



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



NISHTHA 2.0

SCHOOL LEADERSHIP: CONCEPTS & APPLICATIONS

Self Instructional Course for School Heads
and Teachers of Secondary Schools



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Introduction

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

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

This Course on **School Leadership: Concepts and Applications** has been developed by National Centre for School Leadership, NIEPA with the prime focus of enabling School Heads and Teachers of Secondary schools to take a prominent role in leading the school with a focused vision of improving quality of school and enhance students' learning and learning outcomes. This Course appears as No.8 in NISHTHA 2.0 as uploaded on DIKSHA portal.

The Course helps build a comprehensive understanding of the concept of leadership in the context of the school and in the context of the education system that the school is located in. One of the most challenging issues for secondary school heads is to develop and inculcate the cognitive and soft skills among students, such as communication, independent and critical thinking, reflection, metacognition etc. Considering these challenges, it is important then to ponder as to what kind of leadership is required for school heads and teachers at secondary level of education, which is discussed in greater detail in this Course on School Leadership. Leadership for Learning is at the core of leading a Secondary school. This concept deals, specifically with, how to create a vision for learning for your school, involving different stakeholders which include students, parents, community and system level functionaries. In addition, it also focuses on how the school leader develop her/himself as a skilled facilitator adept at communication skills, conflict resolution, decision-making and stress management.

We greatly acknowledge the contribution of Ms. Pallavi Sharma, Deputy Commissioner, Kendriya Vidyalaya Sangathan in featuring in video documentation for English version of the Course. We are thankful to Ms. Monika Bajaj, Junior Consultant, NCSL for providing academic support in the Course development. We are also thankful to teachers of Army Public School, Shankar Vihar, New Delhi who participated in the demonstration video on Leadership for Learning.

Course 08: School Leadership: Concepts and Applications

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List of Available Video Resources*

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3.	The Concept of Leadership for Learning for Secondary Schools (Video) (8_14_eng_concept_of_leadership_for_learning)
4.	How to lead Leadership for Learning in Secondary Schools? (Video) (8_16_eng_how_to_lead_leadership_for_learning_in_secondary_schools)
5.	Leadership Skills for Secondary School Heads (Video) (8_22_eng_leadership_skills_for_secondary_school_heads)

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

School Leadership: Concepts and Applications

Course Information

Description of the Course

School Leadership Development for Secondary School Heads: Concepts and Applications is conceptualized for secondary school heads and teachers with the prime objective of developing them as school leaders and teacher leaders who are capable of leading their school towards change and transformation, with the core mandate of improving student learning.

Keywords

NISHTHASEC, SCHOOL LEADERSHIP, SECONDARY SCHOOLS, SCHOOL COMPLEXES, TEACHER LEADERSHIP, CRISIS SITUATION, VOCATIONALIZATION, STUDENT VOICE, LEADERSHIP FOR LEARNING, PEDAGOGICAL LEADERSHIP, STUDENT LEARNING, LEARNING CULTURE, SKILLS, COMMUNICATION, CONFLICT RESOLUTION, STRESS MANAGEMENT, SCHOOL, SCHOOL DEVELOPMENT, CONCEPTS, APPLICATIONS, NCSL, NIEPA,

Course Overview

Course Instruction (Text) (8_1_eng_course_instruction)

Instructions to the Learner

Welcome to the NISHTHA program for teachers and school heads at Secondary level. Every teacher/ school head is expected to do 12 generic courses and minimum one pedagogy course as per the subject they teach.

Modality of the Course

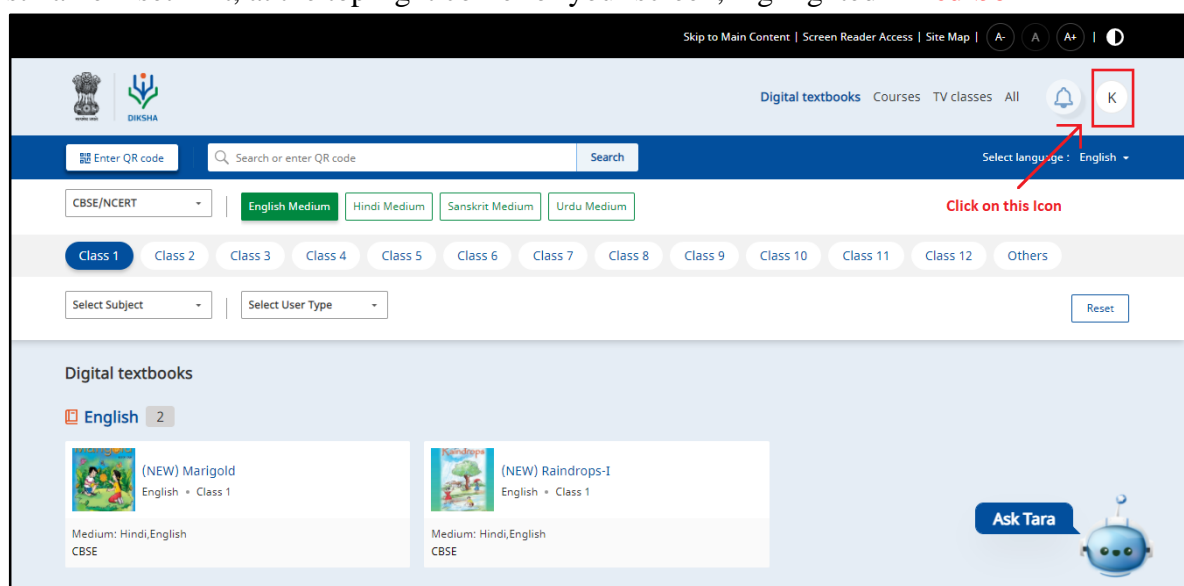
It is mandatory for every learner to go through all the course content presented in the form of videos, textual resources and a variety of practice activities to achieve 100% course completion. Additional resources are provided for extending learning beyond this course content.

Certification

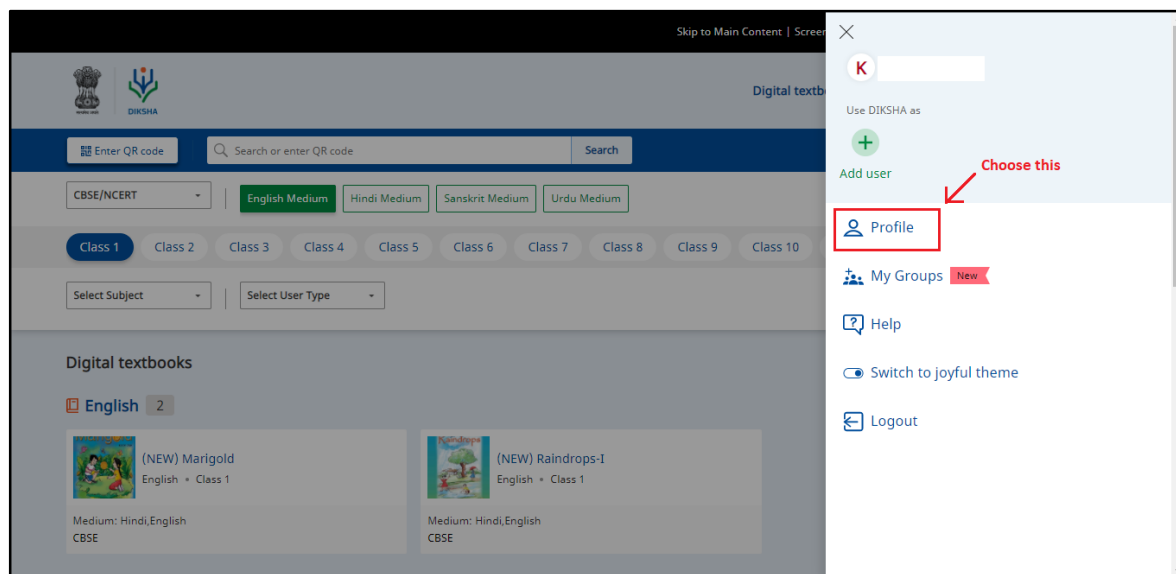
At the end of the course, learners are expected to take up an objective assessment quiz. Learners who acquired 70% in the final assessment will receive a '**Certificate of Participation**' online in the DIKSHA portal itself. It may take 0-15 days to populate the Certificate. It can be downloaded from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

How to Access and Download Certificate in DIKSHA Portal

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



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



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

My learning(2) (Refreshed daily)			
Course	Batch	Course completion date	Status
Action Research	Action_research0105	MAY 2021	Completed
COVID19- Responsive Behaviors	COVID19-Responsive...	APRIL 2021	Completed
			Initiate Download by clicking here
			Download certificate
Learner passbook			
Course	Certificate given by	Certificate issued date	
Action Research	ncert	25 MAY 2021	Download certificate
COVID19- Responsive Behaviors	ncert	28 APRIL 2021	Download certificate
COVID19- Responsive Behaviors	ncert	28 APRIL 2021	Download certificate

Objectives (Slide Text) (8_2_eng_objectives)

Objectives

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

- Understand and develop a perspective on context specific challenges of secondary school with a view to lead it towards transformation
- Gain knowledge, skills and attitudes to lead the secondary school
- Develop an understanding on the framework of ‘leadership for learning’ for enhancing teachers’ capacity and improving student learning at secondary level
- Develop School Development Plan considering specific contexts and challenges

Course Outline (Slide Text) (8_3_eng_course_outline)

Course Outline

- School Leadership for Secondary School Heads in India: Issues, Challenges and Way Forward
- Perspective on School leadership in Secondary Education
- Leadership for Learning for Improving Student learning in Secondary Schools
- Developing Skills for Effective Leadership in Secondary Schools
- Preparing a Context specific School Development Plan

School Leadership for Secondary School Heads in India: An Introduction

School Leadership for Secondary School Heads: An Introduction (Video)

(8_4_eng_sl_an_introduction)

School Leadership for Secondary School Heads: An Introduction - Transcript (Text)

(8_5_eng_sl_an_introduction_transcript)

School Leadership for Secondary School Heads: An Introduction - Transcript

Greetings to all School Leaders & Teachers!

I am pleased to share with you an introduction to the course on “School Leadership: Concepts and Application” developed by the National Center for School Leadership at NIEPA. The National Education Policy 2020 has structured school education on 5+3+3+4 format where the last 4 years, combining secondary and senior secondary, are dedicated to impart a multidisciplinary curriculum resting on principles of independent and critical thinking. This calls for a renewed need to improve school processes to enable teacher professional development, student learning and preparation of students to enter the world of work to pursue higher education among many other aspects. In view of this, responsibility of the school leaders at secondary level is much more intense as she/he leads a diverse and adolescent student population. Students belong to different linguistic, religious, social and economic backgrounds. School heads and teachers have to employ multiple methods to cater to the needs of all their students, so that they can become self-reliant and pursue their life chances after completing grade 12.

One of the most challenging issues for secondary schools is to develop and inculcate the cognitive and soft skills among students such as:

- Communication
- Independent & Critical thinking
- Reflection
- Metacognition etc.

Considering these challenges it is important then to ponder as to what kind of leadership is required for school heads and teachers at secondary level of education which is discussed in greater detail in this course on School Leadership.

Leadership for learning is at the core of leading a secondary school. This concept deals specifically with how to create a vision for learning for your school involving different stakeholders which include students, parents, community and system level functionaries. In addition, it also focuses on how the school leader develops her/himself as a skilled facilitator, adept at communication skill, conflict resolution, decision making and stress management to name a few. These skills are discussed in greater detail. This course is practitioner oriented and empowers the school heads with knowledge, skills and attitudes for taking up a leadership role. To make the course user friendly, self-learning material has been created which includes reflective writing, to-do activities, case studies, video based sessions, besides dealing with the content on school leadership. Friends, I hope this gives you an

overview of the issues and challenges of secondary schools as operating in the Indian context. This is just a brief snapshot. However, we understand that every school has its specific challenges and you will be able to apply these concepts in your individual schools.

