

SCHOOL LEADERSHIP DEVELOPMENT PROGRAMME



Module

School Leadership Academy,
SIEMAT, SCERT, Nagaland

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P R E F A C E

The School Leadership Academy under the State Institute of Educational Management and Training, SCERT Nagaland has been continuously working towards building the capacity of School Heads by creating awareness, upgrading knowledge and developing skills in order to produce new generation leaders. To shift the prevailing cascade of training which focuses only on content training, it was felt that there is a need to design curriculum and material development in order to foster continuous professional development of school heads.

The Academy has been conducting Leadership Training Programmes as a mandate that aims to equip Schools Heads with leadership qualities, provide new opportunities and initiatives to bring improvement in the school functioning.

As support material, the School Leadership Academy has developed a Module as a guide for conducting capacity building programmes for school heads. The Module intends to provide a medium that will take the participants through an intensive and interdisciplinary curriculum coupled with participatory processes, while adopting an interactive pedagogical approach. It consists of rich package of audio-visual materials, case studies, hands on activities and power point presentations.

The Module has been prepared to provide the School heads with Certification in School Leadership and Management, on completion of the course. The School Leadership Academy expects the role of the School Heads will be enhanced beyond managerial and administrative skills to academic responsibilities.

I congratulate the faculty of School Leadership Academy, Nagaland for bringing out the Module. It is expected that the stakeholders will find this Resource book very useful and effective in the areas of Leadership Training and Activities.

I hope that the users will continue to give valuable suggestion and feedback for improvement of this module.



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Module on 30 Days School Leadership Development Programme

Introduction

Schools have changed over the years, chalkboards have been updated to whiteboards and Smart Boards. Notebooks and textbooks have been replaced with laptops and iPads. The rapid changes and increased complexity of today's world present new challenges and put new demands on our education system. There has been generally a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. In confronting this challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. It has been found that School Leadership is the second most important factor determining students learning constituting 25% of the total effect. This calls for a paradigm shift in the way the schools are managed and led. Generally, a School Head only manages a school but there is a need for School Heads to be deeply involved in children's learning and to see schools in a new and profound way.

School Leadership is the process of enlisting and guiding the talents and energies of School Heads toward achieving common educational aims. Good leadership in schools is the practice of encouraging and enabling school-wide teaching expertise in order to achieve a strong rate of progress for all learners. Effective school leaders apply their educational expertise and management skills in order to focus their efforts, and those of their teaching staff, on improving the quality of student learning outcomes. Part of this involves keeping up-to-date on the latest teaching technologies and trends. It also requires excellent interpersonal skills – as leaders work with students, staff, parents and external communities to gain constant feedback and find opportunities to innovate. School leaders need to have a solid grasp of operational best practices and an aptitude for enabling continuous development.

Good leadership in schools helps to foster both a positive and motivating culture for staff and a high-quality experience for learners. Leaders at all levels in schools can contribute to this by developing the top skills needed by school leaders.

In the State of Nagaland the 'State Leadership Academy' is assigned to SIEMAT, SCERT, which conducts different types of School Leadership Development Programmes not only for the School Heads but also for the Teacher Educators. So far the State Leadership Academy, Nagaland has trained school heads of Govt. Hr. Sec. Schools, Govt. High Schools, SCERT and DIET personnel. With the development of this Module the State Leadership Academy will not only target School Heads of Govt. Hr. Sec. Schools and Govt. High Schools but also target the school heads of Govt. Middle Schools, Govt. Primary Schools and also Private Schools in the State.

School Leadership Development is a structured programme which focuses on the following points:

- Building knowledge, changing attitudes and applying skills necessary to transforming schools.
- Identifying goals, removing obstacles, generating options, planning actions and operationalizing the plan
- Leading change, leading schools and leading people
- Refines leadership potentials, models and reinforces new knowledge, skills and attitudes, motivates staff, fosters an environment conducive to learning and developing a set of new skills that guides the process of school transformation.

Key Areas and Expected Learning Outcomes

The Key Areas covered in this module are:

1. Perspective on School Leadership

- Understand change and aspire for school change.
- Conceptualize leadership in the context of school education and their roles as school heads.
- Understand the importance of learning organization.
- Understand the key purpose of school and lead school towards the all round development of a child.
- Understand the necessity of safe and secure environment in schools and find ways in developing it.
- Understand transformation and know what it means to be a transformational leader.
- Understand the importance of vision for school.

2. Developing Self

- Develop self-awareness to understand themselves and others better through reflection. They understand their personality patterns and traits.
- Understand the importance of developing self by learning how to communicate to others better through the practice of counselling skills.
- Identify blockers in their leadership journey
- Recognize one's energy and effort towards meaningful performance improvement.
- Reflect one's aspirations in achieving their vision.

3. Transforming Teaching-Learning Process

- Understanding teaching-learning process from classroom transaction/pedagogy to various developmental needs of a child.
- Explore aspects to build cordial relationship with fellow colleagues and subordinates.

- To equip school heads with new strategies and development to improve their professional life.
- To inspire their teachers to bring innovative practices in teaching-learning process.

4. Building and Leading Teams

- Understand the meaning of teams and the characteristics of effective teams.
- Identify the four stages of team development.
- Understand individual differences and roles within the team.
- Develop the skill of supporting team development through its formative stages.
- Develop the skill of constructive communication.
- Learns conflict resolution.

5. Leading Innovations

- Understand innovations with a focus to build the culture of innovations in schools.
- Develop the ability to lead and transform schools into a creative learning organization.
- Understand the concept and importance of pre-vocational education.
- Become aware of ICT initiatives by NCERT.

6. Leading Partnership

- Understand the concept of partnership, kinds of partnership and benefits of partnership.
- Understand the meaning of stakeholders and the role of stakeholders in the improvement of learning in each child.
- Understand the concept of perception and expectations in partnership.
- Understand Home-School partnership and its importance.
- Understand the involvement of SMC in school development.

7. Initiatives in School Education

- Understand the process adopted for effective decision-making.
- Learns to value the available human and physical resources and their effective utilization.
- Understand the meaning of data and differentiate between data and evidence.
- Learns the usage and importance of data in education.
- Gains overall understanding of school administration relevant to the state.
- Able to create a school development plan.

Structure of the Course

- This module on School Leadership Development has been designed for One Month Certificate Course for School Heads where the participants will have fifteen (15) days face-to-face interactive sessions and the next fifteen (15) days the participants will do a project work back in their respective schools.
- The module consists of 7 Key Areas consisting of 60 sessions of one hour each.

Sl. No.	Key Area	Number of Sessions
1	Perspective on School Leadership	10
2	Developing Self	9
3	Transforming Teaching-Learning Process	10
4	Building and Leading Teams	8
5	Leading Innovations	8
6	Leading Partnership	8
7	Initiatives in School Education	7

- There will 60 credits for the face-to-face sessions (each Key Area carrying 6 to 10 credits). The Credit division is given below.
- Credit Sheet:

Sl. No.	Key Area	Credits Division					Total Credits
		Classroom Participation	Group-Work	Assignment	Discipline	Attendance	
1	Perspective on School Leadership	2	1	4	1	2	10
2	Developing Self	2	1	4	1	2	10
3	Transforming Teaching-Learning Process	2	1	4	1	2	10
4	Building and Leading Teams	2	1	2	2	1	8
5	Leading Innovations	2	1	2	2	1	8
6	Leading Partnership	2	1	2	2	1	8
7	Initiatives in School Education	1	1	2	1	1	6
		Total					60

- For the project work, the participants will select a project from any of the 7 Key Areas of the course to be implemented in their respective school.
- On the 28th day of the course, the participants will come back to the Leadership Academy and present their project work along with pictures and also submit the hard copy of the project work to the Academy.

- The project work will carry 40 credits. The Guidelines and Format for the project work is given below.
- Guidelines for Project Work:
 1. The project work should be submitted in 2 copies.
 2. There should be a minimum of 2000 words.
 3. The cover page should include the Key Area, the Topic, Time Frame and Name of the participant and School.
 4. The project work should cover at least 7 working days.
 5. Pictures should be placed in appropriate places.
 6. Submission and presentation of the project work will commence on the 28th day of the course.
 7. Mode of presentation:
 - 15 minutes for each participant.
 - It can be with PowerPoint or paper presentation.
 - 10 minutes feedback from the participants and observers
- Format of the Project Work

1. Title of the Project Work	
2. Introduction	100 to 150 words
3. Objectives	Minimum 2 Objectives
4. Procedure of the Project	Minimum 800 words
5. Outcomes	Minimum 400 words
6. Suggestive follow-up	Minimum 400 words
7. Conclusion	Minimum 150 words

CERTIFICATION

- Certificates will be issued to the participants who have successfully completed the face-to-face sessions with minimum of 24 credits and the project work with a minimum of 16 credits which will be Grade 'C'.
- The areas of assessment are knowledge, skill and attitude of the participants which carries a total of 100 credits.
- The Assessment Areas and Grade Sheet is given below.

Assessment Areas

Sl. No.	Assessment Areas	Credits	Evaluators
1	Face-to-face Sessions		
	Key Area -1 Perspective on School Leadership	10	Resource Person
	Key Area -2 Developing Self	10	
	Key Area -3 Transforming Teaching-Learning Process	10	
	Key Area -4 Building and Leading Teams	8	
	Key Area -5 Leading Innovations	8	
	Key Area -6 Leading Partnership	8	
	Key Area -7 Initiatives in School Education	6	
2	Project Work	40	State Leadership Academy
	Total	100	

Grade Sheet

Score	Grade
90 above	A+
80 – 89	A
70 – 79	B+
60 - 69	B
50 – 59	C+
40 – 49	C
39 & below	Needs Improvement

A Snapshot of the Course Design

Day - 1	
Time	Session
9:00 am-10:30 am	Registration
10:30 am-11:30 am	Welcoming the Participants
11:30 am-11:45 am	Tea Break
11:45 am-12:45 pm	KA-1 The Joy of Being – The Joy of Learning
12:45 pm-1:45 pm	Lunch Break
1:45 pm-2:45 pm	KA-2 Knowing Oneself
2:45 pm-3:45 pm	KA-1 Sharing Road Map to School Leadership

Time	Day - 2	Day - 3
	Session	Session
9:30 am-10:30 am	Reflection Time	Reflection Time
10:30 am-10:45 am	Tea Break	Tea Break
10:45 am-11:45 am	KA-1 Understanding School Leadership	KA-2 Appreciating Others and Perspective Taking
11:45 am-12:45 pm	KA-2 Personality	KA-3 Creating Joyful and Active Learning
12:45 pm-1:45 pm	Lunch Break	Lunch Break
1:45 pm-2:45 pm	KA-3 School and Purpose of Education	KA-1 Doing Leader like Things in a Leader like Manner
2:45 pm-3:45 pm	KA-1 School Leadership – Multiple Roles & Multiple Contexts	KA-2 Transactional Analysis

Time	Day - 4	Day - 5	
	Session	Time	Session
9:30 am-10:30 am	Reflection Time	9:30 am-10:00 am	Reflection Time
10:30 am-10:45 am	Tea Break	10:00 am-11:00 am	KA-1 Providing Safe & Secure Environment in School
10:45 am-11:45 am	KA-1 School as a Learning Organization	11:00 am-11:15 am	Tea Break
11:45 am-12:45 pm	KA-2 Management Styles	11:15 am-12:15 pm	KA-2 Leadership Journey
12:45 pm-1:45 pm	Lunch Break	12:15 pm-1:15 pm	KA-3 Understanding Inclusion
1:45 pm-2:45 pm	KA-3 Understanding Developmental Needs of Children	1:15 pm-2:15 pm	Lunch Break
2:45 pm-3:45 pm	KA-1 Child First	2:15 pm-3:15 pm	KA-1 Understanding Transformation
		3:15 pm-4:15pm	KA-3 Professional Development of Teachers -1

