblinks	10
Total Resources	**17**

Descriptor 2.2: Initiate Innovations in Schools *(Resource code: IIS)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	3
PDFs	4
Weblinks	13
Total Resources	**20**

Descriptor 2.3: Leading the Teaching-Learning Process (*Resource code: LTL)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	10
PDFs	1
Weblinks	4
Others (included as text in the article)	4
Total Resources	**19**

Descriptor 2.4: Developing a Learning Culture (*Resource code: DLC)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	1
PDFs	3
Weblinks	17
Total Resources	**21**

Descriptor 2.5: Building Inclusive Culture (*Resource code: BIC)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	1
PDFs	9
Weblinks	4
Total Resources	**14**

Descriptor 2.6: Becoming and Being a Self-Aware Leader (*Resource code: BSL)*

DETAILS OF RESOURCES	NO. OF RESOURCES
Videos	1
Weblinks	1
Total Resources	**2**

Assessment Framework for Studying the Efficacy of Capacity Development on Pedagogical Leadership

Blueprint for preparing the pre and post-assessment items to be administered to participants

The blue print for constructing the assessment items may be based on Bloom's taxonomy. Since, the handbook is going to be used by the *practicing principals* who are professionally qualified and experienced, higher levels in the taxonomy are given more weightage while constructing questions.

Part 1 referring to Concept of School Leadership needs to be assessed distinctly to know whether principals are able to understand the concept and relate the same in their professional space. Ten percent of the total assessment items may be reserved for Part 1.

Out of the remaining 90 percent, 80 percent of the assessment items may be distributed across the layers 1, 2 and 3 of the Pedagogical leadership Framework in the ratio of 20:55:10, respectively. The remaining 15 percent may be used to assess the knowledge and application of Annual Pedagogical Plan. A general pattern of the weightage suggested for constructing assessment items is as follows:

Blooms Taxonomy	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Weightage (No of questions)	5 %	15%	15%	25%	25%	15%

A Model Schedule for Conducting the Capacity Development for Principals on Pedagogical Leadership

A Model five-day schedule for Conducting the Capacity Development for Principals on Pedagogical Leadership				
Day	**Session**	**Duration**	**Themes**	**Sub topics**
Day 1	Part 1: Concept of School leadership	1030-1230hrs	Meaning of School Leadership Effect of School Leadership on student learning	1.Importance of school leadership 2.Core functions of school Leadership 3.Leading processes 4.Leadership as a learning curve & Leadership for learning 5.Effects of School Leadership on Student learning
	Part II. Pedagogical Leadership Framework – An overview	1230-1300hrs	Introduction to Pedagogical leadership Framework	Layers, descriptors, actionable-s
Window for studying the Handbook on Pedagogical Leadership and Lunch break = 1300 to 1500 hrs.				
	A detailed exposition to descriptors of Layer 1	1500 to 1600hrs	**Descriptor 1:** Creating a vision for the school	All actionable-s related to Institutional vision
		1600-1700hrs	**Descriptor 2:** Building a Shared vision	All actionable-s related to Shared vision
		1700-1730hrs	A brief description on the modalities of reflection and presentation; Groups formation	What is reflection & how to reflect? Thrust areas for reflection
			Take home assignments based on the topics covered for the day	Descriptor 1 and 2 of layer 1
			Pre-session exercise for the next day on different descriptors scheduled for the sessions on day 2	Descriptors 3, 4 & 5 of Layer 1
Day 2	Recap and reflection on Day 1 training	1030-1100hrs	Reflection cum discussion on assignments given on day 1 by the group assigned; Key Takeaways from day 1	
	Layer 1: Descriptor 3	1100-1200hrs	Developing SMART Goals	All actionable-s related to Developing SMART goals
	layer 1: Descriptor 4	1200 – 1300hrs	Developing a Personal vision as a leader	All actionable-s related to personal vision of a leader

Window for studying the Handbook on Pedagogical Leadership and Lunch break = 1300 to 1500 hrs.				
	Layer 1: Descriptor 5	1500 -1600 hrs.	Aligning personal beliefs to education system's values	All actionable s related to aligning personal beliefs, school leadership values with education system's values
	Layer 1 consolidation Setting a direction for school Improvement	1600-1615hrs	Consolidation and aligning of vision, goals and values for the school and significance of school leadership in it	All descriptors of Layer 1 and linking it to school leadership concept & home Assignment on Layer 1: Personal development Plan (to put down initial thoughts)
	Layer 3: Assuring Student Learning (Conduct a panel discussion)	1615-1730 hrs.	Different aspects of student learning mentioned in the handbook	Attainment and progress across all school subjects; Acquiring 21 century learning Skills; Personal, Social and Emotional Development; Strengthening Moral and ethical reasoning to gain internal consistency and intellectual conviction
Day 3	Reflection on day 2, assignments completed for day 1	1030-1100 hrs.	Group assigned will reflect and discuss on previous day's sessions, assignments and key takeaways.	
	An overview of Layer 2 on practicing Pedagogical leadership	1100-1115 hrs.	A bird's eye view of Layer 2	All 6 descriptors explained briefly and importance of layer 2
	A detailed exposition to Layer 2: Practicing Pedagogical leadership	1115 -1300hrs	Descriptor 1: Engaging in Teacher Professional Development	All Actionable-s related to Engaging in Teacher Professional Development as mentioned in Part 2 of the Handbook under descriptor 1 of layer 2
Window for studying the Handbook on Pedagogical Leadership and Lunch break = 1300 to 1500 hrs.				
	Layer 2: Practicing Pedagogical Leadership	1500-1630 hrs.	Descriptor 2: Initiating innovations in schools	All actionable-s related to Initiating innovations in schools
	Developing Annual Pedagogical Plan as given in Part 3	1630-1730 hrs.	Introduction to Annual Pedagogical Plan & description of Steps 1 to 5	Taking any one actionable from the Descriptor 1: Engaging in Teacher Professional Development APP will be explained in detail using all the steps given in Part 3. Home assignment: Participants will be asked to complete this exercise considering any one sub actionable within the actionable chosen for remaining part of descriptor 1.