Thank You!

School Leadership for Secondary Schools: Academic Issues and Challenges (Text)
(8_6_eng_school_leadership_for_secondary_schools_academic_issues_challenges)

School Leadership for Secondary Schools: Academic Issues and Challenges

Over the years, India has made tremendous progress in wide scale expansion of the school education system. This includes opening of new schools, infrastructural set-ups, resource up gradation, increase in enrolment and overall improvements in drop out ratio, retention rate and transitions from one stage to the other within school education. However, these efforts have brought forth yet another set of challenges. Some prominent challenges relate to persistent inequalities in participation of diverse groups of students, low levels of student learning and achievement, inadequate number of teachers, rising expectations of parents and complexities of school management. All these have placed greater demands on school leaders and teachers to effectively lead their schools while ensuring optimum student learning. Today, school leaders are beleaguered by multiple policy initiatives and local demands for which they may require additional knowledge, skills and positive attitudes. They may feel that they are caught in a top-down hierarchical management system, which curtails their freedom to take initiative. In addition, there is a felt need for technology enabled learning resources, avenues for professional development and opportunities for dialogue among school leaders and teacher leaders. The National Education Policy 2020, however, has envisaged positive changes in addressing these challenges. In the above backdrop, let us look at **key issues and challenges** pertaining to secondary schools in India. An understanding of these broad challenges would help you draw out the contours of your school, along which you can plan school development.

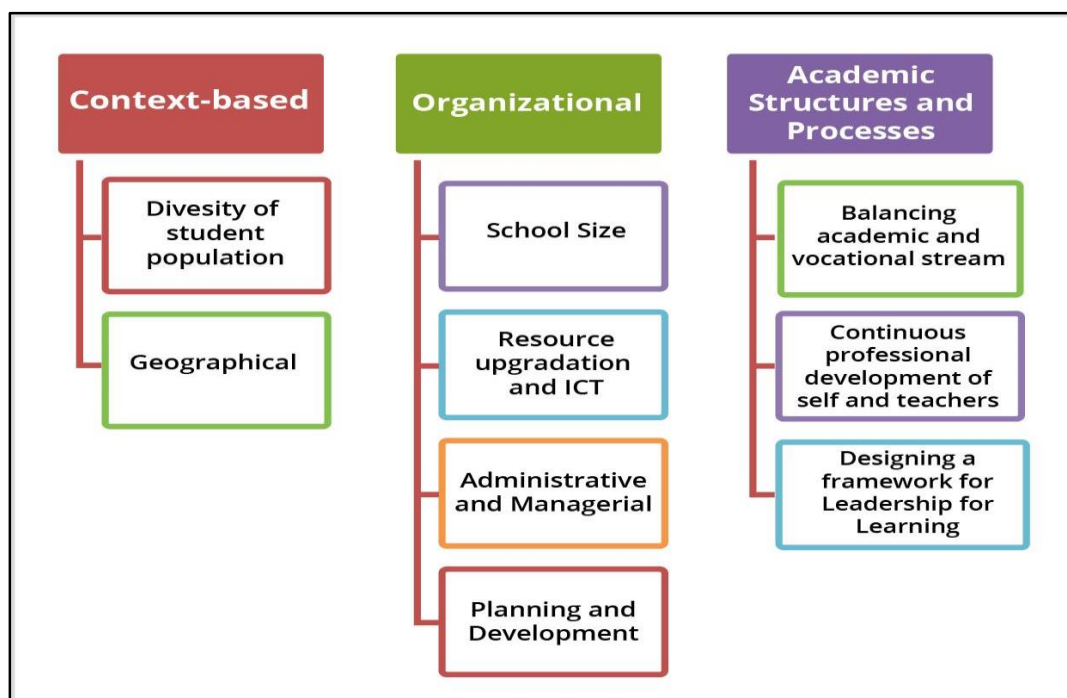


Fig. 1: Academic Issues and Challenges

1. **Context-based:** The first set of issues and challenges emerge from the context in which the school is placed. We can identify two prominent challenges here:
 - a. **Diversity of student population** – The catchment area of a secondary school is much larger than an elementary school, wherein students come from a wider area. The diversity of students in terms of their language, location, socio-economic determinants, status of special needs and varying degrees of learning levels is indeed extensive. In such a case, it becomes imperative that the school leaders understand not only the diversity of its student population but also the expectations of students and community from the school.
 - b. **Geographical** - Each secondary school is placed in a specific administrative unit – such as rural, township, urban or urban slum areas, which are either developed or underdeveloped regions in different contexts. In addition, geographical diversity can pertain to forests, deserts, mountainous terrains, flood prone areas or islands. Schools can also operate in conflict prone areas or under threat from natural or manmade disasters, in which case a clear knowledge and application of disaster management strategies becomes a must for any secondary school leader. Hence, a deep understanding of the context specific challenges help the school leader in creating effective planning and implementation strategies for school structures and processes to enable whole school development.
2. **Organizational:** This set of issues and challenges can be categorized as organizational:
 - a. **School size** – In terms of size, there is a variation among secondary schools. The enrolment in a secondary school varies from 150 to 3000, rising up to even 5000 in very large senior secondary schools. These can be composite schools from grade 1 onwards or exist as independent (covering grades 9 to 12). The student enrolment, number of teachers in position and resources available in the school also varies accordingly. You may also find that some large secondary schools are understaffed. Hence a proper assessment of school size helps in diagnosing the current requirements and ascertaining the vision of your school.
 - b. **Resource upgradation and ICT** – A secondary school has multiple demands of infrastructure and resources depending on the enrolment size, vocational and/or academic streams being offered in the school, sports, cultural activities, ICT-subject-based laboratories and ICT enabled classrooms etc. Providing and equipping the secondary school with resources and infrastructure is a mammoth task and an ongoing challenge for a secondary school leader. In today's times, a secondary school leader needs to gain ICT skills and encourage ICT enabled teaching-learning processes in the school to benefit both teachers and students.

- c. **Administrative and Managerial** – An efficient leader is also a skilled administrator and a manager. Managing a large secondary school entails many responsibilities that are both administrative and managerial. One needs to be abreast with latest rules and regulations and processes of financial accounting etc so that these tasks can be dealt with, skillfully and speedily. This will enable you to carve out time for leadership tasks, encourage innovations and enabling a vision for ‘leadership for learning’.
 - d. **Planning and Development** – An important challenge for a secondary school leader is to lead the school development process right from building a collaborative vision with all the stakeholders, to planning and implementing the school development plan. This is a huge challenge as tasks associated with this run throughout the academic year. An understanding of this process requires the school leader to be adept at building and leading teams, encouraging innovations and fostering strong school-community/parent bonds.
3. **Academic structures and processes:** This set of issues and challenges are most critical in school improvement process:
- a. **Balancing vocational and academic education** - Twenty first century demands three critical skills in the context of a productive work force: cognitive, transferable and vocational. India needs secondary and senior secondary graduates who possess all these three skills. Whereas cognitive skills apply to the application of theoretical knowledge, transferable skills can be understood in terms of knowledge of IT, language and soft skills such as communication or problem-solving. Vocational skills are those which emerge from a successful education programme that offers practical training to enable students to become employable. The National Education Policy 2020 proposes to expand the accessibility and exposure of vocational education to 50 % of the learners of school and higher education by 2025 (NEP, 2020, p 44). The policy also envisages integration of vocational education in all institutions throughout school and higher education. Thus, vocational and academic education have become equally important and the challenge for a secondary school leader is to balance the demands of both, equipping students with academic as well as vocational knowledge, skills and attitudes.
 - b. **Engaging in continuous professional development of self and teachers** – Demands of the curriculum at the secondary level and requirements of skills for a rapidly changing world, require the school leaders and teacher leaders to be updated with their field of expertise and innovative transactional methodologies. This challenge has been addressed in the National Education Policy 2020 which mandates 50 hours of continuous professional development opportunities every year for both school leaders and teachers. Let us look at some of the challenges with regard to continuous professional development. At secondary level, a school head/principal is expected to take classes in his/her own subject, however, due to many administrative and academic demands, it is a role that is often put second. As a school leader, your role as a mentor is critical, and mentoring teachers in your subject is possible only when you are updated with knowledge, skills and practice of your own subject. This comes under the purview of pedagogical leadership. Teachers at secondary level are

subject specialists who need to continuously update their subject knowledge, expertise and transactional methodologies keeping in view the learning levels and learning styles of students. Sometimes the job of secondary school teachers can become very challenging, such as when students with ‘learning deficit’ enter secondary grades. Hence, a teacher leader at the secondary level has to cater to academic needs of students coming from elementary level as well as prepare them for higher education or for the job market. Making teachers’ practice technologically enabled is another major challenge for which continuous professional development opportunities need to be provided to teachers.

- c. **Designing a framework for leadership for learning** - Secondary schools are grappling with issues related to improving student learning. Many times, it is seen that schools do not have a unified and collaborative vision regarding learning trajectories and goals for each student. Teachers are not well updated, there is absence of mapping of learning goals with learning resources and aides required in school and classrooms, so on and so forth. Researches on school leadership have advanced a comprehensive framework by the name of leadership for learning to address these multiple issues. This is explained later in the course. A secondary school leader needs to assess and co-create a vision keeping learning at the centre for the school – a process wherein each stakeholder learns, be it the school leader, teachers, students, parents and others who are closely associated with the school.

School Leadership for Secondary Schools: Learner centered Issues and Challenges (Text)
(8_7_eng_school_leadership_for_secondary_schools_learner_centered_issues_challenges)