Time	Day - 6	Day - 7
	Session	Session
9:30 am-10:30 am	Reflection Time	Reflection Time
10:30 am-10:45 am	Tea Break	Tea Break
10:45 am-11:45 am	KA-2 Guidance and Counselling in Schools	KA-3 Building Teacher Leaders -1
11:45 am-12:45 pm	KA-3 Professional Development of Teachers -2	KA-2 Contributorship Assessment
12:45 pm-1:45 pm	Lunch Break	Lunch Break
1:45 pm-2:45 pm	KA-1 Developing Vision for School	KA-4 Building and Maintaining Teams
2:45 pm-3:45 pm	KA-4 Understanding Team	KA-2 Retirement Day

Time	Day - 8	Day - 9
	Session	Session
9:30 am-10:30 am	Reflection Time	Reflection Time
10:30 am-10:45 am	<i>Tea Break</i>	<i>Tea Break</i>
10:45 am-11:45 am	KA-3 Building Teacher Leaders -2	KA-4 Collaborative Communication
11:45 am-12:45 pm	KA-4 Self Orientation for Team Work	KA-3 Understanding Pre- school Education -2
12:45 pm-1:45 pm	<i>Lunch Break</i>	<i>Lunch Break</i>
1:45 pm-2:45 pm	KA-5 Innovations- Significance for School Improvement	KA-5 Looking Beyond the Normative Framework
2:45 pm-3:45 pm	KA-3 Understanding Pre- school Education-1	KA-4 Conflict Resolution

Time	Day - 10	Day - 11	
	Session	Time	Session
9:30 am-10:00 am	Reflection Time	9:30 am-10:30 am	Reflection Time
10:00 am-11:00 am	KA-5 Looking Beyond the Normative Framework – Case Study	10:30 am-10:45 am	<i>Tea Break</i>
11:00 am-11:15 am	<i>Tea Break</i>	10:45 am-11:45 am	KA-6 Leading Partnership - II
11:15 am-12:15 pm	KA-4 Developmental Staff Meeting	11:45 am-12:45 pm	KA-4 Being a Team Leader and Forming Teams
12:15 pm-1:15 pm	KA-5 Nurturing Innovation	12:45 pm-1:45 pm	<i>Lunch Break</i>
1:15 pm-2:15 pm	<i>Lunch Break</i>	1:45 pm-2:45 pm	KA-5 Building a Culture of Innovation in School
2:15 pm-3:15 pm	KA-6 Leading Partnership - I	2:45 pm-3:45 pm	KA-6 Perceptions and Expectations of Parents and School Heads
3:15 pm-4:15pm	KA-4 Planning for the Team		

Time	Day - 12	Day - 13
	Session	Session
9:30 am-10:30 am	Reflection Time	Reflection Time
10:30 am-10:45 am	Tea Break	Tea Break
10:45 am-11:45 am	KA-5 Pre-vocational Education in Schools	KA-5 ICT Use and Integration
11:45 am-12:45 pm	KA-6 Home-School Partnership -I	KA-7 Effective Management Of Human and Physical Resources
12:45 pm-1:45 pm	Lunch Break	Lunch Break
1:45 pm-2:45 pm	KA-7 Decision Making Process	KA-6 Home-School Partnership -II
2:45 pm-3:45 pm	KA-5 Rewards and Recognition for New Ideas and Actions	KA-7 Recognizing, Reading and Interpreting Data

Time	Day - 14	Day - 15	
	Session	Time	Session
9:30 am-10:30 am	Reflection Time	9:30 am-10:00 am	Reflection Time
10:30 am-10:45 am	Tea Break	10:00 am-11:00 am	KA-7 An Overview of School Finance
10:45 am-11:45 am	KA-7 Assessment as Evidence for Improving Teaching Practice	11:00 am-11:15 am	Tea Break
11:45 am-12:45 pm	KA-6 Creating Spaces for Home-School Interaction	11:15 am-12:15 pm	KA-6 Net Working with Different Stakeholders
12:45 pm-1:45 pm	Lunch Break	12:15 pm-1:15 pm	KA-7 School Development Plan
1:45 pm-2:45 pm	KA-7 An Overview of School Administration	1:15 pm-2:15 pm	Lunch Break
2:45 pm-3:45 pm	KA-6 Understanding School-Community Relationship	2:15 pm-4:00 pm	Project Work Preparation

Day	Topic
Day 16 – Day 27	Project Work in the School
Day 28 – Day 30	Presentation of Project Work and Valediction

Welcoming the Participants

A welcome session of one hour to be conducted before the commencement of the Training

Session Guide

Topic	Time
Welcome Address	20 mins
Introducing Self and School	40 mins

Activity: Welcome Address

Suggested Steps:

- A welcome note will be given by the Head of the Department.
- A gist of the course will be briefed to the participants.
- Ground rules during the course will be laid.

Activity: Introducing Self and School

Suggested Steps:

- Prepare chits with incomplete statements and put them in a basket
- Incomplete statements like:
 - One special thing about me is
 - I like myself because.....
 - I dislike myself because.....
 - I practice
 - I am concerned about
 - I am not able to
 - Students in my school are
 - I love my school because
- Let each participant introduce themselves and at the same time let them pick a chit from the basket and complete the statement.

Key Area – 1

PERSPECTIVE ON SCHOOL LEADERSHIP

Introduction

This module aims at developing an understanding of leadership and its impact on school transformation. This key area deals with the leadership role of a school head which in turn transforms a school into a learning ground for all. It emphasizes on the centrality of the child, focuses on building a vision for change and transformation that is inclusive and progressive in nature.

Overview of the Sessions

Session	Topic	Duration
1	The Joy of Being – The Joy of Learning	60 min
2	Sharing Road Map to School Leadership	60 min
3	Understanding School Leadership	60 min
4	School Leadership – Multiple Roles & Multiple Contexts	60 min
5	Doing Leader like Things in a Leader like Manner	60 min
6	School as a Learning Organization	60 min
7	Child First – Holistic Development of a Child	60 min
8	Providing Safe & Secure Environment in School with Respect and Non-Discrimination	60 min
9	Understanding Transformation	60 min
10	Developing Vision for School	60 min

Session - 1

The Joy of Being – The Joy of Learning

Session Guide

Topic	Time	Method
Fun of Reflection	40 mins	Individual & small group work, discussion
Complete the Sentences	20 mins	Individual work

Activity 1.1: Fun of Reflection

Suggested Steps:

- Ask the participants to reflect on the three most significant changes that they would like to bring in themselves and their school.
- Let the participants write down the changes as well as the reason why these changes are necessary.
- Let the participants discuss in small groups (3 to 4 participants) on what they have written individually and narrow it down to two significant changes.
- Let two or three groups present their discussion.

Notes for the Facilitator:

The exercise enables the participants to visualize on change in self and school. It gives them an experience on reflections, discussions and activities which will be important in all the other sessions.

Activity 1.2: Complete the Sentences

Suggested Steps:

- Ask the participants to think about their life as a school head and complete the following sentences.
“I improved in..... and
I learned”

and
“I could not improve inand
I learned”
- Let some participants share what they have written.

Notes for the Facilitator:

Conclude the session with the message that Change begins from the 'self' and that there is always scope for learning.

Session - 2
Sharing Road Map to School Leadership

Session Guide

Topic	Time	Method
Fun Game of Change	20 mins	Individual work and discussion
Road Map to School Leadership	20 mins	Individual and pair work
Expectations of the Course	20 mins	Group work

Activity 1.3: Fun game on Change

Suggested Steps:

- Ask the participants to carefully follow the facilitator's actions.
- The facilitator begins by bringing five physical changes in him/herself.
- Observe carefully what the participants have been doing.
- Discuss on the following questions:
 1. Why they decided to or not to follow the facilitator?
 2. Is change all about following?
 3. Is change need based?
 4. Is change individualistic?

Notes for the Facilitator:

Change means make (someone or something) different; alter or modify. In this session the participants are made understand that change in self can bring about change in their school and the change is a tough game.

Activity 1.4: Road Map to School Leadership

Suggested Steps:

- Ask the participants to list out any three strengths and three growth areas in their school.
- Ask the participants to think on how to utilize the strengths to improve the growth areas.
- Discuss in pairs how change in self can bring about the change in the school and improve the growth areas of the school.
- Let 3 or 4 groups present their discussion.

Notes for the Facilitator:

Based on the presentation the facilitator leads the participants towards understanding that leadership qualities can lead to change in our surroundings. For change to have positive impact there are many factors involved such as teamwork, innovation, partnership, developing self, transforming teaching learning process, understanding school administration etc.

Activity 1.5: Expectations of the Course

Materials: Chart paper and sketch pens

Suggested Steps:

- Let the participants be divided in groups of five and write down as many expectations they have from the course.
- Display the charts in the hall.

Notes for the Facilitator:

The facilitator also shares the expectations from the school heads during the course.

Session - 3

Understanding School Leadership

Session Guide

Topic	Time	Method
Doing Leader like Things in a Leader like Manner	30 mins	PowerPoint presentation and discussion
Understanding School Leadership – Art Activity	30 mins	Individual work

Start the session with discussion on –

1. Who is a leader?
2. What does a leader do?

Activity 1.6: Doing Leader like Things in a Leader like Manner

Suggested Steps:

- Show the image of Gandhi and Hitler
- Ask the participants the similarities and difference of the two leaders.
- Both were great leaders, one had positive impact and the other had a negative impact, lead the discussion towards the qualities of the leaders.

Notes for the Facilitator:

Make the participants understand the qualities of a good leader especially in context to school leadership and their role to bring about effective learning among the students.

Reflective Question:

1. What sort of leader-like things would you want to do for your school?
2. What could be the leader-like way of doing those things?

Activity 1.7: Art Activity

Materials: Plain paper, sketch pen/crayons

Suggested Steps:

- Ask the participants to think of an image that first comes to their mind when they think of leadership.
- Each participant must draw the image of what leadership means to them.
- Participants may now think about the image they have drawn and their role in school.
- Is there a similarity or is there a difference, and would they like to make a different image depicting school leadership?
- Each participant may depict what 'school leadership means to them' through drawing or by using words for expression.

Notes for the Facilitator:

The facilitator must give free space to participants to choose their method of expression, either through words or drawing. However, it is important to also mention that this is not an art exercise that requires good art ability. It can be a simple representation/idea, as it is the thought that counts. Give participants time to think and express. It is suggested that the facilitator also engages in the activity with the participants.

Session - 4

School Leadership – Multiple Roles and Multiple Contexts

Session Guide

Topic	Time	Method
Understanding School Leadership-Game	30 mins	Group work and discussion
Identifying Multiple Roles of School Heads	30 mins	Individual exercise and Large group discussion

Leadership is the art of motivating a group of people to act toward achieving a common goal.

Educational leadership or School Leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aim

Activity 1.8: Stick in the bottle

Materials: Bottle with a narrow opening, a stick, four long ropes

Suggested Steps:

- Request five participants to volunteer for the game and the remaining participants to observe.
- Keep the bottle in the middle of the room.
- Tie the four strings of rope on one end of the stick and the other end of the rope on the waist of the four participants.
- Let the four participants stand in different direction in such a way that they are faced away from the bottle.
- Let the fifth person direct the other four persons so that the stick will go into the bottle.