				Similarly, any one actionable for Descriptor 2 on Innovations will be taken up and the process will be repeated.
Day 4	Reflection on Day 3, & assignment submission / presentation	1030-1100 hrs.	Discussion and presentation on assignments given on day 3 by the assigned Group; key takeaways (10 minutes) Discussion on Annual Pedagogical Plan using descriptors of layer 2 covered on Day 3 (20 minutes). Discussion on the home assignment done on Annual Pedagogical Plan	
	Layer 2: Practicing Pedagogical leadership	1100-1230hrs	Descriptor 3: Leading Teaching Learning Process	All Actionable-s related to Leading Teaching Learning Process
	Developing Annual Pedagogical Plan given in Part 3	1230-1300hrs	Developing APP for Descriptor 3: Leading Teaching Learning Process	Development of APP considering all 5 steps for any actionable of descriptor 3 by considering any one sub-actionable. Remaining actionable-s in the descriptor will be done as home assignments
Window for studying the Handbook on Pedagogical Leadership and lunch break = 1300 to 1500 hrs.				
	Layer 2: Practicing Pedagogical leadership	1500-1630hrs	Descriptor 4: Developing a Learning Culture	All Actionable-s related to the descriptor 4 on Developing a Learning culture
	Developing Annual Pedagogical Plan given in Part 3	1630-1700 hrs.	Developing APP for Descriptor 4: Developing a Learning Culture	Development of APP considering all 5 steps for any actionable of descriptor 4 by considering any one sub-actionable. Remaining actionable-s in the descriptor will be done as home assignments
	Annual Pedagogical Plan (continued)	1700-1730 hrs.	Free flow of discussions on doubts raised for creating the Annual Pedagogical Plan for Descriptor 3 and 4 of layer 2 covered so far in the sessions. Completing the 5 steps Take home assignments for the day and pre-session assignments for day 5. On this day, it is to be ensured that all steps are understood clearly by participants.	
Day 5	Reflection on Day 4, assignment submission	1030-1100 hrs.	The assigned group will present its reflection on the sessions held on day 4, assignments and key takeaways (10 minutes). Discussion and presentation of APP based on the home assignment done on day 4.	
	Layer 2: Practicing Pedagogical leadership	1100-1230hrs	Descriptor 5: Building an inclusive culture	All Actionable-s related to Descriptor 5 on Building an Inclusive Culture

	Developing Annual Pedagogical Plan given in Part 3	1230-1300hrs	Developing APP for Descriptor 5: Building an inclusive Culture	Steps related to descriptor 5 for constructing APP
Window for studying the Handbook on Pedagogical Leadership and Lunch break = 1300 to 1500 hrs.				
	Layer 2: Practicing Pedagogical leadership	1500-1630hrs	Descriptor 6: Becoming and Being Self-Aware leader	All actionable-s related to Becoming and being Self-Aware leader
	Developing Annual Pedagogical Plan given in Part 3	1630-1730hrs	Discussion, consolidation of Annual Pedagogical Plan by the groups	Presentation of the entire Annual Pedagogical Plan constructed during the five-day workshop comprising of all descriptors by the groups. This session will be chaired by resource persons/ and other higher officials of the department of education
Note: Resources suggested in the tutorials in the Part 4 of the handbook for all topics will be used to conduct the sessions.				

Methodology for conducting the session on Layer 3: Panel discussion on Assuring Student Learning

A panel Discussion may be organised for which participants will be panelists. It will be moderated by a resource person. The four areas described in the layer 3 will be the topic for panel discussion. This will be assigned to participants who are identified one day before. They will prepare and present their views. This will be debated as whole group discussion as well involving the rest of the participants. So, the panel discussion has 4 rounds.

- *Round 1 (20 minutes): panelists will present their views on each aspect of student learning discussed in layer 3.*
- *Rest of the participants will participate in the debate (20 minutes).*
- *Round 2: panelists will present their views on each aspect of Layer 3 (20 minutes).*
- *Rest of the participants will participate in the debate (20 minutes).*
- *Rap up and conclusion by the moderator wherein resource persons may be called to give their expert opinion (if required).*



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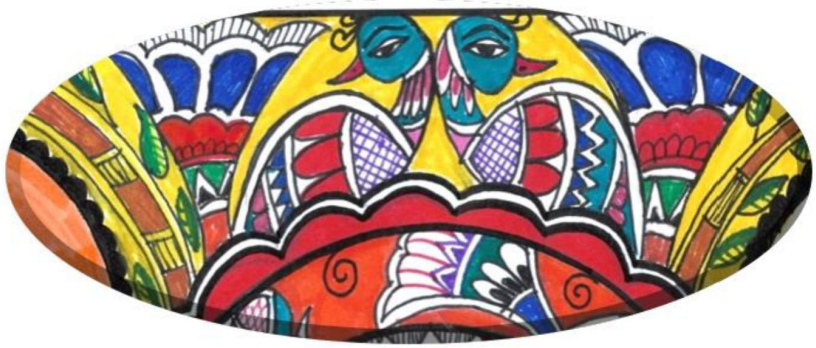
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