School Leadership for Secondary Schools: Learner centered Issues and Challenges

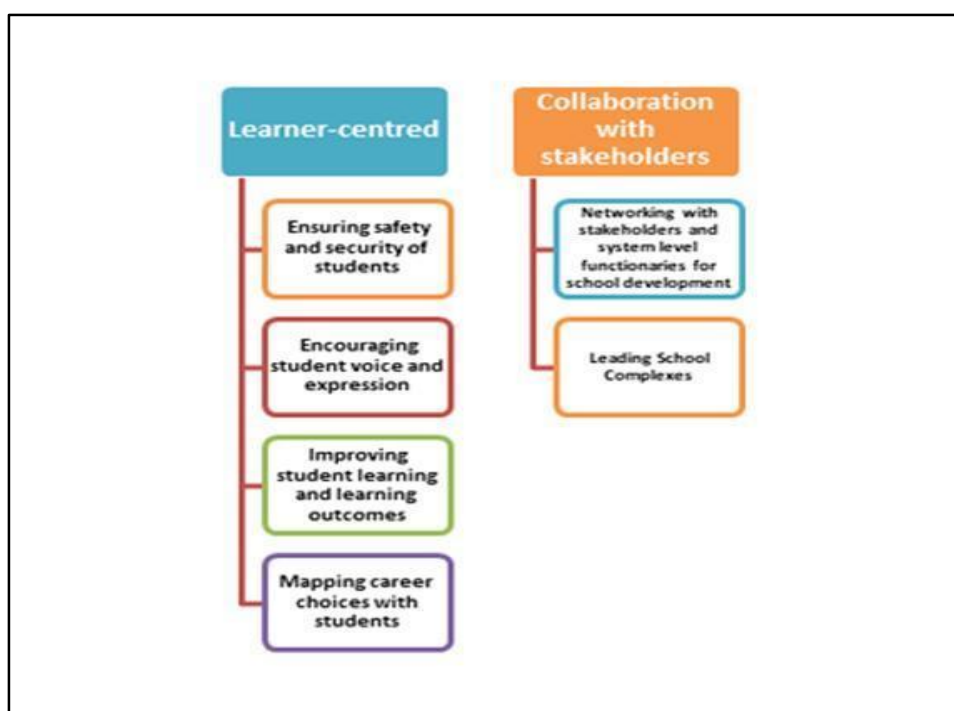


Fig. 2: Learner centered Issues and Challenges

1. Learner-centred: These issues are at the heart of the schooling process as they relate to learning:

- a. **Ensuring safety and security** – Issues related to safety and security of students in a secondary school has gained prominence in national policy. Ensuring each student's physical, mental and emotional safety is paramount for a school leader. This issue covers problems such as physical harm, bullying, harassment, verbal and emotional abuse, cyber bullying etc. A secondary school leader has to enable safety and security among staff, students and from any threats within and outside of school boundaries/cyber space.
- b. **Encouraging student voice and expression** – Students at secondary level need multiple avenues and opportunities to express themselves and be aware of their needs, aspirations and on what is happening around the world. Usually, it is observed that students feel under confident and lack abilities to express. Their voice must be included in all aspects of school processes, planning and implementation, which would help them develop 21st century skills such as self-confidence, independent and critical thinking, collaborative attitude, problem solving, meta-cognition etc.
- c. **Improving student learning and learning outcomes** – This is perhaps the most important challenge a secondary school leader faces today. Ensuring enabling learning conditions for each student, encouraging them to pursue their aptitudes and preparing them for future is a task that calls for exemplary levels of knowledge, skills, perspective and foresight on the part of a school leader. A secondary school leader needs to lead learning processes in order to bring about whole school transformation and ensure effective student learning.
- d. **Mapping career choices with students** – The school leader and teacher leaders are visualized as first stage counsellors who have basic knowledge of guidance and counselling to address the psychological, learning, socio-emotional and career needs of students. More than guiding a career choice for students, it is important to help them assess their aptitude for a subject or choice of subjects. A student at secondary level also decides whether to pursue vocation stream or academics. Hence, right from testing aptitudes to hand holding students for making future choices, the role of a school and teacher leaders becomes an important one.

2. Collaboration with Stakeholders: This set of issues and challenges relate to:

- a. **Networking with fellow leaders, stakeholders and system level functionaries** – A constant support of the community and various stakeholders is required to run the activities of the school in a smooth fashion. A secondary school leader needs to be skillful in communicating with stakeholders, collaborative problem solving and involve others in decision making. In addition, school leaders learn from each other, especially while discussing their professional practice. It is considered that school leaders must be continuous learners, aware of recent educational developments and research trends. One of the ways through which they can update their knowledge on continuous basis is by constant sharing of information and experience with one another. School leaders must create a professional learning community among themselves which learns from each other and contributes to each other's professional development.

- b. **Leading school complexes** - The National Education Policy 2020 recommends establishment of School Complexes consisting of one secondary school together with all other schools offering lower grades in its neighbourhood including Anganwadi. This complex captures a radius of five to ten kilometers with the purpose of promoting resource efficiency and effective management of schools in the cluster (NEP 2020, p 29). The semi-autonomous structure of School Complex can be an important governance structure of school at the local level. This establishment can help in sharing resources and facilities within the school complex including adequate number of teachers and school functionaries/ counsellor in the schools. The school leader of the nodal school will be the driving force behind creation and successful management of school complexes.

Activity 1: Share Your Experiences (Text - Blog) (8_8_eng_activity1_share_your_experiences)

Activity 1: Share Your Experiences

What are the existing challenges that your secondary school faces with respect to student learning? Share Your Experiences in the blog post.

Steps to be developed by states.

Additional Activity - SGOC (Strengths, Gaps, Opportunities and Challenges) (Text)
(8_9_eng_addl_activity_sgoc)

Additional Activity - SGOC (Strengths, Gaps, Opportunities and Challenges)

We have understood that leadership is enacted in an environmental and organizational context. These contexts define and modify leadership strategies and practices. Hence, as a school leader, attempt this diagnostic exercise for your secondary school in two parts.

Part A - (Environmental) – What are the characteristics of your secondary school that define the school's context? List them in the table below:

Student with diverse learning background	Community	Geographical	Any Other

Part B - (Organizational) – Diagnose the challenges of your school based on SGOC (strengths, gaps, opportunities, challenges) analysis. This analysis would help you list down the organizational challenges (infrastructural/teaching-learning issues/related to vocational education/teachers in position etc) that you face today and provide you with a comprehensive understanding of how you need to re-articulate your roles as a Leader of your school.

Strengths	Gaps
Opportunities	Challenges

Conclusion

After a detailed diagnosis of the context of your school, you may articulate the roles and responsibilities expected of you and others in the school leadership team. Through this analysis, you may also identify areas of intervention, where the school demands more attention for growth and development. The key areas for school leadership development as outlined in the National Curriculum Framework of NCSL, NIEPA can be read through for articulating your roles.

Perspective on School leadership for Secondary Education

How does one become an effective Secondary School Leader? (Video)

(8_10_eng_how_one_become_effective_secondary_school_leader)

How does one become an effective Secondary School Leader? - Transcript (Text)

(8_11_eng_how_one_become_effective_secondary_school_leader_transcript)

How does one become an effective Secondary School Leader? - Transcript

What must be the perspective of a secondary school leader? A leader of a secondary school needs to cultivate an overarching perspective on school leadership that incorporates an understanding on 4 key aspects. Let us understand each of these, one by one:

1. Moving beyond Administrative and Managerial Roles to Leadership

In the context of a secondary school, it is often seen that most of the school heads perceive their roles and responsibilities as administrators or at the most, as managers. However, to become leaders and change agents for transforming schools requires a shift in the perspective, understanding and application of new knowledge and skills. While an administrator adheres to the rules and regulations, a manager distributes tasks to others for achieving goals for which s/he maintains working relationships with colleagues, forms teams, problem solves and so on.

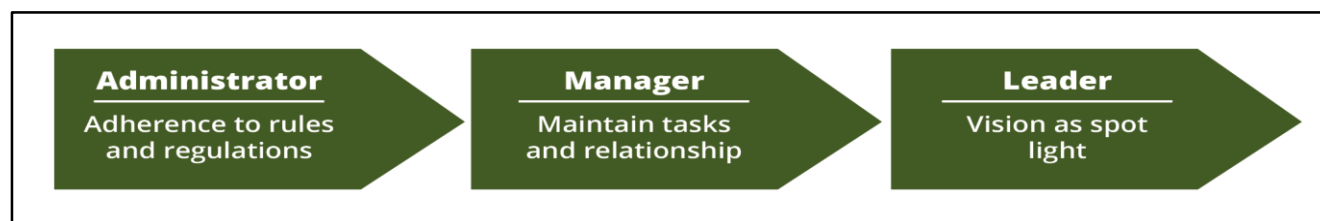


Fig. 1: Moving beyond Administrative and Managerial roles to Leadership

In contrast, a leader tries to envision the future for the school, participates in creating a shared vision with all stakeholders, invests time and resources for developing people's capacities, builds teams, creates partnerships with community, parents and the larger education system. In this way, the leader tries to expand his/her scope of leading the school beyond performing administrative and managerial functions within norms. The leader does not violate rules, regulations, orders, standards but looks beyond these to emerge as someone who transforms people's perceptions and the institutional culture so that *all students learn progressively*.

2. Becoming a Value Leader

Values leadership encompasses four domains: values, beliefs, knowledge and experience. A school leader is one who has the courage to practice values such as integrity, fairness, self-discipline, determination and collaboration. One of the emerging values is that of Interdependence, which in simple terms, is the ability of each one to progress independently and then collaborate to transform an organization. This is not the same as independence where each one doing their work without sharing or co-dependence, *always* needing someone else's help to complete a task. Interdependence builds on individual strengths and together, each one contributes to the school's development. Beliefs are another important set of values leadership that emerge from correct attitudes, such as believing in the strength of a diverse student body in school, believing that each student can learn and progress, practicing non-discrimination etc. Next is the area of knowledge on leadership and administrative matters, which covers a wide range such as understanding of rules and regulations, the concept of leadership and its styles and having a deep understanding of the concept of leadership for learning. A secondary leader also needs to reflect on her/his experience as a leader to IMPROVE her/his professional practice. For instance, a decision taken by the school leadership team failed to yield results, hence, it becomes an opportunity or an experience that the leader and teachers need to reflect upon and draw lessons from.

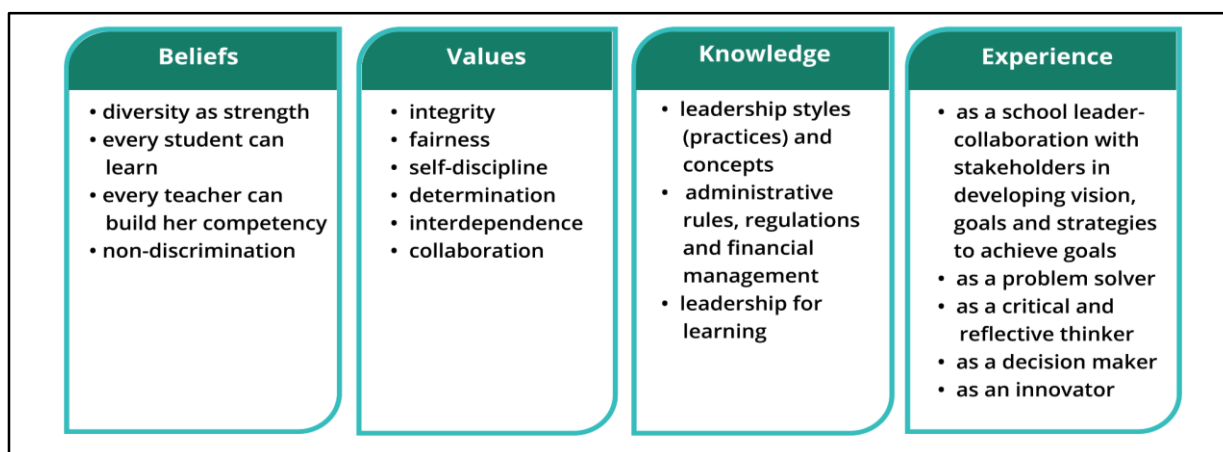


Fig. 2: Attributes of a Value Leader

3. Practicing Leadership: The Application

Leadership in application can be placed in four categories: setting direction, building relationships and developing people, developing the school and improving instructional processes.

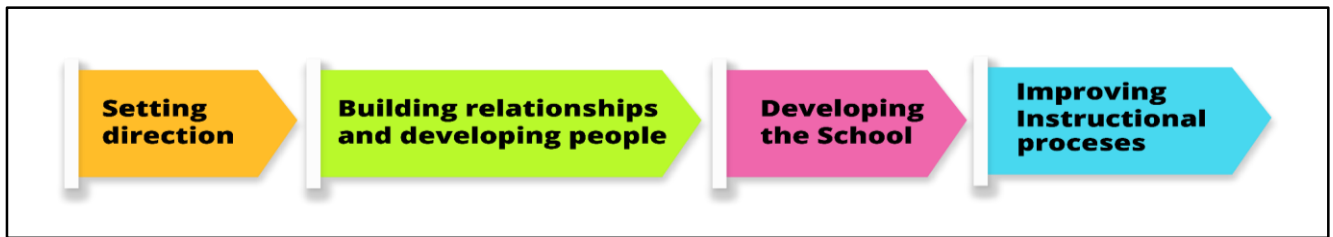


Fig. 3: Framework for Practicing School Leadership

4. Emerging as a Leader by Action

In the context of leadership, two kinds of leaders can be identified – leaders by position and leaders by action. Leaders by position are those individuals who have either been appointed or have come to position by virtue of being the senior most staff. Leaders by action are those individuals, who in addition to being leaders by position, take initiative, act to bring about a change and possess the ability to influence people. Leaders by action are able to build a collaborative vision with all stakeholders, take everyone along in pursuance of a goal and influence through their knowledge, skills and most importantly a positive and proactive attitude.