(Can repeat the game with another set of participants)

Notes for the Facilitator:

Discuss the game with the participants. Let the other participants share what they observed. This game show what school leadership is all about – Team building, innovation, achieving the goal etc.

Activity 1.9: Identifying Multiple Roles of School Heads

Suggested Steps:

- Ask the participants to write down the different roles that they play on a routine day as a school head.
- Write down on the white board all the different roles written by the participants.
- Categorize these major roles into Administrator, Manager and Leader.
- Ask the participants to work in groups of five and reflect on the role they would need to focus more so as to have maximum impact on school improvement.
- Let each group present their discussion points

Notes for the Facilitator:

- Discuss the meaning of administrator, manager and leader -
Administrator – adheres to rules and regulations
Manager – maintains tasks and relationship
Leader – focuses on the vision of the school
- The main aim of a school is to make children learn, hence, the facilitator should lead the participants to focus towards the role that impacts students' learning better.

Session - 5

Leadership in Challenging Times

Session Guide

Topic	Time	Method
Introduction	10 mins	
Identifying different challenges faced in a school	30 mins	Group work and Discussion
The 3Ts - An approach to Leading through Challenging times	20 mins	Group work and Lecture

Activity 1.10: Introduction

Start the session with discussion on the meaning of 'challenging times' and 'crisis'

Challenging Times – It is a time of trouble, struggle or unhappiness.

Crisis – A time of great disagreement, confusion or suffering (Cambridge Dic.)

Any event or period that will lead to an unstable and dangerous situation affecting an individual, group or society (Wikipedia)

Activity 1.11: Identifying different challenges faced in a school

Suggested Steps:

- Divide the participants into 4 or 5 groups.
- Ask the groups to identify different challenges or crisis faced in a school.
- Let each group present their findings
- At the end of each group presentation, ask the group how they will handle the challenge.

Notes for the Facilitator:

Challenges faced in a school can be:

1. Natural disasters like earthquake, flood, landslide, cyclone, epidemic, pandemic etc.
2. Man-made disasters like teachers' agitation, students' agitation, community clashes etc.
3. Others can be death of a student, parents of students or teacher which can lead to emotional and psychological trauma.

Activity 1.12: The 3Ts – An approach to Leading through Challenging times

Suggested Steps:

- Divide the participants into three groups
- Ask each group to discuss on the meaning of Triage, Transition and Transformation.
- Let each group explain Triage, Transition and Transformation with examples of a challenging time.

Notes for the Facilitator

- Triage - It is the process of examining problems in order to decide which ones are the most serious and must be dealt with first.
- Transition – It is the process or a period of changing from one state or condition to another.
- Transformation – It is a complete change in the appearance or character of something or someone, especially so that thing or person is improved
- After listening to the participants, the facilitator can explain that the 3Ts is a framework which is useful for a school to handle challenging times. The 3Ts can be used to reflect on a challenging situation, both during and after the event. This framework is not linear because while moving through the later phase (transform), leaders may also be helping in an earlier phase of the challenging situation (transition).

Session - 6

School as a Learning Organization

Session Guide

Topic	Time	Method
Introduction to Learning Organization	10 mins	Individual work and discussion
Understanding Learning Organization	50 mins	Case study and PowerPoint Presentation

Activity 1.13: Introduction to Learning Organization

Start the session by taking input from the participants on what they understand about learning organization.

Activity 1.14: Understanding Learning Organization

Suggested Steps:

- Divide the participants into five groups and give each group a case study.
- Let the groups discuss and answer the questions given in each case study.
- Let each group present their discussion.
- Show PowerPoint (KA-1 S-6.2) and continue discussion based on the questions given in the slides.

Notes for the Facilitator

Facilitate the participants to understand the meaning of learning organization with respect to the situation or location of their respective school. It is important for the school heads to realize that in every organization, individual learning as well as organizational learning takes place.

Session - 7 Child First

Session Guide

Topic	Time	Method
Down the Memory Lane	30 mins	Individual and group work
School Experience	30 mins	Group work, presentation and discussion

Activity 1.15: Down the Memory Lane

Materials: Plain paper, sketch pen/crayons

Suggested Steps:

- Ask the participants to recall their school days especially the first day of the school.
- Ask the participants to pictorially express their experience in the plain paper. (It can be a positive or negative experience)
- Let 4 or 5 participants share their picture and explain it.
- Ask the participants to think about what they liked best during their school days and what they did not like.
- Let 4 or 5 participants share their likes and dislikes.

Activity 1.16: School Experience

Suggested Steps:

- In small groups let the participants discuss on the following questions –
 1. Why some students are unhappy in school while others are happy?
 2. What can the school do to make all students feel happy about the school?
- Let the groups present their discussion.

Notes for the Facilitator

- Give sufficient time to the participants to recall their school experiences and to reflect on the questions.
- Every day, every child in every classroom learns. As teachers/school heads we need to understand that every child is different and unique and hence, it is important to provide suitable conditions so that every child has a joyful learning experience in the school.

Session - 8

Providing Safe and Secure Environment in School with Respect and Non-Discrimination

Session Guide

Topic	Time	Method
Safety and Security in Schools	30 mins	Individual and group work
Video on Non-Discrimination and Respect for all	30 mins	Video and Group discussion

Activity 1.17: Safety and Security in Schools

Suggested Steps:

- Ask the participants to think about the problems they faced during their school days.
- Let the participants write down the problems in their note pad.
- Collect the problems from the participants and write it in the white board.
- Categorize the problems under the following headings –
 1. Physical safety – school building, toilets, drinking water facility etc.
 2. Emotional security – bullying, child abuse, discrimination etc.

Notes for the Facilitator

Creating a safe and secure school environment would involve considering multiple facets of a school environment, which includes the school climate, norms, goals, values, interpersonal relationships and the physical state of the building. In order for the students and staff of the school to perform at their best, they must feel safe in all aspects which require a concerted effort on the part of all stakeholders.

Activity 1.18: Video on Non-Discrimination and Respect for all

Suggested Steps:

- Ask the participants 'Is there discrimination of any kind in their school?'
- Let the participants share their thoughts.
- Show the video (KA-1 S-8)
- Discuss how teacher explains emotional disturbance that it can bring to the victim of discriminatory behavior.

Notes for the Facilitator

At the end of the session the facilitator can give an assignment to the participants –

'List five things you want to change in your school to provide a safe and secure environment for your students as well as your staff in your school and in what ways you would bring about these changes.' (This assignment can be used for internal assessment)

Session - 9

Understanding Transformation

Session Guide

Topic	Time	Method
Meaning of Change & Transformation	20 mins	Individual and discussion
Understanding Change & Transformation	40 mins	Small group and discussion

Activity 1.19: Meaning of Change & Transformation

Start the session by asking the participants the meaning of 'change' and 'transformation.' Explain change and transformation with examples.

Notes for the Facilitator

- **Change** is about using external influences to modify actions to achieve desired results.
- **Transformation** is about modifying beliefs so that natural actions achieve the desired results.

Example:

When we paint a house, we change the color of the house but without doing anything else with the house, we can only say that we changed the color. And we can reverse the change, meaning painting the house again on its original color.

Transformation on the other hand is when e.g. a caterpillar turn into a butterfly. First a cocoon is build and after a while a butterfly comes out of it. What happens inside a cocoon? Well in the first place, the caterpillar digests itself and the cells that survive the process become eyes, wings, etc. When this transformation process is finished, a butterfly appears.

Activity 1.20: Understanding Change & Transformation

Suggested Steps:

- Ask the participants to reflect on any one change they have initiated in their school.
- Discuss in small groups the process undertaken to bring about the change. And also whether this change is leading to transformation.
- Discuss the difference between change and transformation.

Notes for the Facilitator

When in change mode it is the desire to improve the past that directs what we do. In Transformation mode it is the future that will direct our actions and only the limitation of our imagination and courage constrains the possibilities. Having said that, change is required for transformation and all transformation involves change, but not all change is transformational.

Session - 10

Developing Vision for School

Session Guide

Topic	Time	Method
Meaning of School Development Plan	15 mins	Small group work
My Dream School	15 mins	Individual work and Presentation
Vision Statement	30 mins	Individual work and Presentation

Activity 1.21: Meaning of School Development Plan

Suggested Steps:

- Divide the participants in groups of three.
- Ask the each group to make a rough one year school development plan.
- Write specific objectives that can be achieved in one year.
- Ask the groups to present the SDP.
- Explain the meaning and components of SDP based on the presentation.

Notes for the Facilitator

- Explain the meaning of school development plan and its components.

The **School Development Plan** (SDP) is a strategic plan for improvement. It should bring together, in a clear and simple way, the school priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve.

- Components of SDP – Infrastructure, Management, and Time line.

Infrastructure includes School Building, Playground, Compound wall, Library, Science/Math lab, Office, canteen etc.

Management includes students, faculty & parents' management, administration, Coordination & Cooperation.

Time line indicates the time to be taken to implement the plan.

Activity 1.22: My Dream School

Suggested Steps:

- Ask the participants to think of an ideal school/my dream school with the participant as the school head.
- Give a short write up about “My Dream School”
- Let a few participants present their write up.

Activity 1.23: Vision Statement

Suggested Steps:

- Ask the participants to develop a vision statement for their school.
- Let all the participants present their vision statement

Notes for the Facilitator

A vision statement focuses on tomorrow and what the school wants to ultimately become. A vision should be shared by all the stakeholders. “The very essence of leadership is that you have a vision.”

Key Area - 2

DEVELOPING SELF

Introduction:

This area focuses on how to develop positive self-concept of the participants. The objective is to make them understand their critical role as the School Head in their respective schools. To make them effective leaders, they need to look into their “Self” through introspection, action based reflection and the desire to make positive changes in their lives. Consequently, they will develop an attitude of optimism, be empowered to take up responsibilities and bring desired changes to transform his/her school.

Overview of the Sessions

Session	Topic	Duration
1	Knowing Oneself	60 mins
2	Personality	60 mins
3	Appreciating Others and Perspective Taking	60 mins
4	Transactional Analysis	60 mins
5	Management Styles	60 mins
6	Leadership Journey	60 mins
7	Guidance and Counselling in Schools	60 mins
8	Contributorship Assessment	60 mins
9	Retirement Day	60 mins

Session - 1 Knowing Oneself

Session Guide

Topic/Activity		Time	Method
1	Self-Introduction	5 mins	Individual work, Presentation, Lecture and Video
2	Worksheet 1 – Being unique	5 mins	
3	Worksheet 2 – Am I so unique?	5 mins	
4	Sharing of Worksheet 1 & 2	10 mins	
5	Worksheet 3 – Sharing similarities	5 mins	
6	Worksheet 4 – Self portrait	5 mins	
7	Sharing of Worksheet 4	20 mins	
8	Importance of knowing oneself	5 mins	
9	Video on “You are more beautiful than you think”	3 mins	

Activity 2.1: Self Introduction

Suggested Steps:

- Ask the participants to introduce themselves to the group so as to familiarize one another with their names, designation and place of posting
- No participant should be left behind, even late comers.
- On completion, the facilitator introduces the topic of “Knowing Self” by asking the following reflective questions:

1. How much do you know of yourself?
 2. How much of ourselves do we reveal to others?
 3. Do you think that we wear masks especially when we are getting to know someone for the first time?
- The facilitator informs that several activities will be conducted and encourages every participant to participate willingly.

Activity 2.2: Worksheet 1 – Being unique

Suggested Steps:

- Hand out Worksheet 1 to each participant.
- The facilitator invites the participants to reflect on themselves and write down in Worksheet 1 who they are in the eyes of their parents, friends, relatives and to their own self.
- On completion, the participants are asked to keep aside the worksheet 1

Activity 2.3: Worksheet 2 – Am I so unique?

Suggested Steps:

- Hand out Worksheet 2 to each participant.
- The facilitator invites the participants to think what is so special about them. Participants are encouraged to give a brief background and experience of themselves, their likes and dislikes, describe their own character and what expectations they have of their future.
- On completion, the participants are asked to keep worksheet 1 & 2 together

Activity 2.4: Sharing of Worksheet 1 & 2

Suggested Steps:

- Each participant is asked to stand and share Worksheet 1 & 2 to the rest of the group.
- The facilitator acknowledges the efforts of the participants and show appreciation.

Activity 2.5: Worksheet 3 – Sharing similarities

Suggested Steps:

- Hand out Worksheet 3 to each participant
- The facilitator invites all the participants to involve in a game where each participant will take the worksheet 3, move around within the group to find out how many other participants are similar to them.
- The participants have to collect as many signatures from those who may share the same zodiac sign as theirs, same hairstyle, same height, same no. of family members, take the same means of transport, share the same surname, like the same colour, wear watches of same brand, likes the same subject, woke up at the same time that morning, likes the same kind of food or go to the same church etc.

- On completion, the participants count and write the total number of signatures they could collect from the rest of the group who share similarities as him/her.

Activity 2.6: Worksheet 4 – Self Portrait

Suggested Steps:

- Hand out Worksheet 4, pencils, erasers to each participant
- The facilitator encourages the participants to draw and make a portrait of themselves by exaggerating 2 things that they like about themselves and 2 things that they dislike about themselves (in terms of their physical features)
- On completion, each participant come up and share what they have drawn and explain why they picked those 4 features (2 likes and 2 dislikes) to the rest of the group.

Activity 2.7: Sharing of Worksheet 4

Suggested Steps:

- Each participant is asked to stand and share Worksheet 4 to the rest of the group.
- The facilitator acknowledges the efforts of the participants and show appreciation

Activity 2.8: Importance of Knowing Oneself

Suggested Steps:

- The facilitator highlights on the importance of knowing self, and how these activities have made each participant know one-self and others better.
- The facilitator concludes by sharing the importance of self-awareness, finding our purpose in life and knowing ourselves first before knowing others.

Activity 2.9: “You Are More Beautiful Than You Think”

Suggested Steps:

- The facilitator arranges to project a video on Dove real beauty sketches, “You are more beautiful than you think” basing on Activity 2.6 – Self portrait where participants were asked to draw themselves.
- The facilitator reminds the participants that often we tend to have negative self image of ourselves and magnify it. We are all beautiful in our own way and that is what makes us who we are.

Notes for the Facilitator

- Each participant is given a chance to share the worksheets.
- In case of time constraint, sharing of worksheets (any worksheet) with the rest of the group may be divided among the participants so that each participant gets a chance to share.

Session - 2

Personality

Session Guide

Topic/ Activities		Time	Method
1	Introduction to the topic	5 mins	Individual work, Presentation, Lecture and Video
2	Worksheet of Myer Briggs Type Indicator (MBTI)	10 mins	
3	Scoring & Results	15 mins	
4	Interpretation & Reflection	20 mins	
5	Personality Test Video	10 mins	

Activity 2.10: Introduction to Personality

Suggested Steps:

- The facilitator introduces the topic of “Personality” by asking the following reflective questions:
 1. What are the things that come to your mind when I say the word Personality?
 2. Do you think all of us have the same personality?
 3. How would you describe someone having a pleasant personality or an unpleasant personality?
- A brief outline of the meaning of Personality is highlighted. In psychological terms, personality refers to our characteristic ways of responding to individuals and situations. Catchwords such as shy, sensitive, quiet, concerned, warm etc are often used to describe personalities.
- Personality characterizes individuals as they appear in most circumstances – consistency in behaviour, thought and emotion. It has both physical and psychological components and its expression is fairly unique in a given individual.

Activity 2.11: Worksheet of Myer Briggs Type Indicator (MBTI)

Suggested Steps:

- The facilitator hands out Worksheet of Myer Briggs Type Indicator (MBTI) part 1 & part 2 to each participant.
- Participants are asked to read the instructions and choose the alternative that best suits their behaviour and feeling.
- Once it is completed, the scores are calculated.

Activity 2.12: Scoring & Results

Suggested Steps:

- The facilitator hands out the scoring keys and distributes to all the participants.
- The participants scores their individual test results by referring to the scoring key
- The MBTI personality type of the participants is identified accordingly.

Activity 2.13: Interpretation & Reflection

Suggested Steps:

- A brief background to MBTI is highlighted and the 16 Personality Types according to Myer Briggs is explained to the participants.
- The interpretation of individual test results according to the 16 Personality Types is explained in detail. *(The interpretation sheet should not be distributed to the participants)*
- Participants are encouraged to share their view and give their feedback/reflections of the test.

Activity 2.14: Personality Test

Suggested Steps:

- The facilitator arranges to project a video on “Personality Test” where participants are asked to respond what they see in each image that is showed to them.

Notes for the Facilitator

- The facilitator is expected to guide the participants while working on the MBTI worksheet and scoring key.
- While showing the video on Activity 2.14 - “Personality Test”, after each image is projected, the facilitator should pause the video to get answers from the participants of what they see. The video should be continued at intervals after the responses to each image are given by the participants.

Session - 3

Appreciating Others & Perspective Taking

Session Guide

Topic/ Activities		Time	Method
1	Displaying of Picture 1	5mins	Individual work, Group work, Presentation
2	Displaying of Picture 2	5mins	
3	Displaying of Pictures 3, 4 & 5	10mins	
4	Perspective Taking	10 mins	
5	Empathy - Recognizing Emotions &Activity	30 mins	

Activity 2.15: Picture 1

Suggested Steps:

- Display Picture 1 to all the participants.
- The facilitator invites the participants to give their views on what they see in the picture that is shown to them.
- After responses are collected, explain in brief how each one of us has different perception of the same thing, using the responses given by the participants

Activity 2.16: Picture 2

Suggested Steps:

- Display Picture 2 to all the participants.
- The facilitator invites the participants to give their views on what they see in the picture that is shown to them.
- After responses are collected, explain in brief how our personal experiences make us see things differently.

Activity 2.17: Picture 3, 4& 5

Suggested Steps:

- Display Picture 3 to all the participants.
- The facilitator invites the participants to read from top to bottom,
- Then, display picture 4 and ask them to read from left to right.
- Finally, display picture 5 and ask the participants their view on the middle alphabet/number. Is it B or 13?
- After responses are collected, explain briefly to the participant show our beliefs of the mental set works.

Activity 2.18: Perspective Taking

Suggested Steps:

- The facilitator highlights on the importance of perspective taking and how our attitude, behaviour cause psychological effects on others (both positive & negative effects)
- The facilitator further shares about interpersonal skills and the importance of empathy

Activity 2.19: Activity on Empathy - Recognizing emotions

Suggested Steps:

- The participants are divided into 3 groups. Group members are to identify a team leader amongst them.
- A set of 16 different pictures displaying different emotions is given to each group.
- The participants are asked to look at the pictures, discuss among their group members and identify what emotions are shown in each picture and note it down.
- From each team, the team leader will come up to the stage and share with the participants what emotion they have identified from the set of pictures.
- Participants are asked to give their reflection about the activity.
- The facilitator shares the answers of the 16 pictures to the participants.
- The facilitator acknowledges the efforts of the participants and show appreciation.

Notes for the Facilitator

The facilitator is expected to encourage the participants to give their responses and engage in the activities.

Session - 4 Transactional Analysis

Session Guide

Topic/ Activities		Time	Method
1	Introduction of the topic	5mins	Lecture, Presentation
2	The 3 Ego States with exercise	20mins	
3	Types of Transactions with exercise	20mins	
4	Strokes & its importance	5mins	
5	Life Positions	10mins	

Activity 2.20: Introduction to Transactional Analysis

Suggested Steps:

- The facilitator gives a brief background of how effective communication is crucial in order to understand one another.
- The facilitator further explains the theory of Transactional Analysis i.e. the method of analyzing human behaviour in understanding communication between people.

Activity 2.21: The 3 Ego States with exercise

Suggested Steps:

- The facilitator explains the 3 states of mind in all humanize, the 3 Ego States – Parent Ego State, Adult Ego State & the Child Ego State with which we communicate to one another in different situations.
- The facilitator further explains the divisions in each of the ego states with its characteristics.
 - Parent Ego State - Nurturing Parent & Critical Parent
 - Adult Ego State
 - Child Ego State - Natural Child, Adaptive Child and Rebellious Child.
- The 3 Ego States and what it stands for in terms of their behaviour and expression is explained to the participants.
- The facilitator cites examples and gives an exercise to the participants to identify and match sentences with the ego states.
- After the responses are shared by the participants, the facilitator gives the answer to the exercise.
- The facilitator also highlights how there can be a shift in the ego states.
- The facilitator asks the following reflective questions:
 1. Can you give an example from your daily life when you suddenly felt that you behaved or said something just like one of your 'parents' did?

2. Have you ever come across adults (among people you know) who sometimes talk or behave like a child?

Activity 2.22: Types of Transactions

Suggested Steps:

- The facilitator explains that different type of transactions takes place in our daily communication with others
- Types of transactions i.e.
 - Complementary Transaction is explained with examples
 - Crossed transaction is explained with examples
- The facilitator cites examples and gives an exercise to the participants to identify the ego state and the type of transaction.
- After the responses are shared by the participants, the facilitator gives the answer to the exercise.
- The third type of transaction i.e. the Ulterior transaction is explained with examples

Activity 2.23: Strokes & its Importance

Suggested Steps:

- The facilitator explains the meaning of Strokes, types of strokes i.e. Verbal Stroke, Non Verbal Stroke, Conditional Stroke and Unconditional Stroke
- The Importance of Strokes and how it can be effectively used is further explained.

Activity 2.24: Life Positions

Suggested Steps:

- The facilitator explains to the participants the meaning of Life Positions in Transactional Analysis.
- The Four Life Positions is further explained in detail.
 - I'm not OK, you are not OK
 - I'm not OK, you are OK
 - I'm OK, you are not OK
 - I'm OK, you are OK
- The facilitator highlights on How to be a Response-able person by keeping things in perspective and having realistic expectation
- In conclusion, the facilitator explains ways to deal with difficult personalities & criticism.

Notes for the Facilitator

- Participants are encouraged to participate and give their responses in the exercises given.
- Participants are to reflect on their own self and from which ego state they usually communicate to others.

Session - 5

Management Styles

Session Guide

Topic/ Activities		Time	Method
1	Management Styles questionnaire	5mins	Individual work, Presentation, Reflection
2	Scoring & pictorial representation	5 mins	
3	Interpretation of results and reflection of individual scores on their management styles	10mins	
4	Illustration of the ego states - a real life incident: Controlling parent, Nurturing parent; Functional Adult, Natural child, Rebellious child	40mins	

Activity 2.25: Management Styles questionnaire

Suggested Steps:

- The facilitator hands out Management Styles questionnaire to each participant
- Participants read the instructions given and use the key to indicate their characteristic behaviour.

Activity 2.26: Scoring and pictorial representation

Suggested Steps:

- The facilitator distributes the scoring sheet and pictorial representation to the participants
- Participants transfer their individual scores in the scoring sheet. To get the total raw score, the scores are added horizontally.
- Participants then plot their scores in the pictorial representation sheet according to the abbreviations provided beside the total raw score.