Let us Conclude

We know that you all are leaders; however, inculcating and practicing these four sets of perspectives will help you in this onward journey of becoming an exceptional leader. These perspectives will equip you to transform your secondary school, improve student learning and provide both a multi-disciplinary and vocational education to students.

Building an understanding on different Models of School Leadership (Text)

(8_12_eng_different_models_of_school_leadership)

Building an understanding on different Models of School Leadership

Years of sustained research has brought forth a number of models on School Leadership that explains the roles and functions of a school leader. Here, we discuss the most prominent ones:

- **Instructional/Academic Leadership**

Instructional leadership is generally defined as the management of curriculum and instruction by a school leader. Instructional leaders focus on the processes of transaction of curriculum in the classroom with an objective to ensure that the students are able to achieve the desired learning outcomes. They primarily monitor and assess students' progress and work towards creating a learning environment in the school. These school leaders work with a single-minded focus of achieving better learning outcomes for their students. These leaders also work simultaneously on improving teacher's work conditions, teacher professional development and school culture. The school leader, however, supervises and designs instruction along with teachers.

- **Transformational Leadership**

Transformational leadership is the process by which the school leader engages with others and is able to create a connection that results in increased motivation and values of both the leader and his/her colleagues. The prime focus of transformational leadership is on establishing a productive school culture and a clear and collaborative vision to enhance the quality teaching-learning processes, developing people and improving the organization. The school leaders not only adapt to the changing situation but also try to change and transform the existing system by creating a vision, taking initiative and adopting a problem-solving attitude.

- **Distributed Leadership**

The focus of distributed leadership is on delegation of tasks and responsibilities in order to maximize human capacity and assist capacity building of people within schools. All the individuals in the school are engaged in leadership activity; hence leadership is not focused on a single individual. The school leader, however, retains the positional responsibilities which come with a head of the school. It is believed that student outcomes are more likely to improve when leadership is distributed throughout the school community and where teachers are empowered in areas of importance to them. The model explains that in schools where teachers' work is organized in ways that promote sharing of leadership role

- **Shared Leadership/ Collaborative Leadership**

Shared leadership focuses on a range of leadership behaviours and actions for involving others in decision making, such as consensus making and delegation. This form of leadership emphasizes collaboration as its core value. School activities are designed and implemented in teams where there is open communication and opportunities for professional development through reflection, sharing of practices with each other, collaborative problem solving and decision making. The role of the school leader is to create conditions for trust building wherein sharing of tasks and responsibilities is done in a collaborative manner. Here the school leader and the school team are in a more equal relationship, where both the school leader and others in the school are mutually learning and progressing through their involvement in schooling processes.

- **Leadership for Learning**

Recent discourses on School Leadership have attempted to integrate the best of the above models on school leadership to develop a comprehensive framework of 'Leadership for learning (LfL)' that focuses on improving student learning from a system perspective. ***The central idea in leadership for learning is that all stakeholders of the school – the school leader, teacher leaders, students, parents, and community members are continuous and lifelong learners.***

This framework integrates the teaching and learning focus of instructional leadership, the distinct vision building and capacity building perspective of transformational leadership and distribution of leadership resources across all levels of school. This framework argues that effective school leadership which- defines the vision and mission of the school, plans for curriculum instruction, communicates effectively, builds teams, encourages strong inter-personal relations, promotes teacher professional development, transforms organizational culture, builds trust and collaboration and achieve school goals- positively influences student learning and enhances student learning outcomes.

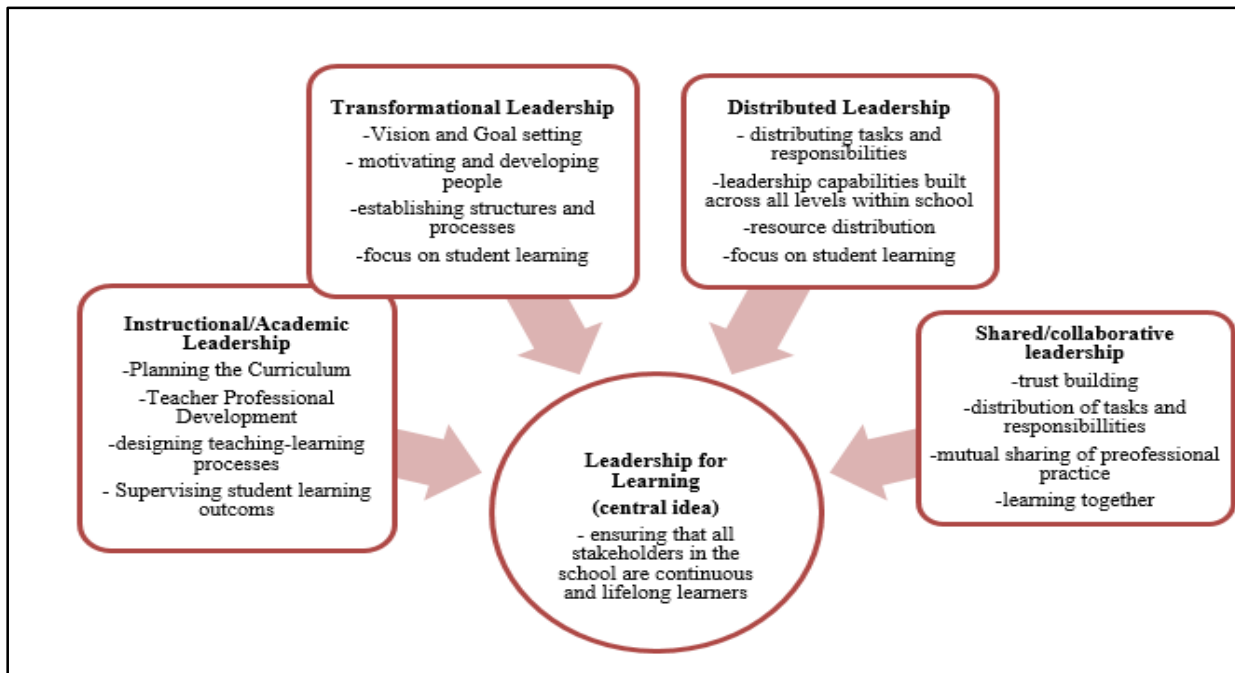


Fig. 4: Models on School Leadership

Activity 2: Try Yourself (Text) (8_13_eng_activity2_try_yourself)

Activity 2: Try Yourself

In the Table below, Leadership practices are categorized into three, each having its own set of specific leadership practices. Reading carefully, articulate your action steps against each specific leadership practice.

Domains of practice	Specific leadership practices	As a secondary leader, how will you implement these practices in your school?	Which stakeholders will you involve?
Setting direction of your school	Build a shared vision		
	Communicating vision and goals among school members and community throughout the year		
Building relationships and developing people	Opportunities for professional development of self and teachers		
	Opportunities for collaboration and innovations		
	Build trust among teachers, teacher-students and school-community		
	Student safety		

Develop the school	Distributing resources strategically in alignment with vision and goals		
	Connect the school to wider environment- resources, knowledge sharing, student exposure		

Framework on Leadership for Learning in Secondary Schools

The Concept of Leadership for Learning for Secondary Schools (Video)

(8_14_eng_concept_of_leadership_for_learning)

The Concept of Leadership for Learning for Secondary Schools - Transcript (Text)

(8_15_eng_concept_of_leadership_for_learning_transcript)

The Concept of Leadership for Learning for Secondary Schools - Transcript

Leadership for Learning is an important approach that has the potential to address cumulative learning deficit among students in India.

What is the central idea behind ‘Leadership for Learning’?

If all students have to learn, every other stakeholder within and outside education system must engage in learning consciously as lifelong learners. According to Hallinger, three dimensions are critical for all stakeholders in leadership for learning. They are:

1. Values, knowledge and experience
2. Leadership focus
3. A belief in people’s capacity

These are achieved through:

- Creating the vision and goals,
- Setting up of relevant academic structures and processes,
- Considering the context of leadership.

What are the probable approaches to practice leadership for learning?

- At the institutional level adopt workplace learning. Overcome the pace and quality of learning among all stakeholders including children.
- Support colleagues and subordinates to curve their own learning paths for efficacy in working.
- Encourage key values that bring about positive changes in the entire education system, such as:
 - Transparency
 - Integrity
 - Openness without the fear of being wrongly judged

- Goal directedness
- Perseverance
- Pursue what is valued rather than what is measured

In practicing leadership for learning, schools must have enabling conditions for setting learning goals, creating vision, learning culture, and evidence-based planning.

Principals practice academic supervision using different techniques, embed evaluation and feedback for future learning among all teachers.

Principals to ensure that they receive feedback for self-development.

Formation and sustenance of Professional Learning Communities for teachers and school heads

In order to provide equitable and quality learning for all students, principals need to practice:

- A. Instructional/Academic Leadership
- B. Transformational Leadership
- C. Distributed Leadership
- D. Shared/collaborative leadership

Now, how to bring the people from different leadership positions to work together:

1. Develop an agreed and shared moral purpose among different leaders and stakeholders.
2. Create a shared vision among all leaders and stakeholders.
3. Encourage stakeholders to understand the deeper purpose of their roles and responsibilities.
4. Build capacity of stakeholders.
5. Evaluate for becoming active professional learners always.
6. Develop an awareness for using data-based decision making at all levels in the education system.

In conclusion, Leadership for Learning is a multi-dimensional, multi-lateral process held together by a common purpose in which not only individuals and organisations are involved but also different groups and specialized institutions working together for ensuring learning of all students and to achieve universalization of quality education.

How to lead Leadership for Learning in Secondary Schools? (Video)

(8_16_eng_how_to_lead_leadership_for_learning_in_secondary_schools)

How to lead Leadership for Learning in Secondary Schools? - Transcript (Text)

(8_17_eng_how_to_lead_leadership_for_learning_in_secondary_schools_transcript)

How to lead Leadership for Learning in Secondary Schools? - Transcript

Sutradahaar: I am Dr. Mythli, the Sutradahaar for the video demonstration on leadership for learning. It is important to retain the interest of students for learning, especially at secondary level. Both the subject matter and pedagogy are equally important at this stage

- What should we do to ensure that children acquire expected learning competencies?
- Who is responsible for ensuring learning of all students ?
- Let's see what our frontline workers - the teachers - think about this.

Neha: Hello! Jaya. I had an exciting class today. Students engaged like never before.

Jaya: Really ...What did you do differently today?

Neha: I let the students begin learning instead of me teaching them first.

Jaya: Interesting Tell me more Neha

Neha: It was an experimentation to see whether pre-teaching, reading and associated activities can facilitate student learning at the secondary stage.

Jaya: But isn't it time consuming...

Neha: It did take some time. I had to prepare the reading material, the associated activities and based on their response, I prepared my lesson. But it was all worth it. Students delved deeper into the concept while I facilitated.

Jaya: Wonderful Can we team teach?

Neha: Most welcome.

Sutradhaar: Leadership for Learning allows for a variety of ways for student learning through

- Composite effect of processes, approaches, methods, styles and practices.
- Leaders treat Pupil as a community of learners.

In the next scene, we shall see how teachers in the school ignite the spark of innovation in the pedagogies of teaching.

Principal Ms Manju Sinha: Good Morning Everyone! I learnt about a number of different methodologies and experimentation being used in the classrooms and it was so impressive. We must be using all those interdisciplinary approach in the classrooms. For example, I saw Neha ma'am teaching economics by team teaching.