Activity 2.27: Interpretation of results and reflection

Suggested Steps:

- The facilitator gives the full form of the abbreviations and interprets the results by explaining the functionality and dysfunctionality according to the individual scores of the participants. *(The interpretation of scores sheet should not be distributed to the participants)*
- The participants are asked to reflect on the results and share their views about the test scores with their characteristic behaviour.

Activity 2.28: Illustration of ego states: A real life incidence

Suggested Steps:

- The facilitator hands out blank sheets to the participants.
- The facilitator informs the participants to think and describe of incidences or situations either at their homes and work places when they have displayed the following ego states:
 - Controlling Parent

- Nurturing Parent
 - Functional Adult
 - Natural Child
 - Rebellious Child
- On completion, the facilitator encourages the participants to stand and share those incidences with everyone.

Notes for the Facilitator

Participants are encouraged to participate and give their responses in the exercises given.

Session - 6 Guidance and Counselling in Schools

Session Guide

Activities		Duration	Method
1	Introduction to the topic	5 mins	Lecture, Skill practice through role play
2	Meaning of Guidance & Counselling in Schools	20 mins	
3	Practice on Counselling Skills	30 mins	
4	Reflection & Feedback	5 mins	

Activity 2.29: Introduction to the topic

Suggested Steps:

- The facilitator introduces the topic by asking the participants what they as school heads are doing to provide guidance and counselling in their schools.
- The facilitator further probes by asking the participants the difference between guidance and counselling.
- The facilitator notes the responses and categorizes it in the white board

Activity 2.30: Meaning of Guidance and Counselling in Schools

Suggested Steps:

- The facilitator explains the concept and the difference between guidance and counselling through lecture method.

Activity 2.31: Practice on Counselling Skills

Suggested Steps:

- The facilitator invites the participants to practice in pair the skill of counselling through role play of a counsellor and counsellee.
- The participants taking the part of the counsellee are encouraged to make up scenarios of their own for the counselling skill practice.
- At the completion of each role play, participants are encouraged to give their feedback to the counsellor on his/her skill. The feedback given should to be constructive for every participant to reflect on.

Notes for the Facilitator

Participants are encouraged to actively participate in the role play.

Session - 7

Leadership Journey: Identifying my Productivity Blockers.

Session Guide

Topics/ Activities		Time	Method
1	Worksheet A	5 mins	Individual work, Lecture, Presentation, Reflection
2	Scoring and interpretation of results	10 mins	
3	Productivity Blocker	15 mins	
4	Worksheet B – Identifying my Productivity Blocker	10 mins	
5	Sharing on Actions and Strategies to overcome them	20 mins	

Activity 2.32: Worksheet A

Suggested Steps:

- The facilitator hands out Worksheet A & Scoring sheet to each participant
- Participants read the instructions given and use the appropriate number to indicate their opinion.

Activity 2.33: Scoring and interpretation of results

Suggested Steps:

- On completion, the facilitator instructs the participants to transfer their individual scores in the scoring sheet as indicated. To get the total, the scores are added horizontally. The category section is filled using the category definition as shown in the box below.
- The facilitator gives the full form of the abbreviations and explains the meaning one by one to the participants. *(The abbreviation & interpretation of scores sheet should not be distributed to the participants)*

Activity 2.34: Productivity Blocker

Suggested Steps:

- The facilitator introduces the topic of Productivity Blocker by explaining how at times an individual or team can't seem to move forward - Problems can't be solved, creativity bogs down, new procedures seem overwhelming, ideas don't flow like they used to, and there is a loss of energy. When this happens, the team or individual is frequently fighting “blockers” that are hampering productivity.
- The facilitator further identifies and explains in detail the 5 biggest Blockers to our Productivity i.e.
 - Prioritizing
 - Time Management
 - Communication

- Ability to focus
- Feeling burned out

Activity 2.35: Worksheet B– Identifying my Productivity Blocker

Suggested Steps:

- The facilitator hands out Worksheet B to each participant and instructs to go through the list, describe the actions in brief and then brainstorm strategies to “push through” the blockage.

Activity 2.36: Sharing of Actions and Strategies to overcome them

Suggested Steps:

- On completion, the facilitator encourages the participants to share the filled up format by indicating their actions against the productivity blockers and the strategies that will help overcome them.

Notes for the Facilitator:

- Participants are encouraged to participate and provide honest answers.
- The facilitator is expected to guide the participants in explaining statements that may not be clear to the participants.

Session - 8

Self in the Context of School – Contributorship Assessment

Session Guide

Activities		Time	Method
1	Introduction to Contributorship	15mins	Individual work, Group work, Presentation
2	Contributorship Assessment worksheet	15mins	
3	Results & Reflection	30 mins	

Activity 2.37: Introduction to Contributorship

Suggested Steps:

- The facilitator introduces the topic of Contributorship by stating that contributorship is a term that refers to an individual's perspective of how he or she follows and works with a leader, team, and/or organization.
- The facilitator also highlights the importance to recognize contributorship, as clarifying one's perceptions about work will help focus one's energy and effort toward meaningful performance improvement. If team members are certain that they are contributing and that their contributions are valued, then the team/organization stands a greater chance for success. Indeed, the level of contributorship defines leadership. It is imperative then that leaders understand how team members view themselves as contributors and, subsequently, create a work environment that bolsters positive contributions. A leader without supportive contributors will have little productive impact.

- The facilitator further defines the characteristics of an effective contributor i.e,
 - Demonstrate integrity and courage
 - Value harmony, relationships, and team effort
 - Find fulfilment in the hard work of accomplishing team goals
 - Assume responsibility for quality, both personally and organizationally
 - Actively engage in fulfilling delineated purposes
 - Critically and meaningfully work for positive change
- The facilitator explains The Contributorship Diagnostic Survey which focuses on two key factors:
 - **Purpose**--A big part of our work perspective is the degree to which we feel that our work is something worthy of doing. This is dependent on two fundamental questions: Does my work have meaning? And does my work make a difference?
 - **Affirmation**--A second key factor that works to shape our perspective is the degree to which we personally feel valued as workers. This also is dependent on two key questions: Do my leaders and peers recognize my value as a contributor? And Do I feel valued as a person at my workplace.

Activity 2.38: Contributorship Assessment worksheet

Suggested Steps:

- The facilitator hands out the Contributorship Assessment worksheet to each participant.
- Participants are asked to read the directions and respond to each question by circling the alternative that agrees with them.

Activity 2.39: Results and Reflection

Suggested Steps:

- The facilitator distributes the Scoring sheet and the Contributor matrix to all the participants to score the results and directs them to plot it accordingly.
- After the scores are plotted, the facilitator explains in detail what each of the 4 quadrants stands and its description.
 - Quadrant I : Sense of purpose but Low affirmation
 - Quadrant II : Sense of purpose and Affirmation
 - Quadrant III : Low sense of purpose and Low affirmation
 - Quadrant IV : Affirmed but Low sense of purpose

(The interpretation of scores sheet should not be distributed to the participants)

- The participants are asked to reflect on the results and share their views about their individual test scores.

Notes for the Facilitator

- Participants are encouraged to participate and provide honest answers.
- The facilitator is expected to guide the participants in explaining statements that may not be clear to the participants.

- The facilitator is to ensure that the scores are rightly plotted in the contributor matrix by the participants.

Session - 9 Retirement Days

Session Guide

Topic/ Activities		Time	Method
1	Preparation of Retirement Day Speech	10 mins	Individual work, Presentation, Reflection
2	Sharing of the speech	40 mins	
3	Reflection & Feedback	10 mins	

Activity 2.40: Preparation of Retirement Day Speech

Suggested Steps:

- The facilitator shares that this exercise is hypothetical and for fun where participants are encouraged to imagine that it is their retirement day from the position of a School Head.
- The facilitator highlights that there is a huge celebration at the school and all your colleagues, students, parents of the students you have taught, some members of your family and friends have gathered for your farewell programme. You have to share your journey as the School head by writing your retirement speech and share it with everyone present that day.
- The facilitator hands out sheets to the participants to let them prepare their speech individually.
- Reflective questions to cover in the speech:
 - What has been my achievement as a School head?
 - What challenges did I face?
 - Cite examples when overcoming the challenges acted as a push to you.
 - What do you see the students doing in future?
 - How does it make you feel?

Activity 2.41: Sharing of the speech

Suggested Steps:

- Each participant is asked to come forward and share their speech to all the participants
- The facilitator acknowledges the efforts of the participants and show appreciation.

Activity 2.42: Reflection and Feedback

Suggested Steps:

- The facilitator encourages the participants what they thought about the exercise and how this exercise have helped them reflect on their personal and professional life.

- The facilitator further seek feedback from the participants on the entire Key Area 2 which focuses on “Developing Self” and how each session have encouraged them to channelize their lives in a positive manner.

Notes for the Facilitator

- To ensure that participants are encouraged to think both positive and negative experiences.
- Facilitator can offer support to those participants who are struggling and are not able to project by giving them a push in giving them examples that can help them in visualizing.

Key Area-3

TRANSFORMING TEACHING LEARNING PROCESS

Introduction

This area help the school heads to developed their capabilities to transform the teaching learning process by understanding the school scenario. It will encourage to identify the aspects of teacher's classroom practices, understand the different needs of children and to monitor and supervise the teachers. This module is intended to build the capacities of school heads to deal with different situation pertaining to transform teaching learning process.

Overview of the Sessions

Session	Topic	Time
1	School and Purpose of Education	60 mins
2	Creating Joyful and Active Learning	60 mins
3	Understanding Developmental Needs of Children	60 mins
4	Understanding Inclusion	60 mins
5	Professional Development of Teachers: Observation and Feedback-1	60 mins
6	Professional Development of Teachers: Observation and Feedback-2	60 mins
7	Building Teacher Leaders: How to coach and mentor? - 1	60 mins
8	Building Teacher Leaders: How to coach and mentor? - 2	60 mins
9	Understanding Pre- school Education-1	60 mins
10	Understanding Pre- school Education-2	60 mins

Session - 1

School and Purpose of Education

Session Guide

Topic	Time	Method
Portrait Activity	15 mins	Individual work
‘School Chale Hum’	20 mins	Video presentation & Discussion
Video on ‘Education. The change it needs.’ Pragnya Suma.	25 mins	Video and Discussion

Activity 3.1: Portrait Activity

Suggested Steps:

- Ask participants to draw a picture of fellow participant and write his or her name.
- Give the portrait to the concern participant.
- Ask the participant introduce themselves based on the picture drawn by their fellow participant.

Activity 3.2: Video on 'School Chale Hum'

Suggested Steps:

- Show the video on 'School Chale Hum'.
- Ask a participant to volunteer and explain the video from his/her point of view that can be followed by other participant as well.
- Divide participants onto three groups and discuss on their school environment. (related to physical and social)
- Discuss on their respective school environment and compare whether their school are able to meet the needs.
- Ask each group to present the discussion points.

Activity 3.3: Video on 'Education. The change it needs'

Suggested Steps:

- Show video to the participants.
- Discuss on good practices of their school that encourages children for holistic development.
- Let participants share those practices with fellow participant.

Note for the Facilitator

- This activity help the participants explore other school environment as well as reflect on whether the purpose of the child is being catered in their school. This helps the participants to create a cordial environment and understand themselves from their fellow participant view. The facilitator will end the session with a note for the participant, on how as a school head the purpose of imparting education is being catered by them.
- The video on 'Education. The change it needs' reflects on the education system and whether our present school is able to give a holistic education to our children.

Session - 2

Creating Joyful and Active Learning

Session Guide

Topic	Time	Method
Concept of Joyful Learning	10 mins	Individual Work
Video of Young Historian	20 mins	Video clips and discussion
'Principle of Joyful Learning'	30 mins	PowerPoint Presentation and discussion

Activity 3.4: Concept of Joyful Learning

The joyful learning is a kind of learning process or experience which could make learner feel pleasure in learning scenario/ process. Role of teacher in joyful learning environment should be as a facilitator not dictator. Collegial, supportive and spontaneous classroom climate will certainly help the child to communicate, learn and move freely.

Suggested Steps:

- Ask the participants the meaning of 'Creating Joyful and Active learning'.
- Let one or two participant volunteer to explain what they understood by creating joyful and active learning.
- Based on the response of the participant, few examples can be discussed to enlighten the session.

Activity 3.5: Young Historian Video.

Suggested Steps:

- Show Video on Young Historian.
- Discuss on how to create joyful active leaning environment in their schools
- Let participants come up with few examples on joyful active learning environment.

Activity 3.6: Principle of Joyful Learning

Suggested Steps:

- Power Point Presentation on 'Principle of Joyful Learning' will be shown.
- Discuss on 'How as a school head they can encourage such technique of teaching and learning?'
- Divide the participants in four groups and ask each group to come up with some innovative techniques of 'Joyful Active Learning' considering their local context and how to facilitate the teachers so that such approaches can be encourage in the school.
- Let each group present their discussion.
- During the presentation the facilitator makes list of approaches/ technique shared by the participant.
- Encourage the participants to motivate the teachers to follow such approaches in dealing with children.

Note for the Facilitator

Joyful learning is an approach which is meaningful, contextual, constructive, and active and creates a classroom of fun and interesting. This exercise helps the participant to revisit the pedagogical process of different subject area, creates an in depth understanding of teaching learning process in the classroom and helps the school heads to closely monitor the learning progress of the child.

Session - 3

Understanding Developmental Needs of Children

Session Guide

Topic	Time	Method
Negative and Positive qualities of School Children	30 mins	Group work and presentation
Categorization of the qualities listed out	30 mins	Discussion and presentation

Activity 3.7: Negative and Positive qualities of School Children

Suggested Steps:

- Divide the participants into four groups.
- Ask each group to make a list of both negative and positive qualities of school children in a chart paper. (related to child needs)
- Ask one member of each group to paste the chart paper on the wall of the class.
- Discuss on all the positive qualities listed.
- Ask the participant whether their school children have those qualities.
- Let them discuss among themselves and find out what qualities are missing and what can they do to incorporate those positive qualities in their school environment.
- Let the participants contemplate on the negative qualities as well.
- Discuss on how to overcome and suggest means to tackle those issues.

Note for the Facilitator

The facilitator will facilitate and guide on how to overcome the negative qualities and make the participant understand what needs are being fulfilled in the school and what more can be done to fulfill those needs.

Activity 3.8: Categorization of the Qualities Listed Out

Suggested Steps:

- Let the participants reflect back on all the negative and positive qualities they have pointed out.
- Let the participant to categories the qualities under cognitive needs, emotional needs, social needs and moral needs of a child.
- With the support of the facilitator the participant are able to understand all the needs and categories them.

Note for the Facilitator

Through this activity the participant are exposed to all the qualities they see in their school children, which they are aware of but many a times miss out due to their negligence and ignorance. This activity will help them to understand the various developmental needs of the children and give them more insightful knowledge.

Session - 4

Understanding Inclusion

Session Guide

Topic	Time	Method
Understanding Difference	15 mins	Individual work
Understanding Inclusion in the context of Diversity	30 mins	Reading and discussion
Case study	15 mins	Reading and discussion

Activity 3.9: Understanding Difference

Suggested Steps:

- Ask the participants to note down their own differences (tribe, caste, gender, education, language, physical appearance etc.) or perhaps the differences of someone they are close to or know well, who had negative or not so desirable effect on school experience.
- Note the points given by the participants on the board.
- Let the participants explore all the kinds of diversity/difference that exist in the school..
- Participants make note of all the differences.

Activity 3.10: Understanding Inclusion in the context of Diversity.

Suggested Steps:

- Distribute the Module of inclusion (KA-3, 4.1) to the participants and ask them to read.
- Discuss on the four dimension of inclusion mention on the Module: Access, Acceptance, Participation and Achievement.

Activity 3.11: Case Study

Suggested Steps:

- Distribute Case study on Mrs. Menon staff meeting (KA-3, 4.2) to the participant and ask them to go through that case study thoroughly.
- Let the participants share their view on the case study.
- The participants are made aware about the involvement of the staff and the strategies Mrs. Menon uses to educate her staff on matter of inclusive education.

Note for the Facilitator

- This activity make the participants understand how diversity can lead to discrimination and exclusion from and in schools. It also helps to explore and re-visit to all the differences and discrimination that one faces or experiences in the school environment knowingly or unknowingly. The school heads need to be aware of these concepts as the first steps towards making school an inclusive space.

Session - 5

Professional Development of Teachers: Observation and Feedback-1

Session Guide

Topic	Time	Method
Mock Classroom	60 mins	Group work

Activity 3.12: Mock Classroom

Suggested steps:

- Divide the participants in three groups with 8-10 participants and name them as group-1, group-2 and group-3.
- Let group 1 play the role of a classroom setting, where one person from the group will enact as a teacher and the others in the group as students. A lesson on elementary level can be taken.
- Let Group-2 observe the class taken by group 1. The class should be observed base on certain parameters such as- instruction strategy, classroom participation, content delivery etc.
- Let Group 3 provide feedback on the observations made by group 2.
- Let all the three groups enact their assigned role.

Note for the Facilitators

This session appraises the participant on how observation and feedback on classroom teaching enhances the professional development of the teachers as well as school heads. The mock classroom activity helps participants to reflect on real classroom situations and how their observation base on certain criteria helps to monitor and supervise their subordinate and colleague.

Session - 6

Professional Development of Teachers: Observation and Feedback-2

Session Guide

Topic	Time	Method
Classroom observation	40 mins	Group work
Observation and Feedback	20 mins	Power Point Presentation and Discussion

Continuation of the previous day session

Activity 3.13: Classroom observation

Suggested Steps:

- The facilitator makes three columns on the board.
- In the first column, Group-2 will write the parameters on which observations of the class taken by group 1.
- In the second column, the facilitator notes down the observations made by the observer (Group 2), based on the parameters noted in the first column, during mock classroom. This column will have points for feedback.
- In the third column, Group-3 will provide feedback on the observations given by group-2. For example the feedback provided was encouraging/harsh, nature of body language etc.
- The facilitator will discuss on the observation of Group-2 and 3 and the entire process.

Note for the Facilitator

This activity gives practical understanding and the importance of observation and feedback in teaching learning process.

Activity 3.14: Presentation on Observation and Feedback

Suggested Activity:

- PowerPoint presentation on providing feedback to the teachers (KA-3, 6.1 observation and feedback) will be shown.
- The participants gets better preview of observation and feedback theoretically.

Note to the Facilitator

This mock classroom activity carried out by the participant will acquaint them on how observation and feedback can be used as important tools for improving the teaching learning process. By understanding the process of classroom observation and providing effective feedback, the teachers can enhance their classroom teaching and enhance professional development.

Session - 7

Building Teacher Leaders: How to coach and mentor? - 1

Session Guide

Topic	Time	Method
Role Play	60 mins	Group work

Mentoring relates primarily to the identification and nurturing of potential for the whole person. It can be long term relationship, where the goals may change but are always set by the learner.

Coaching relates primarily to performance improvement (often short-term) in a specific skill area. The learner has primary ownership of the goals and the coach has primary ownership of the process.

Activity 3.15: Role play

Suggested Steps:

- Ask the six participants to volunteer for mock coaching and mentoring session
- Divide the six participants into three pairs.
- The first pair will take the role of school head and teacher. The pair discuss on personal family issue of the teacher that affects teaching learning.
- The second pair will take the role of school head and teacher, where the teacher of the school is not performing well according to the school head.
- The third pair as a head teacher and newly inducted staff in their school (eg: school helper or new teacher etc.)
- The rest of the participants observe the role play.

- Let the each pair decide on the role play procedure and dialogues.
- Each pair will enact their role for 10 minutes.
- Ask the remaining participants to note the procedure and conduct of the role play so that discussion on the individual play can be carried forward in the next session.
- At the end of the role play by the three pairs, discussion on their procedure will be initiated.

Note to the Facilitator

The role played by the participants portray the role of a school heads in different situation/ circumstances, where the school head guides, assists, advices and instructs the fellow teacher. This can appraise the other participants on how to deal with such situation if need arise. They can also introspect and self-examine themselves on their own potential and caliber.

Session - 8 **Building Teacher Leaders: How to coach and mentor? - 2**

Session Guide

Topic	Time	Method
Categorization and Differentiation of the Three Role Plays	40 mins	Discussion
Understanding the Process of Coaching and Mentoring	20 mins	PowerPoint Presentation

A continuation of the previous session will be initiated in this session.

Activity 3.16: Categorization and Differentiation of the Three Role Plays

Suggested Steps:

- The participant recall all the three role plays conducted in the previous session based on the observation and finding.
- The facilitator makes three columns on the board based on the three role plays.
- The participants are asked to differentiate between the three role play. The points given by the participants are noted on different columns.
- Based on the participant's responses the difference and similarities of the three role plays categorize on the approaches, nature of conversation, issue, process, feedback etc.
- The facilitator constantly guides and facilitates the participant's responses so that the participants are able to differentiate the role of the school heads in those three role plays as mentoring and coaching.

Activity 3.17: Understanding the Process of Coaching and Mentoring

Suggested Steps:

- Show PowerPoint presentation on understanding the processes of coaching and mentoring (KA-3, 8.1 coaching and mentoring)
- With the PowerPoint presentation explain the process of coaching and mentoring.

Note to the Facilitator

The three role play and observation administered in the session will make the participants understand and comprehend on what is coaching and mentoring, how to use this process to enrich and improve their relationship in their work front. Every school head should be a mentor or coach to his or her colleague, avoid personality clashes and other issue, and have the willingness to provide time, guidance, support and encouragement.

Session - 9 Understanding Pre-School Education-1

Session Guide

Topic	Time	Method
Importance of Early Childhood	30 mins	Individual work and Discussion
Brain Development	30 mins	PowerPoint Presentation and Lecture

Introduction

Early childhood is defined as the period from birth to eight years of age. The first six years of life are critical in any child's life since the rates of development in these years are more rapid than any stage of development.

Activity 3.18: Importance of Early Childhood

Suggested Steps:

- Ask the participants to share a memory of their childhood days (one pleasant and one not so pleasant) and also recall the age when that instance happened in their life.
- Ask some participants share their experiences which will be noted on the board.
- Ask the participants, 'why do you remember that instance out of many instances/events that happen in your life time?'
- Let the participants share an experience of their childhood which had profound memory and give reason why.
- Lead the participants to understand how the childhood experience can related to their present day situation. For instance, certain bitter experiences of their childhood reflect in their personality, attitude and their understanding etc.

- The participants connects and understand on how their childhood memory/incidence/instances etc. are link in shaping their present day.

Note to the Facilitator

This exercise makes the participants realize how their own personal experiences of their childhood days have a strong imprint in their present day. The childhood memory reflects them back to their childhood days where pleasant and unpleasant memories recalled have left an impact. The personal experiences of the participant will make them realize the importance of early childhood, and how by giving importance in their education they can shape the future of the child.

Activity 3.19: Brain Development

Suggested Steps:

- PowerPoint presentation on 'Brain Development' is shown along with explanation.
- Highlight the importance of brain development for the age group of 0 – 6 years.