Rehaan sir taking up mathematics along with Physics, integrating it with physics.

And Mathematics being integrated along with sports, arts and crafts.

You know I was amazed to see the language also being integrated with Mathematics. We must showcase this to our BEO.

Tr Anamika: Yes, ma'am, that's a very good idea. We will also make our presentations and videos to showcase our student's learning and our innovations to the higher officials.

Principal Manju: Tell me something, have the students integrated the information well enough or not?

Tr Anamika: Maam, Our conviction is our students have learnt better now and we have assessment evidences also.

Tr Anjali: I will volunteer to coordinate between various teachers to organize the event, if principal permits me to do so.

Principal Manju: Most definitely, go ahead! But at this junction I would like to take a feedback from you. Have you also integrated some information, some new ways of teaching?

Neha: Definitely Ma'am my confidence has increased manifold.

Anamika: Ma'am I am comfortable with the pace the students are learning with.

Jaya: I learnt Chaos can be fruitful...

Anjali k: I learnt to integrate various subjects for effective teaching.

Rehan: I found strength in team teaching rather than solo teaching. I enjoy it, so do students..I tried to invite teacher from outside the school to plan the lessons with me but she couldn't make it.

Manju: Next year, we must plan the time table in a more flexible manner so that all the teachers can come together and plan an interdisciplinary lesson.

All: Yes. Yes. Ok.

Sutradhaar: Leadership for learning keeps learner at the centre amidst myriad pressures

- Leaders will pursue what is valued rather than what is measured
- Leaders strive to ensure that the quality of learning by enhancing conditions for learning with a moral purpose.

In the next scene we are going to witness how the leadership working from above the school level responds to the variety of innovations in pedagogies of teaching in the entire district.

Mr Pankaj: Good Morning,

Everyone: Good Morning Sir.

Mr Pankaj:As the District Education Officer, I want to know your views on impressive innovations by the senior secondary schools in the Kolhapur district. BEO Tanupriya Ji Tell me how are they applicable to the other schools?

BEO Tanupriya: Sir, We need to visit more of such schools in the respective blocks to understand the innovative teaching happening in the schools. We also need to foresee the challenges that might be faced if these experiments are introduced in some other schools.

Pankaj: Block Resource Coordinator tell me more about it.

BR Coord Archana: Thank you sir. I now need to readjust my schedules to visit these schools more often, and understand the innovative pedagogies to teach different subjects. Let us provide these schools with the resources from the BEO.

Pankaj: Sukhdeep Ji, As a Person in-charge of the School Complex please give me your input.

Person, incharge Sukhdeep:Sir, I think its a time to shift the role of school complexes so that they engage more deeply into innovations, and experimentations

We need to collect more data from the teachers and principals', so that we can spread it to the other teachers and sir, we must invite these teachers so that they show all these experimentations in a two day seminar.

DIET Principal Monica: I think you got a point there Sukhdeep. As the DIET principal I feel there is a need to form Professional Learning Communities of Principals and Teachers of the district. There should be a monthly meeting of academic interests without any administrative matters being discussed. I will take this matter up with the DIET Lecturer as well that they are associated with these PLCs and take it up as an action plan for all the blocks. And then let's see

how it works. But my question is, How do we engage with each and every teacher and principal of the district? How do we get in touch with them directly Pankaj Sir?

DEO Pankaj: Yes, I agree with you Monica ma'am. But What is the timeline you required to engage the schools in these experimentations? My idea is that we should organize a District level fair on innovative pedagogies..

DIET Principal Monica: We are doing that anyway every year Pankaj Sir. So, what difference or improvement is it going to bring to the existing annual event?

BEO Tanupriya: Even my Block coordinator says that it requires so much time and additional work. We don't have so much time though we are very much interested. But if you will give this additional responsibility I will have to be in the field more than in the officewho will do the administration?

DEO Pankaj: Madam, Madam you need to balance your time between the academic and administrative work. As a BEO, ask this question to yourself : How I going to spare my time between academic and administrative job? As a BEO you need to ask yourself that, how can you be an academic leader?

BEO Tanupriya: Sir, I agree with you and I understand my role. In future I could thrust on academic leadership and students' learning. I don't mind putting a few extra hours on this work. I will plan out the need and requirement on the students learning for academic work and plan it out with my team.

NGO representative Nupur: We as representatives of NGOs need to integrate our skills with the requirements of the school and create innovations for the entire state, something which can be replicated in other states as well.

DIET Principal Monica: Yes Nupur, I now see how innovations can become a part of our action research. I will orient my DIET lecturers on the same.

DEO Pankaj: Yes, we all will collaborate to let it happen.

All: Yes Sir.

Sutradhar: Leadership for Learning at higher levels attempts to remove hurdles, projects the big picture by

- Emphasizing on Asking right questions rather than giving correct answers.
- Encouraging learning across all leaders as well as students.
- Work from their vantage points to scoop talent and spread innovation.

These characteristics of Leadership for Learning also hold good for state and national level leadership including the Ministry of Education.

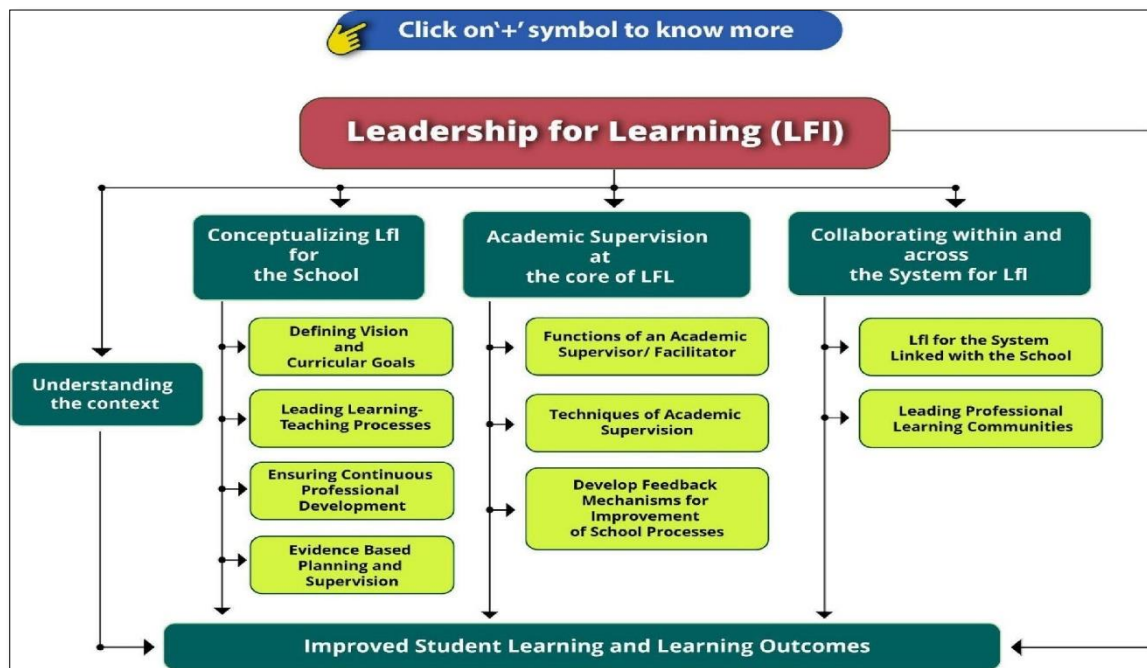
Therefore, if every child has to learn, everybody working with the education system also have to engage continuously in learning and be lifelong learners.

Activity 3: Explore (H5P - Image Hotspot) (8_18_eng_activity3_explore)

Activity 3: Leadership for Learning in Secondary Schools - Explore

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Leadership for Learning (Lfi) - is a comprehensive area of knowledge and expertise which centers on the idea of each stakeholder of the school being a lifelong and continuous learner. The Lfi framework includes vision for learning, planning the curriculum, designing and evaluating the learning-teaching processes, ensuring continuous professional development of self and teachers, creating a learning culture, distributing resources strategically, carrying out whole school supervision with a focus on academic supervision and evidence based decision making. At the core of this framework lies the belief that the *student learns only when every other stakeholder, linked with the student, learns and progresses*.

Understanding the Context – Prior to any planning process for Lfi, it is important to understand the context of the secondary school. The context includes an understanding of diverse issues – a) related to student background b) learning levels of students, with a focus on special needs students, c) geographical or economic diversity of the area where the school is situated, d) understanding of learning levels of students in elementary schools in the catchment area of the secondary school and e) occupational, industrial and entrepreneurial opportunities present in the area/district.

Conceptualizing Lfl for the School - This is a broad theme which focuses on leadership actions that relate to defining vision and curricular goals, leading learning-teaching processes, ensuring continuous professional development, developing a learning culture and evidence-based planning and supervision.

Defining Vision and Curricular Goals - A secondary school leader needs to create a collaborative **vision for learning** for the school that is based on learner competencies with respect to a liberal education that integrates academic with the vocational. For example, a student who has an inclination for literature must also be oriented on how to take up a professional course in writing/journalism, even though he/she is pursuing the art stream in the school (and not vocational). Similarly, a school leader needs to integrate transferable and IT skills (vocational) within the vision and goal setting framework of the school. In the same way, the vision must also incorporate different learning strategies for the school leader and the teachers who engage in learning-teaching processes, continuous professional development and academic supervision.

Leading Learning-teaching Processes – As the school leadership team, one needs to examine if curricular expectations are being met and integrated in the learning-teaching processes of the school across all grades/subjects. Clearly, learning is the prime focus; hence, the process is understood as the learning-teaching process, whereby the learning of all stakeholders is being emphasized here, more important than mere transaction of the syllabus. The teachers also learn while engaging in this process through interaction, transaction of the subject, assessment of students, peer observation of classrooms, engaging in learning conversations with other teachers and through the supervision of the school leader. These help the teachers in identifying gaps and improving their practice, a critical component of teacher professional development.

Ensuring Continuous Professional development - This is a wide area and requires the school leader to develop teacher agency to problem solve by his/her own, encourage teachers to improve their competencies in their subject expertise through formal in-service capacity building programmes and informal means through self-study and exploring platforms of professional dialogue etc. As a result, teachers create a conducive learning environment, become reflective practitioners, share their practices, design purposeful assessments and discuss evidence on student learning in a trustworthy school environment. This has a positive impact on student learning.

Evidence Based Planning and Supervision – Schooling is a dynamic process, where each day a lot of information is gathered and processed into data. This information can relate to any aspect, such as, number of students who attend the school, curricular aspects covered in a week across all grades, teachers involved in administrative activities hence finding it difficult to devote time in innovative transactional methodologies, student assessment data etc. Is there a system where such data is gathered, formally and/or informally, to use it for evidence-based planning and derive meaning out of it? A school leader needs to devise strategies on making meaning out of the available data and use it for planning and implementing changes in the school.

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

includes providing on-site practical support to teachers, conducting learning conversations with teachers and support in academic review of the school.

Functions of an Academic Supervisor/ Facilitator

- Planning and Organising
- Provision of a conducive learning environment
- Leadership and Guidance
- Motivation
- Monitoring and Checking

Techniques of Academic Supervision – One of the important skills is to be able to create meaningful conversations between the school leader (academic supervisor) and the teacher, which focus on learning and development of both - the supervisor and the teacher. This type of ‘learning’ conversation centers around issues such as classroom observations, challenges being faced by teachers or how to design new and innovative learning-teaching processes. The academic supervisor skillfully creates opportunities for teachers to express their concerns, reflect on their own practice and share evidence on student characteristics or student learning. In a learning conversation, the role of the academic supervisor is to ask thoughtful and reflective questions from the teacher, so that the teacher gets more opportunity to speak, express and come up with potential solutions.

Develop Feedback Mechanisms for Improvement of School Processes – This is an important aspect of school improvement, where the school leader initiates feedback or satisfaction surveys for one’s leadership from teachers, students, parents and community and also provides feedback to one another. This mechanism helps in improving school processes. Yet another way could be analyzing student learning outcomes against leadership actions and teacher professional development to identify areas of improvement for school/teacher leadership.

Collaborating within and across the System for Lfl – This theme helps broaden the concept of leadership for learning by focusing on networking with different stakeholders of the education system and creation of professional learning communities between teachers and school leaders.

Lfl for the System Linked with the School - The central idea of Leadership for Learning from a system’s perspective extends further from the school to cluster, block, district, state and national level. Hence, leaders working in various hierarchical positions within the system from school clusters and complexes to national level must necessarily engage in learning for leading learning. Leadership for learning in Indian context can, therefore, be defined as a multi-dimensional and multilateral process held together by a common goal of learning emphasizing on what is valued rather than what is simply measured.

Leading Professional Learning Communities - Professional Learning Community (PLC) is a group of professionals who share a concern, a set of problems or passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis. PLC is a way of working together, sharing ideas and being supported by each other, to update their knowledge and skills. PLC is an effective method of cross learning with peers, dealing with school/teacher leader isolation, helping them empower their own practice and instilling confidence in school/teacher leaders. It facilitates and creates a culture of collaboration among school heads and teachers. PLC helps in challenging school heads/teachers to learn new practices and unlearn old beliefs and practices.

Improved Student Learning and Learning Outcomes - Student learning can be broadly described as knowledge, skills, personal-social qualities and attitudes that students achieve through the process of schooling. An academic leader's responsibility is to see that *each* student of the school learns and *each* student achieves expected learning outcomes. However, this goal is achievable only when the academic leader collaborates with all teachers in the school to provide meaningful learning opportunities to students. You may also look at the student learning outcomes defined by NCERT for secondary education.

Activity 4: Share Your Thoughts (Text - Blog) (8_19_eng_activity4_share_your_thoughts)

Activity 4: Share Your Thoughts

Describe how you will create conditions for implementing leadership for learning for your secondary school? Share Your Thoughts.

Steps to be developed by states.

Additional Activity (Text) (8_20_eng_addl_activity)

Additional Activity

Activity 1: Writing a Play script on Academic Supervision

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

Activity 2: Reflection on your role as an Academic Supervisor

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

Activity 3: Creating a Functional Professional Learning Community

How will you collaborate with system level functionaries (at district/block level) and fellow school leaders to develop a functional professional learning community? What can be the agenda for discussion and sharing in a PLC?

Additional Reading: Techniques of Academic Supervision (Text)

(8_21_eng_addl_reading_techniques_of_academic_supervision)

Additional Reading: Techniques of Academic Supervision

Techniques for Academic Supervision – How to conduct Academic Supervision?

A. Ask-Describe-Ask: An effective technique for feedback leading to better teaching practice. The Ask-Describe-Ask approach takes the supervisor from an authoritative role to a democratic role wherein the observer/ supervisor (head teacher) and the observer (teacher) are co- learners in the process. There is a common agreement between the two on the future targets and the plan for improvement. This approach is non-threatening and leads towards developing a rapport and trust with the supervisor which eventually facilitates learning conversations. Brief steps of this model are given

below. This model is a learning conversation between the head teacher/supervisor and the teacher after the academic supervisor has observed the classroom of the teacher.

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

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

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

All focus areas must be identifiable by classroom observation. Teams of observers (teachers and school heads) can spend around 30-minutes around the chosen theme.

During the afternoon, discussions are held around the findings. Observers use descriptive language to build up a shared understanding of what they saw around the chosen theme. They then use this lens to develop 'next steps' to improve teaching-learning in both their own practice and/or across the school. Staff within a school and/or observers from outside a school can use learning rounds in ways given below.

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

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

Developing Skills for Effective Leadership in Secondary Schools

Leadership Skills for Secondary School Heads (Video)

(8_22_eng_leadership_skills_for_secondary_school_heads)

Leadership Skills for Secondary School Heads - Transcript (Text)

(8_23_eng_leadership_skills_for_secondary_school_heads_transcript)

Leadership Skills for Secondary School Heads - Transcript

This demonstration includes four sets of conversations between the secondary school leader and teachers bringing out four different styles of conflict resolution.

Teacher: Madam, you know I have children and ailing parents ; it becomes very difficult for me to come to the school at 7 a.m. Today, there was traffic too. I am struggling with my life almost every day and then when I reach the school half an hour late, the in-charge teacher puts a cross against my name in the register. I need you to be considerate with me madam.

Principal: Pallavi ji, I do not want to listen to any excuses from your side. You have a new excuse every time you come to me. We cannot do anything, if we do relaxation for you; all others will also find an excuse!

Teacher: Try to understand Madam.....I transact effective teaching-learning classes, students also enjoy my class. It is not that my coming late to school (20-25 minutes) is hampering my work output. Can we please find a mutual solution?

Principal: I am the principal Pallavi ji, and whatever I say of rule has to be considered as the rule. I will not find any solution. You have to come on time, or else I will have to issue a memo against you.

Teacher: Madam.....

Principal: You may leave please (admonishing the teacher)

In this demonstration the secondary school leader exhibits destructive active set of behaviours such as displaying anger, demeaning the teacher, using authority and harsh voice

Teacher: Madam, I had mentioned to you a few months back that I need to take child care leave for one year. You had asked me to fulfill all the formalities; hence I had put up my file for your consideration. Could you have the time to see it?

Principal: Yes, Charu, I know.....I remember seeing the file. You are teaching mathematics in classes 8-10. You know that we have shortage of mathematics teachers in our secondary school.

Teacher: Madam, I am well aware of the situation in our secondary school. I am committed to contribute as much as I can. I can take out a few hours in a week and assist learning of students of the classes that I teach, even though it is through the online medium. Madam I had discussed with you that it is very important to take Child Care Leave for me and it is also my right as a government employee.

Principal: I remember I had a detailed talk. I was thinking let me also discuss with our District Education Officer before taking any decision on the matter.

Teacher: Madam, please consider my request favourably.

After 25 days of avoiding discussions with the Teacher

Principal: Charu, I had discussed your Child Care Leave matter with the District Education Officer. In view of the existing situation, I do not think we can allow you CCL this year. You may apply next year.

In this demonstration, the secondary school leader exhibits destructive passive set of behaviours such as avoiding, manipulating and placing the blame on someone else.

This conversation is between two secondary school teachers

Teacher 1: Charu, our new principal keeps on challenging us to think new. But I am of the opinion that nothing really changes, why do we need to innovate? Now, she has started this practice of having weekly assessment of students, every Tuesday for classes 9-12th and for all subjects. As it is we have such heavy workload, ranging from school committee works to teaching-learning. I do not agree with this new initiative Charu!

Teacher 2: Yes, Pallavi ji, even I do not agree with this new initiative and it must be scrapped. Other teachers want to be in good books of the principal hence have agreed to this.

Teacher 1: Charu let us meet the principal.

Teacher 2: Yes, let us meet her.

Principal: Pallavi and Charu, I understand that this is challenging but not so much that we resist new experiments. We as the school staff had discussed the issue in detail in two-three staff meetings, as a result we all had come up with this initiative. It is a good step, we can assess the learning levels of students weekly, in addition the assignment has been designed as an internal process which is fear free for both the teachers and the students. We also get an opportunity to understand about our teaching gaps.

Teacher 1: Madam, but what about our additional workload, we also have to teach so many classes in a day!

Principal: Pallavi, may I ask you the purpose of our being involved in so many academic activities? Do you remember the vision we all had co-created regarding Leadership for learning? I remember a

few months back; your team had created such amazing student learning outcomes resting on different domains of knowledge, skills and attitudes aligning with the NCERT student learning outcomes for secondary classes.

Teacher 2: Madam, I was also part of that team with Pallavi ji, we had designed various assessment strategies that would lead to achievement of these learning outcomes.

Teacher 1: Yes Madam, you are correct.

Principal: Then what do you think? Can you align the weekly assignments with the student learning outcomes drafted for classes that you are engaged in? This alignment of weekly assessments and student learning outcomes can actually make your overall task easier.

Teacher 1: Let me see what I can do.....may be you have a point

Teacher 2: We will think of a plan and discuss with you in two-three days.

Principal: I really look forward to it.

In this demonstration the secondary school leader exhibits constructive-passive set of behaviours such as reflective thinking, strategizing and exerting positive influence.

This conversation is between two secondary school teachers on the issue of task distribution.

Teacher 1: Good morning Pallavi ji, how are you? Look at what I have received, I am just so exhausted with these additional tasks – I have been made part of the Examination committee, Sports goods procurement committee and the Annual Day function committee. I am an English language PGT, just because I am good with language I am kept in all these committees! Why does not the principal give additional tasks to science and mathematics teachers. She is being very biased, as if teaching of language is less important than teaching of science and mathematics.

Teacher 2: Good morning, I am fine Charu! Same here, I am the PTI teacher, even I have been placed in all the committees along with you in addition to already existing membership in the school scholarship distribution and School Accounts committee. The Annual Sports day is also approaching. I have to plan for sports as well, this time we also have this inter-school competitions lined up, I do not know how will I manage Charu?

Teacher 1: This is getting very tough, everyday school work has become frustrating and I am all the time stressed out. It is affecting my health and my productivity, especially during classroom transactions.

Teacher 2: Let us take up this matter with the principal Charu.

Both the teachers approach the principal and share the matter with her. Teachers are anxious and stressed out. The principal listens to both of them very patiently.

Principal: I have heard your point of views and noted down your entire list of tasks and the committees assigned to you. Let me meet in the staff meeting that is already scheduled for 3 p.m. today and find solutions mutually.

The Staff meeting begins

Principal: Let us assess the learning-teaching time that each of the teachers have at this moment and also make a list of additional works. Charu please help me create a comparative chart on the excel sheet on the laptop.

Teacher 1: Excel sheet is made and with mutual discussion, a few reallocations are done. The principal engages in collaborative problem solving with all the staff members.

In this demonstration the secondary school leader exhibits constructive active set of behaviours such as considering divergent views, active listening, creating solutions, reasoning, and reaching out.

Conclusion

This demonstration has shown four types of conflict situations and the influence of the secondary school leader through different sets of behaviour. The most effective style of communication and conflict resolution is constructive active and constructive passive.

Thank you

Leadership Skills: Communication (Text) (8_24_eng_leadership_skills_communication)

Leadership Skills: Communication

A secondary leader has to execute multiple roles and responsibilities, face challenges on many fronts and deal with conflicting expectations from various stakeholders. These and many more challenges call for development of certain leadership skills that equip leaders with correct attitudes and ways to deal with complicated situations. Even in daily school routine, interpersonal skills are required to influence others, mobilize collective energies of people and build trustworthy relationships with students, teachers and other stakeholders. Interpersonal skills are thus, the bedrock for a productive work relation between individuals. A school leader of a secondary school also has to build good interpersonal relations with adolescent students so that there is a fear free environment. Often these skills are ignored. Practice of these skills improves the motivation of teachers and has a positive impact on school's learning culture and student learning.

Communication Skills

Communication is a very important skill that is needed to influence as well as resolve not only challenges but also conflicts. Communication can reduce psychological distance between individuals, build trust with others, establish partnerships between school and other institutions, help in effective teams, participate in innovations and bring harmony in school's social and emotional climate. Good and positive communication creates a conducive environment for people to work together, support each other and face adversities in a peaceful way.