Note for the Facilitator

According to the resent researches in the field of neuroscience 90 per cent of the brain growth occurs by the time a child is 5 years of age. Importance of brain development and learning should be emphasized.

Session - 10 **Understanding Pre-School Education-2**

Session Guide

Topic	Time	Method
Concept of Pre-School and Primary School	40 mins	Group work and Discussion
Importance of Pre-School Education	20 mins	PowerPoint Presentation and Lecture

Activity 3.20: Concept of Pre-School and Primary School

Suggested steps:

- Divide the participants into two groups into Group-1 and Group-2
- Let Group-1 discuss and note down the concept of pre-school education and let Group-2 discuss and note on the concept of primary education. (Certain parameter like age, category of children, environment, routine, teacher etc.)
- Let the two groups present their discussion
- Note the differences of pre-school and primary school on the board.
- Participants realize the transaction between pre-school and primary school where the ambience, pedagogy, teachers, category of children etc. differ.

Note for the Facilitator

Facilitator direct the discussion more towards pre-school education and make the participant come up with more of their understanding on pre-school they can share and enlighten one another.

Activity 3.21: Importance of Pre-School Education***Suggested Steps:***

- PowerPoint Presentation on 'Importance of Pre-School Education' is presented.
- Based on the PowerPoint Presentation, highlight the important aspect of Pre-School Education.

Note to the Facilitator

This session enable the participant to understand the concept of pre-school education and how it ensure a smooth transaction to primary school giving the child better performance and better retention rates. Understanding the concept and importance of pre-school education by school heads can support the child various developmental needs that can provide conducive teaching-learning environment.

Key Area - 4

TEAM BUILDING AND LEADING

Introduction

The school is a unit whose members work together with intense activity towards defined goals. For this to happen effectively, building and leading teams emerges as an important role of the school head. Team work not only helps in better functioning of the school, but also builds each team member's capacities and skills, as a result of exchange of ideas and new ways of approaching problems and challenges. This role addresses the values and skills required to build and sustain effective teams. You may start thinking on how to lead the processes for team formation, collaboration, group dynamics, conflict resolution, and effective communication and at the same time create opportunities for professional development of team members.

Overview of the Sessions

Session	Topic	Duration
1	Understanding Team	60 min
2	Session: Building and Maintaining Teams	60 min
3	Self Orientation for Team Work	60 min
4	Collaborative Communication	60 min
5	Conflict Resolution	60 min
6	Developmental Staff Meeting	60 min
7	Planning for the Team	60 min
8	Being a Team Leader and Forming Teams	60 min

Session - 1 Understanding Team

Session Guide

Topic	Time	Method
Two Truths and a Lie	15 mins	Group work
What are Teams?	10 mins	Plenary discussion
Characteristics of effective teams	35 mins	Pair Interviews & Presentation

Activity 4.1: Two Truths and a Lie

Suggested Steps:

- Start the session by telling two truths and a lie about yourself.
Eg. I have two children.
I once won a pie-eating contest.
When I was ten, I hated science.
- Ask the participants to guess which one is a lie.
- Give about a minute to the participant to think of two truths and a lie about him/her.

- Let the participants sit in pairs, preferably with people they do not know well (or assign at random). Let the pairs sit together for the remainder of the activity.
- Ask each pair to take turns and says the three statements about him/her and let them guess which statement is the lie.

Notes for the Facilitator: The activity conducted by groups was attempted as a game that's useful for getting to know other people. They help build trust in teams and help progress team maturity.

Activity 4.2: What are teams?

Suggested Steps:

- Ask the participants, “What is a team?” Allow few responses.
- Show PowerPoint presentation and discuss each slide with the participants.

Activity: 4.3 Characteristics of Effective Teams

Suggested Steps:

- Distribute Handout 1 -*Effective Teams: What Makes Them Successful?*
- Ask participants to pair with the person seating next to them.
- Make the participants read the handout and ask them to discuss questions in pair, take turns talking and listening to one another so that they both have the opportunity to share their answers.
- Ask the participants to make notes.
- When the pairs return, ask how they enjoyed their conversations. Ask whether they learned anything new from their partner. ?
- Allow one to two stories to be told in brief.
- After completing the activity a power point presentation on Characteristics of Effective Teams is presented. Explain and discuss each slide.

Notes for the Facilitator

Based on group's experiences facilitator can explain characteristics of effective teams. A powerful team is the foundation of a high-performing school and a good team ethic may lead to the success and smooth running of a school or institution. If employees do not feel each other's support and do not work well together, problems, conflicts, and risks can arise.

Session - 2 **Building and Maintaining Teams**

Session Guide

Topic	Time	Method
Follow the directions	20 mins	Group Work
How are Teams form & function	40 mins	Plenary discussion & Presentation

Activity 4.4: Follow the directions

Suggested Steps

- Hand each participant a sheet of paper.
- Inform the Participants that they will replicate a drawing through simple verbal instructions.
- There are two rules:
 - Each person must remain silent throughout the exercise;
 - No one can ask a question.
- Instructions:
 - Draw a circle
 - Draw a triangle inside the circle
 - Draw a square in the corner
- Write your name on the paper
- Tell the participants that none of their pictures matched, so they have to try again
- Ask the participants to flip over the paper and start again.
- Use the following directions:
 - Draw a circle 4 inches in diameter in the center of your paper
 - Draw a triangle inside the circle so that all three corners are touching the circle
 - Draw a 1-inch square on the bottom-left corner of your paper
 - Write "your name," spelled out Y-O-U-R-N-A-M-E, on the bottom-right side of the paper
- Invite the participants to hold up their papers. They should match.

Notes for the Facilitator

Through this activity the participants are made to realize that clear instructions and the skill of listening is important to have a good communication and to get the indented results.

Activity 4.5: How teams form and function

Suggested Steps:

- Ask the participants how teams form and function.
- Based on the responses of the participants, slides can be presented and discussion can follow.

Activity 4.6: Case Study

Suggested Steps:

- Divide the participants into 4 groups and give each group a case study.
- Ask them to analyze each case study in detail and answer the questions given.

- Facilitator can ask the participants to give an observation from each case study.
- The participants should present their case study and share their observations.

Notes for the Facilitator

Each group should narrate their case and all the participants should listen.

Session - 3 Self Orientation for Team Work

Session Guide

Topic	Time	Method
Fish and Fishermen	10 mins	Group Work
Self Orientation for team work – Questionnaire	20 mins	Individual Exercise
Philosophical Orientation Questionnaire	30 mins	Individual Exercise

Activity 4.7: Fish and Fishermen

Suggested Steps:

- Divide the participants into two groups.
- Name the one group as 'Fish' and the other group as 'Fishermen.'
- Give a few minutes to both the groups to mingle with each other and strategize:
 - 'Fishermen' group to make a strategy on how to catch fish
 - 'Fish' group on how to escape from the fishermen
- Ask the 'Fishermen' group to catch the fishes. (Note the number of fishes caught)
- Reverse the role of the groups and play the game again.
- The group which catches the most fish will be the winner.

Notes for the Facilitator

This activity gives the participants an idea of what is 'Team Work'

Activity 4.8: Self Orientation for team work – Questionnaire

Suggested Steps:

- The facilitator distributes a questionnaire (**KA-4.1** Self Orientation to Team Work Questionnaire) to the participants and asks them to score against each item according to the four point scale.
- The participants then total the three independent scores as given in the instructions of the questionnaire to arrive at their cooperative, competitive and individualistic orientation scores.
- The total three scores from highest to lowest will determine the person's orientation towards team work.

Activity 4.9: Philosophical Orientation Questionnaire

Suggested Steps:

- The facilitator distributes a questionnaire (Philosophical Orientation Questionnaire) to the participants and asks them to read the question and respond to the answers by:
 1. Putting a 1 in the answer that best describes their preference
 2. Putting a 2 in the answer that is their second choice
 3. Putting a 3 in the question that is their third choice

Notes for the Facilitator

Through the leading questions given, bring out the factors and approaches of the team members which strengthen or weaken the team spirit and thereby the team.

Session - 4

Collaborative Communication

Session Guide

Topic	Time	Method
Importance of communication	10 mins	Plenary discussion
Positive/negative communication	20 mins	Role-play
Practicing positive feedback	30 mins	Paired practice session

Activity 4.10: Importance of communication

Suggested Steps:

- Show the PowerPoint presentation on importance of communication.
- Based on the PowerPoint presentation initiate a plenary discussion

Activity 4.11: Positive/Negative communications

Suggested Steps:

- Ask the participants to observe two role-plays and notice the communication patterns. (Adapt the following scripts as desired)
 - *Role-Play 1: A DEO rushes into the District Education office and says. "I need the keys to the Car right away!" The SDEO abruptly says that the driver is about to use the car for other staff members who have reserved in advance. The DEO insists his/her task is urgent and others should wait. They get into an argument, both asserting their authority over the other and using phrases such as "If you had bothered to read the policy manual..." and "You are always so bureaucratic! You never let the rules serve the people!"*
 - *Role-Play 2: The same DEO rushes in saying, "I'm sorry; an urgent matter has come up. I need to use the Car for one hour." The SDEO*

replies is that the driver is about to run errands for other staff members, but asks for more information on why the car is needed. “If you give me some more information, perhaps I can help you better.” The reason is explained by the DEO a proposal is to be delivered to a donor by a certain deadline—and the DEO says, “I understand the policy for reserving in advance, but how can we work this out? This proposal will bring critical services to our clients, not to mention funds to the organization.” The SDEO replies that they are trying to respect the needs of other staff that have reserved the car and that the driver could deliver the proposal along with doing the other errands, stopping by the donor's office first. Both are satisfied that they are contributing to effective service delivery and express gratitude.

- The facilitator asks the reflective questions:
 1. What was the impact of the different ways of communicating on the relationship between the two parties? How did the two parties appear to feel after the interaction?
 2. Which way of communicating was more effective in achieving positive results?
 3. What is the difference between understanding the other's point of view and agreeing with it? How does knowing and using the difference affect communication?
 4. Can you think of examples when you experienced these different forms of communication?
- Let the participants answer the questions individually.
- Ask some participants to share what they have written.

Notes for the Facilitator

The facilitator may highlight the key points that emerge out of the role play.

Activity 4.12: Practicing Positive Feedback

Suggested Steps:

- Start the session with the PowerPoint presentation Ineffective Questions and ask participants to discuss why the questions are not helpful and how the questions might be changed to be more effective.
- Distribute Handout 2 -*Ultimate Empowerment Tool*.
- Make them read individually.
- Ask the participants to practice using the language given in the handout 2 by acting out role-plays of common office situations.
- Form small groups of three, and ask the participants to practice using positive language in conversing with their colleagues.
- Two members perform a role-play with the third person observing and giving feedback on where they used positive language (or not) as described in the handout 2 and how they might improve. Participants then switch roles until

they have all had a turn in each (5-minute role-play, 5-minute feedback for each of three pairs).

- Debrief by asking the participants about their experience with the exercise and what they have learned from it.

Notes for the Facilitator

After each role play, the facilitator leads the discussion on the issue and highlights the key points that emerge out of the play.

Session 5: Conflict Resolution

Session Guide

Topic	Time	Method
Conflict Response Styles	15 mins	Individual work
Identifying layers of a Conflict	25 mins	PowerPoint Presentation & Lecture
Conflict Management Process	30 mins	Small group practice session

Activity 4.13: Identifying Conflict Response Styles

Suggested Steps:

- Start the session by asking the participants to individually remember a recent conflict in which they were involved. It could be interpersonal, intra-organizational, or communal.
- Ask them to reflect silently on the following questions.
 1. What was the conflict about?
 2. How did you react? What did you do?
 3. How was the conflict resolved (if it was)?
 4. If not, what were the obstacles?
 5. How might the process been different by using another style of approach?
- Ask one or two participants to present their reflection.