In communication, it is encouraged that school and teacher leaders engage in Non-violent Communication (NVC). This communication includes a set of behaviours and attitudes that are supportive and encouraging. Further, it is also a process through which disagreements can be resolved as per negotiations. It helps to build more effective relationships both in professional and personal space.

Activity 5: Check Your Understanding (DIKSHA Activity)

(8_25_eng_activity5_check_your_understanding)

Activity 5: Violent and Non Violent Communication - Check Your Understanding

Drop and Drag statements that you think characterize Violent and Non-Violent Communication.

Violent Communication	Non-violent communication
Authoritative	Empathy
Judgemental	Expresses concern
Aggressive	Tries to solve problems
Demanding	Asks for suggestion
Non-supportive nature	Supportive
Conflict	Collaborative Work Style
Abuse (physical/emotional/mental)	Negotiation
Condescending attitude	Reflection

Leadership Skills: Conflict Resolution (Text) (8_26_eng_leadership_skills_conflict_resolution)**Leadership Skills: Conflict Resolution**

Conflict arises when one or more participants view the current situation or relationship as not yielding desired results. Successful school leaders are expected to develop their leadership skills, including conflict resolution skills which aid in achieving positive outcomes in schools. Effective conflict resolution ensures that problems and challenges are addressed (even if they do not get fully solved) and relationships with staff members and/or school community involved in a conflict reaches a trustworthy space. It is important to present "what works" in conflict resolution between parents, teachers and educators. Most conflicts in school between teachers/ students simply occur without warning. Some techniques that school leaders and teacher leaders can use when confronting conflict include:

- Focus on the problem, not on the people. Look for a solution and not blame the people involved.
- Be courteous. Do not sugarcoat the problem. Describe the effect it has on others, especially students.
- Keep your conversations or decisions confidential to maintain trust. Avoid making unnecessary judgements.
- Rather than impose a resolution, ask the people involved to come with a solution together. Act as a mediator.
- Align people with the school's vision and goals.

Additional Reading: Using Communication Skills for Conflict Resolution (Text)
(8_27_eng_addl_reading_using_communication_skills_for_conflict_resolution)

Additional Reading: Using Communication Skills for Conflict Resolution

Procedure to be followed to practice - Skill 1: Active Listening Skill

Listening not only to understand what is said but also to understand the speaker's perceptions, emotions. It also involves communicating back that the speaker has been understood. Behaviours characterizing active listening are:

- Summarizing facts and feelings that have been heard,
- Clarifying to confirm understanding and
- Adopting a physical posture of attentiveness – use non-verbal cues to convey an attitude of genuine respect and attentiveness.

Speaking with an intent to be understood instead of with the intent to debate or impress

- Speak in a clear and direct manner is more likely to elicit a receptive response.
- Frame the issue as a mutual problem with potential to be creatively or mutually solved.

Caution to be exercised not to use the following:

- Blaming, name-calling, raising one's voice is unproductive
- Do not use toxic or value-laden language
- Do not present a problem in either-or way
- It is not advisable to demand

Speak about yourself instead of speaking about others

If there is a challenge, present the challenge to be addressed in terms of its impact on you rather than in terms of what the other side did or why you think they did it. It is less likely to force the other side to a defensive posture. So, avoid complaints or criticism.

Speak for the purpose

The speaker needs to have a clear idea about:

- What s/he wants the other person to know when a statement is made
- What the other person is expected to learn and understand
- What purpose the speaking might serve
- Careful study of conflict/challenge/situation
- Self-evaluation

Speaking for a purpose requires awareness and mutual understanding of assumptions, context and language. It is to recognize some thoughts or disclosures that are left unsaid as they simply serve no purpose.

Adjusting for differences such as personality, gender, and culture

- Understand the ethnic and cultural diversity
- Avoid gender biases, stereotyping, orthodoxy to creep into the conversations
- Practice positive conception of the personality of the others

Avoid the chances of reducing resolving of conflicts

- Avoid judging, interrupting, teasing, criticizing, giving advice
- Do not change the subject
- Do not dominate the conversations
- Do not refuse to negotiate, deliberate deception
- Do not escalate conflicts
- Do not indulge in avoidance tactics, unnecessary competitiveness, threats and violent behaviours

Emphasize to make communication effective

- A proper eye-contact
- Pacing and timing of your speech
- Posture and non-verbal gestures
- Working to establish cooperation between parties
- Have a positive concept about others' personality
- Strive for mutual satisfaction and a win-win situation
- Recognize the emotions of all those involved
- Recognize your own emotion
- Make your emotions explicit and acknowledge them as legitimate
- Allow the other side to let off the steam
- Do not react to emotional outbursts

Procedure to be followed to practice Active listening skills

Step 1: Prepare hand-out copy of the exhibit given below to each participant

S.N o	Are you an effective communicator? Statements to answer	Yes	No	Some- times
1	Do you make eye contact?			
2	Do you watch the person's body posture and facial expressions?			
3	Do you empathise and try to understand the person's feelings, thoughts and actions?			
4	Do you keep from interrupting and let the person finish, even though you already know what the person means?			
5	Do you ask questions to clarify information?			
6	Do you smile and nod your head to show interest?			
7	Do you listen even if you do not like the person or what that person is saying?			
8	Do you ignore outside distraction?			
9	Do you listen for and remember important points?			
10	Do you keep from judging what was said (Do you mean neutral)?			

Step 2: Ask participants to pair off for this exercise and have them sit facing each other.

Step 3: Ask them to decide who will speak and who will listen first?

Step 4: The speaker will choose an issue and talk for about 5 minutes. During this time, the listener should exhibit as many active listening behaviours as possible including non-verbal skills – eye

contact, nodding, leaning forward, etc. The listener should also encourage, restate, summarize, reflect, and validate.

Step 5: After 5 minutes, the partners switch the role.

Step 6: After another 5 minutes, stop the exercise and fill the exhibit (checklist suggested in Step 1) for the other whom you listened to.

Step 7: Discuss the responses filled with the person whom you observed. – which ones did, not did; well done or not well done; what was difficult about the exercise, what was easy? What are the barriers for active listening?

Step 8: Go to Skill 2 of practising another skill that is causally related to active listening. This skill is the continuation of the first skill on active listening.

- **Procedure to be followed to practice - Skill 2: Understanding the other and seeking to be understood**

Step 9: after listening to the person talking to you, you phrase it in your own words and state the same loudly. The first person will confirm to you whether what you spoke is correct or not.

Step 10: you state your views now. Examine whether the first person has understood you clearly. For this, ask a question: can you please tell me in your own words what have you understood?

- **Procedure to be followed to practice - Skill 3: Reframing**

Reframing is a process of using language to alter the way each person or party in a conflict conceptualizes attitudes, behaviours, issues, and interests or defines the situation. By putting things in more neutral terms, reframing can help alleviate defensiveness, increase understanding, and reduce tension.

Reframing can soften demands, identify underlying interests, and remove emotions and value laden languages from communication. It is essential to assume while reframing that every assertion has a kernel of truth and has relevance for the person who makes it.

The purpose of reframing is to open doors for communication, not to discount anyone's feelings or interests.

Reframing can involve:

1. Changing the person who communicates the message.
2. Changing the syntax or wording of the message.
3. Changing the meaning of the statement by broadening or narrowing the meaning, focusing away from positions and toward interests.
4. Change the context of the situation by identifying the common ground and minimizing the differences.

Exercise:

Step 11: Form the group of three persons

Step 12: Provide with handouts in which some statements are written.

Reframe the sentences in more positive light

You trouble me

I want this assignment on my desk by tomorrow morning or else!!

You are unfair

That's the worst job you did...how did you get appointment as teacher

Step 13: Ask the group to reframe the sentences

Step 14: Ask participants to share their reframed statements

Step 15: Ask the process questions to discuss

- Was it an easy or difficult task?
- What approaches did you adapt to reframe the statements?
- What is your insight into this whole exercise?

● **Procedure to be followed to practice - Skill 4: Collaborative negotiation for conflict resolution**

Negotiation is a process wherein two or more people voluntarily discuss their differences and attempt to reach a joint decision on their common concerns. The parties involved in negotiation must identify the points of difference, teach each other about their respective needs and interests, create various possible solutions, and reach agreement about what will be done. In this way redefine the old relationships. Steps followed are:

Step 16: Agree to negotiate

Step 17: Gather points of view

Step 18: Find common interests

Step 19: Create win-win options

Step 20: Evaluate options

Step 21: Build consensus

Step 22: Create agreement

Reflection exercise

Ask the questions to yourself:

- What was the approach I / we followed?
- What was the important insight that I / we gained from this exercise?
- Would you see the scope and practicality of applying this skill in real life situations in your school?

Source: Hofstede, G. (1991). Cultures and organizations: Software of the mind. London: McGraw-Hill.

Hofstede, G. (2001). Culture's consequences (2nd edition). Thousand Oaks, CA: Sage

Leadership Skills: Stress management (8_28_eng_leadership_skills_stress management)

Leadership Skills: Stress management

School leaders have multiple roles to play in secondary schools that include managing school functions and tasks, implementing government orders, personnel management, management of physical facilities and equipment, supervision of school curriculum, evaluation and even actual classroom teaching. Due to workload pressures, school leaders in turn express anger and frustration that adversely impacts on teachers' motivation and student learning. Some school leaders especially in rural areas do not have vice school principals; hence they lack administrative support in undertaking increasing external demands. This lack of support leads to dissatisfaction against excessive expectations and responsibilities put on school leaders. The conditions under which secondary school leaders operate in some secondary schools can become dissatisfying. Managing schools under such conditions brings untold stress to school leaders. Thus, stress management strategies are important to practice in order to more effectively and efficiently perform their roles to achieve the set educational goals.

Activity 6: Try Yourself (Text) (8_29_eng_activity6_try_yourself)

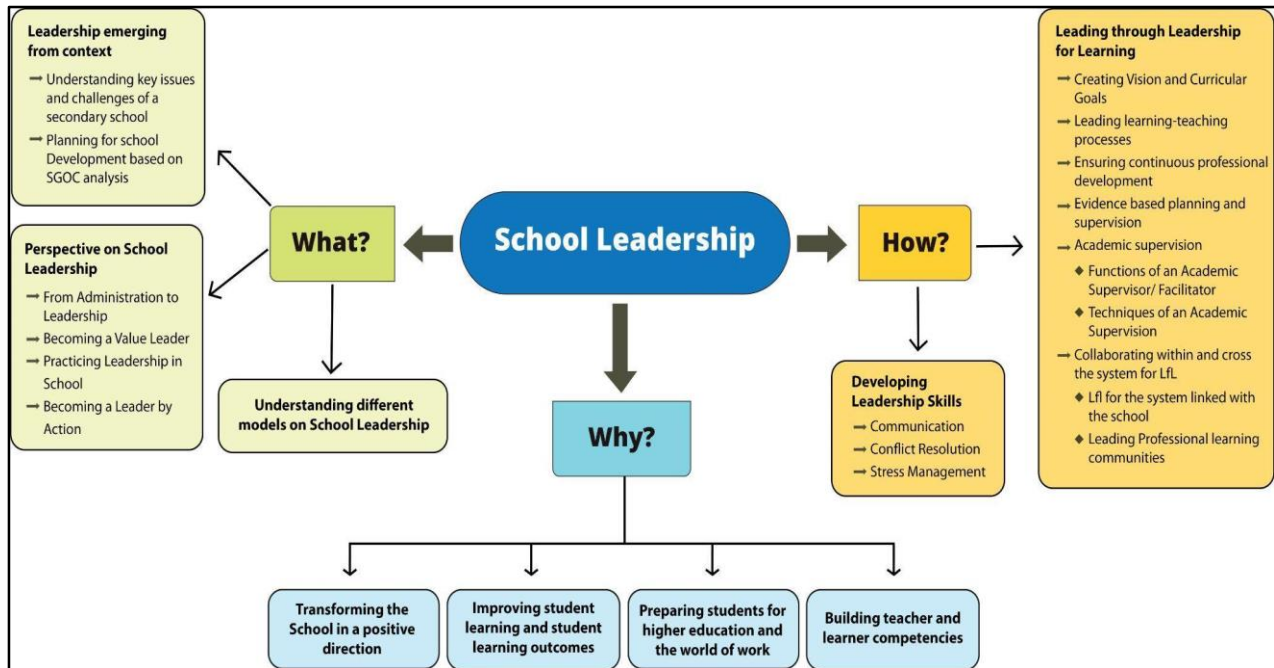
Activity 6: Try Yourself

Methods for stress management	How will you incorporate these in your routine as a Leader?
Develop a perspective on the problem/situation through self-talk	
Ask yourself – what is in my control and what is not?	
Balance your emotions through deep breathing, going for a short walk, talking to trees, talking to students, playing an indoor game	
Delegate tasks and responsibilities- supervise- instead of doing all tasks by oneself	
Build strong professional relationships with fellow school leaders – converse with them	
Develop human connect and share your fears, emotions and thoughts with colleagues and people in personal space	
Engage in creative pursuits	
Practice cheerfulness	

Summary

Summary (Mind Map) (8_30_eng_summary)

Summary



Portfolio Activity

Assignment (Text) (8_31_eng_assignment)

Assignment

For School Leader of Secondary School

After going through this Course, along with a few teachers, design a framework for implementing leadership for learning for your school, with clear action points for each of the constituent themes. This plan could be formulated for 2-3 years. However, clearly define what you as a school leadership team (school head, teachers, selected students, selected parents) seek to achieve as concrete outcomes for this academic year.

For Teacher/ Leader of Secondary School

After going through this Course, as a teacher/ leader how will you plan for your own professional development and improve student learning? Create an annual plan regarding the same.

Additional Resources

References (Text) (8_32_eng_references)

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Weblinks (Text) (8_33_eng_weblinks)

Weblinks

- Lead India: https://www.youtube.com/watch?v=2_uZ8AZfPTU
- Change Leadership and School Improvement: Role of School Head
<https://www.youtube.com/watch?v=hSfg6ON8iqQ&list=PLUgLcpnv1YidWTfKv5Z4E9zas kiV2ZCJf&index=4&t=0s>
- Developing School as a Learning Organisation
<https://www.youtube.com/watch?v=1NJEI6VXEQg&list=PLUgLcpnv1YidWTfKv5Z4E9zas kiV2ZCJf&index=11&t=0s>
- Professional Development Plan
https://www.youtube.com/watch?v=QEhOFI6d_qU&list=PLUgLcpnv1YidWTfKv5Z4E9zas kiV2ZCJf&index=9&t=0s
- School and Purpose of Education:
<https://www.youtube.com/watch?v=Q9zbADOKd0E&list=PLUgLcpnv1YidWTfKv5Z4E9zas kiV2ZCJf&index=13&t=0s>
- Knowing more about Innovation: <https://www.youtube.com/watch?v=-VdNE3z13Ws&list=PLUgLcpnv1YidWTfKv5Z4E9zas kiV2ZCJf&index=8&t=0s>
- Observation, Feedback and Supervision <https://www.youtube.com/watch?v=GoC-5lIGCTw&list=PLUgLcpnv1YidWTfKv5Z4E9zas kiV2ZCJf&index=10&t=0s>
- Teachers as Reflective Practitioners <https://www.youtube.com/watch?v=9fihPN41RaE>
- National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher. NCFTE. 2009.
https://ncte.gov.in/website/PDF/NCFTE_2009.pdf
- TESS-India. Transforming teaching-learning process: Leading teacher's professional development. <https://www.open.edu/openlearncreate/course/view.php?id=1911>
- National Centre for School Leadership: <http://ncsl.niepa.ac.in/>
- Programme on School Leadership: <http://pslm.niepa.ac.in/>

Assessment

Quiz (8_34_eng_quiz)

Quiz

1. Secondary level is an important stage of education because:
 - a) it helps in completing school education
 - b) it teaches students to be disciplined
 - c) **it is a roadway for higher education and world of work**
 - d) it is free education

2. Reflective thinking is:
 - a) answering questions during a discussion
 - b) consuming information to understand a phenomenon
 - c) criticizing people when they do some wrong
 - d) **analyzing and evaluating thoughts and actions**

3. Effective leadership at secondary level is aimed at:
 - a) teaching all the subjects
 - b) enhancing rote memorization of students
 - c) achieving good results in board examinations
 - d) **developing learner competencies among students**

4. When a school leader mediates in a conflict situation between teachers, he/she must ideally:
 - a) act as a peacemaker
 - b) **problem-solve**
 - c) create disharmony
 - d) take advantage of teachers

5. A transformational leader is one who is a:
 - a) troublemaker
 - b) **visionary**
 - c) operational
 - d) functional

6. The central idea of Leadership for Learning is
 - a) reading books
 - b) students' engagement
 - c) obtaining information through internet
 - d) **every stakeholder of the school is a continuous and lifelong learner**

7. Values Leadership comprises of:
 - a) **beliefs, values, knowledge and experience**
 - b) vision, knowledge, attitudes and experience
 - c) knowledge, attitudes, skills and values
 - d) values, experiences, skills and attitudes

8. The basic purpose of providing feedback to teachers is:
- a) fault-finding with teaching
 - b) giving instructions on teaching methods
 - c) correcting teachers on student discipline
 - d) **to dialogue with teacher for improving learning-teaching processes**
9. The overall responsibility of the school leader is to:
- a) hold daily meetings with staff
 - b) maintain discipline in school
 - c) give instructions to teachers
 - d) **prepare school development plan in collaboration with stakeholders**
10. National Education Policy 2020 provides weightage to both:
- a) skills and knowledge
 - b) pre-primary and elementary education
 - c) **vocational and academic education**
 - d) pre-board and board examinations
11. Leadership for learning does not draw special features from
- a) transformational leadership
 - b) distributed leadership
 - c) instructional leadership
 - d) **autocratic leadership**
12. One of the most important role of a secondary school leader is to:
- a) to create opportunities for growth
 - b) **lead continuous professional development of self and teachers**
 - c) reward teachers
 - d) maintain a clean environment
13. Which one is not a function of an academic supervisor?
- a) **demotivating teachers and staff**
 - b) providing on-site practical support to teachers
 - c) coaching and mentoring teachers
 - d) reviewing progress on learner competencies
14. The objective of professional learning communities is:
- a) to assemble without any agenda and discuss issues
 - b) **to share knowledge, skills and experiences in the field**
 - c) to solve a daily routine problem
 - d) to create a culture of collaboration among staff

15. An effective way to deal with conflict resolution is:
- a) **use effective communication skills**
 - b) listen to only one person's views
 - c) delay the matter
 - d) avoid people
16. Vision building is important for:
- a) school's transformation
 - b) collaborating with parents of students
 - c) **setting a futuristic direction for transformation of a school**
 - d) the future of school head and staff
17. Academic leadership does not include:
- a) transforming learning-teaching processes
 - b) **knowledge of rules and regulations**
 - c) understanding of child-centered pedagogy
 - d) teacher professional development
18. Teams in school must not promote:
- a) academic achievement of all children
 - b) learning of all in the school
 - c) disagreements
 - d) **conflicting situations**
19. Why is school - based data important?
- a) **as a set of evidence to be used for school transformation**
 - b) useful for filling up forms on school information
 - c) for sharing with teachers and students
 - d) helps in better upkeep of school information
20. Teachers can enhance competencies among students from low socio - economic background by:
- a) not paying much attention to them
 - b) motivating teachers to teach in their regular way
 - c) **identifying their learning needs and collaboratively planning for improving their outcomes**
 - d) demeaning them in front of their parents
21. Which decisions can yield positive outcomes?
- a) ones that are transferred to others
 - b) ones which are not well thought out
 - c) **ones which are based on evidence**
 - d) ones that are taken without taking any proper counsel

22. How do you relate learner outcomes with learning-teaching processes?
- a) learner outcomes do not depend on effective learning-teaching process
 - b) learner outcomes depend on socio economic background of students and not on effective learning-teaching process
 - c) **learner outcomes depend on effective learning-teaching process**
 - d) learner outcomes depend on student's intelligence and not on effective learning-teaching process
23. Which of these cannot be characterized as a Leadership practice?
- a) setting direction of the school
 - b) developing relationships and people
 - c) developing the school
 - d) **mismanaging school functions**
24. Teacher Leadership does not imply:
- a) experimentation and innovation
 - b) **continuing with lecture method at all times**
 - c) providing conducive learning conditions in classrooms
 - d) creating opportunities for learners to engage in collaborative learning
25. Leadership for learning framework does not include
- a) developing a learning culture
 - b) evidence based planning and supervision
 - c) academic supervision
 - d) **creating conflict**
26. School development plan needs to be based on:
- a) **a diagnostic exercise of the school covering all aspects**
 - b) partnering with stakeholders
 - c) student enrollment
 - d) infrastructural facilities of the school
27. Leadership skills for secondary school leader does not include:
- a) communication
 - b) conflict resolution
 - c) stress management
 - d) **positive attitude**
28. Learning Rounds is most helpful in:
- a) **building teachers' capacities for effective transaction of learning-teaching processes**
 - b) supporting parental involvement in school
 - c) developing interpersonal relations
 - d) classroom transactions

29. An effective behavioural strategy for conflict resolution is
- a) **constructive-active**
 - b) destructive-active
 - c) destructive-neutral
 - d) destructive-passive
30. Which of these is not a strategy for non-violent communication?
- a) empathetic attitude
 - b) collaborative work style
 - c) expressing concern
 - d) **becoming aggressive**
31. What is the full form of SGOC?
- a) School, Ground, Orientation and Challenges
 - b) Secondary, Government, Opportunities and Class
 - c) School, Ground, Orientation and Complex
 - d) **Strengths, Gaps, Opportunities and Challenges**
32. Stress management strategy would be based on:
- a) not dealing with emotions
 - b) **developing human connect**
 - c) negative self-talk
 - d) becoming angry
33. Which of these is not a model of school leadership?
- a) distributed Leadership
 - b) collaborative leadership
 - c) transformational leadership
 - d) **negative leadership**
34. Leadership for Learning does not focus on:
- a) improving student learning outcomes
 - b) evidence based planning
 - c) collaborating with others
 - d) **delaying taking decisions**
35. Which of these is not an attribute of a leader by action?
- a) building strong interpersonal relationships
 - b) **biased attitude**
 - c) taking initiative
 - d) being self-motivated

36. A secondary school leader needs to be a:
- a) **leader by action**
 - b) leader by position only
 - c) autocratic leader
 - d) thorough leader
37. Techniques of academic supervision do not include:
- a) coaching and mentoring
 - b) **dominating teachers**
 - c) learning rounds
 - d) ask-describe-ask
38. Developing self for a school leader is important for:
- a) self-realization
 - b) **enhancing self-confidence which equips one to take up challenges**
 - c) school transformation
 - d) for conflict resolution
39. The two most important attributes of self for becoming an effective leader are:
- a) administrator and manager
 - b) organizer and planner
 - c) **an initiator and a positive outlook**
 - d) disruptor and a complaining attitude
40. Which of these is not a correct attitude during mentoring a teacher?
- a) **Criticizing teacher for lack of ability to solve the problem**
 - b) Empathizing
 - c) Clear communication
 - d) Encouraging the teacher for her current work
 - e) conflict resolution