Notes for the Facilitator

The facilitator can use the PowerPoint presentation and show four basic styles for handling conflict after the activity to supplement the presentations.

Activity 4.14: Identifying Layers of a Conflict

Suggested steps:

- Explain the layers of conflict with a PowerPoint presentation

Activity 4.15: Understanding Conflict Management Process

Suggested steps:

- The participants are divided into 2 groups. Group members are to identify a team leader amongst them.

- Distribute Handout 3 -*Model Conflict Resolution Process* to each participant.
- Make the participants to read the handout.
- Ask the groups to present their ideas from Parts 1 and 2 in the form of role play
- At the end, the facilitator thanks the group for their the role play

Notes for the facilitator

- The facilitator is expected to encourage the participants to give their responses and engage in the activities.

Session 6 Developmental Staff Meeting

Session Guide

Topic	Time	Method
Conduct a Staff Meeting	60 mins	Group work

Activity 4.16: Conduct a Staff Meeting

Suggested Steps:

- The facilitator presents three contrasting simulations of a role play to the participants who have to demonstrate a role play in three groups.
- Each group has 12-15 participants who represent the staff in a school. One of the participants in each group plays the role of the school head. When one group performs, the rest of the participants act as observers.
- The three groups are given time to prepare. In each of the three groups, the participant acting as the school head has to adopt a particular style of leadership, based on the scenarios that will be given.
- Each role play should be brief and should not last more than 5 – 6 minutes. In scenario 2 or scenario 3, where there is interaction, the role play could be for 7-8 minutes.
- In all of the scenarios, the background is that the school head has been going around to the classrooms and comes back to discuss that he/she wants the staff to adopt a more interactive way of teaching.
- At the end of each role play or at the end of the three role plays, the facilitator may decide on having a reflection from the observers by letting them list down the behavior, traits of the school head and details on what happens in the staff meeting and its impact on the staff. This can be listed in the Whiteboard

Notes for the Facilitator

- After the role plays come to an end, the facilitator asks the observers participants other than the ones acting as the staff to share their observations on the traits, behavior of the school heads and the processes adopted for conducting the staff meeting.
- The participants together define what would be the characteristics of an

effective staff meeting where each member feels part of the team, is listened to and where the knowledge and the skills of all members are capitalized for making the team effective in improving student outcomes.

- At the end, the facilitator can discuss the guidelines of effective staff meeting with all the participants.

Session - 7 Planning for the Team

Session Guide

Topic	Time	Method
Planning for the Team	60 mins	Group work

Activity 4.17: Planning for the Team

Suggested Steps:

- Facilitator sets up one compass point sign per wall of the room: North, South, East and West
- Distribute the handout KA-4.2 a planning for the team to the participants
- Ask everyone to read the descriptions of each compass point (with the help of the handout KA 4.2 a planning for the team) independently
- Ask them to self designate to the compass point which resembles them most when working in groups.
- Facilitator should help them to decide on one compass point as many participants may lean in to more than one direction
- Participants should stand where they see themselves most of the time when collaborating with a team.
- Distribute one chart paper and different color marker to each team. Ask them to note down their answers to the question.
 1. In one or two adjectives what is the strength of your style?
 2. In one or two adjectives what are the limitations of your style?
 3. What are some of your key skills/competencies that you think will strengthen the team you are a part of?
 4. What style do you find the most difficult to work with and why?
 5. What are some areas where you think your team mates could help you to improve?
 6. What are some of the things that put you off while working in a team?
 7. What do other people need to know about us so that we can work together more effectively?
 8. Toward which compass point do we need to grow?
- Let the four groups' debate after group discussion.

Notes for the Facilitator

It is natural for conflicts to occur with opposite compass points, for example, East and West. East focused on big picture; West focused on details. When team members can respectfully listen to varying perspective, the team does better than if everyone fits into the same compass point.

Session 8 Being a Team Leader and Forming Teams

Session Guide

Topic	Time	Method
Preparing a roadmap for The School	30 mins	Group work
Presentation of Action Plans for Teams by Groups	30 mins	Group Presentation

Activity 4.18: Preparing a Roadmap for the School

Suggested Steps:

- Divide the participants into 4 groups.
- Each group will plan as a team. The teams have to come up with a roadmap for their school on any theme.
- The groups will discuss and outline the agenda of the team, the process of execution and the desired results to be achieved by them and by when.
- They have to prepare a roadmap, clearly outlining the following.
 1. Agenda for the team
 2. Process of execution of the agenda
 3. Defining the desired outcomes
 4. Roles of each team member
 5. Reasons for assigning a particular role to a member within the team
 6. Potential conflicts that could arise while executing the team plan (suggestive)
 7. What would be the various ways of negotiating the conflicts if they arise? What would you do as school leaders or as a team member?

Activity 4.19: Presentation of Action plan for team

Suggested Steps:

- The facilitator invites each group to give a presentation on the roadmap they have prepared for their school.

Notes for the Facilitator:

The facilitator can ask the groups to list out the different teams that could be formed in their school related to different aspects. The facilitator would ensure that all groups work on different teams, such as a team thinking on staff meeting, a team dealing with student learning issues, a team for professional development of teachers, a team for resolving a particular problem caused by the community etc. The groups will then present their action plan.

Key Area – 5

LEADING INNOVATIONS

Introduction

Innovations in any organization are seen as a potential approach to suitably resolve the problems and bring about change. Not only should innovations be used to solve problems, but should also be seen as spaces to involve all people and encourage inclusive practices in the school. Innovations encourage people to take risks, enjoy thinking and act with conviction. It gives confidence to perform with an attitude of “Yes, I can”. Learning by innovating becomes a natural phenomenon in the school. Therefore, it is seen as a significant role of a school leader. It is important to build the culture of innovations in schools for taking the lead to transform schools into learning organizations. Innovations in teaching learning and school processes can make learning joyful, not only for the child, but also for teachers, parents and the community with school transforming itself into a learning organization.

Overview of the Sessions

Session	Topic	Duration
1	Innovations- Significance for School Improvement: In Search of New Ideas	60 min
2	Looking Beyond the Normative Framework	60 min
3	Looking Beyond the Normative Framework – Case Study	60 min
4	Nurturing Innovation: Creating Spaces for Experimentation and Research, Ensuring Adequate Resources and Academic Support	60 min
5	Building a Culture of Innovation in School	60 min
6	Pre-vocational Education in Schools	60 min
7	ICT Use and Integration	60 min
8	Rewards and Recognition for New Ideas and Actions	60 min

Session - 1

Innovations- Significance for School Improvement: In Search of New Ideas Session Guide

Topic	Time	Method
Walk & Stop	20 mins	Individual work
Knowing about innovations From familiar and everyday Situations in life	40 mins	Group work, presentation and discussion

Activity 5.1: Walk & Stop

Suggested Steps:

- Invite participants to spread throughout a large open space/training hall.
- Instruct participants to walk when you say “WALK” and to stop walking when you say “STOP.”
- Give a series of these two commands, in any order, for 20 to 30 seconds to help your participants practice responding.

- When ready, announce that you will now swap the meaning of these commands, so “WALK” means “stop walking” and “STOP” means to “walk.”
- Challenge your participants and each individual to continue to be as accurate and as fast as possible responding to each command.
- Later, announce two new commands:
 - “NAME” invites everyone to say their own name out loud.
 - “CLAP” invites your participants to perform one simultaneous clap.
- Practice these two new commands together with “WALK” and “STOP.”
- Finally, announce you will swap the meaning of the last two commands, e.g. when you call “NAME” everyone claps and when you say “CLAP” they say their name.
- Continue playing for several minutes, and/or try a variation.

Notes for the Facilitator

Walk & Stop is a wonderfully active game that will work with mostly any group size, that invites lots of fun interaction & the opportunity to develop effective listening & reflex skills.

Activity 5.2: Knowing about innovations from familiar and everyday Situations in life

Suggested Steps:

- Divide the participants into 4 groups.
- Give each group the following questions to discuss:
 - Group-1: Can innovations happen in School? Can you recall such innovations that have happened in schools?
 - Group-2: What would you call as innovation in school?
 - Group-3: In what ways innovations have changed your school?
 - Group-4: How should a school head lead innovations in the school?
- Let each group give a brief presentation.
- Based on the responses of the participants, show PowerPoint (KA 5.1 Knowing about innovations) and discuss each slide.

Session 2

Looking Beyond the Normative Framework

Session Guide

Topic	Time	Method
How to Recognize Whether Change is an Innovation	20 mins	Listening audio follow by Small group sharing & Discussion
Remembering Innovations carried out in my School	40 mins	Group work & Presentation

Activity 5.3: How to Recognize Whether Change is an Innovation

Suggested Steps:

- The facilitator ask the participants to Listen to an audio talk by Vijay Chand Sherry (KA 5.2 Audio talk by Vijay Chand Sherry)

- On completion, the facilitator asks the following reflective questions (KA 5.3 Reflective questions on audio talk by Vijay Chand sherry)
- Discuss the questions with the participants.

Notes for the Facilitator

- Engage the participants in a dialogue to understand the innovation as being central to developing school as a learning organization.
- Encourage participants to think out of the box.
- Highlight the aspect of being flexible and accommodative for a certain level of uncertainty to make innovations happen.
- Analyze the role of school head as an important person to encourage innovations in the school by all- teachers, students, staff, SMS, etc.
- Emphasize on the fact: change by itself is not innovation.

Activity 5.4: Remembering Innovations carried out in my School

Suggested Steps:

- Divide the participants in 5 groups.
- Let each group discuss on any innovations carried out in their school.
- Let the groups select the best innovation carried out in their schools for presentation.
- Let each group present their discussion.

Session - 3

Looking Beyond the Normative Framework – Case Study

Session Guide

Topic	Time	Method
Case Study	60 mins	Group work & Presentation

Activity 5.5: Case Study on Innovations

Suggested Steps:

- Divide the participants into 3 groups.
- Distribute each group a case study given in KA 5.4 case study'
- Each group will discuss on one case study and identify the innovation, method and approach, challenges, solution etc.
- At the end, ask the groups to give an observation from each case study.

Notes for the Facilitator

While conducting the session, guide the participants to critically analyze the case studies. The method of case study analysis must be clearly understood by the participants so as to use them effectively.

Session - 4
Nurturing Innovation: Creating Spaces for Experimentation and Research,
Ensuring Adequate Resources and Academic Support

Session Guide

Topic	Time	Method
Innovation in Learning and Teaching by Arvind Gupta	40 mins	Video & Group Discussion
Presentation On Reflective questions on Innovation in learning and Teaching	20 mins	Group work & Presentation

Activity 5.6: Innovation in Learning and Teaching by Arvind Gupta

Suggested Steps:

- Show the video on 'Innovation in Learning and Teaching by Arvind Gupta.'
- Divide Participants into 4 Groups.
- Ask the participants to work on reflective questions.

Reflective questions:

1. What interested you the most in this video? Why?
2. How can you create spaces for experimenting with innovations such as the one you saw in the video?
3. Share how you have used available resources in your school in different ways?
4. As school head, have you engaged teachers, students and other staff in such innovative activities in your school? If they have created something innovative, how have you utilized them for school purpose?
5. There are also teachers and students who are naturally inclined to create, innovate for school purposes. How have you recognized and appreciated them? (Rewards, recognition, encouragement, providing spaces, providing facilities, sharing in cluster and block level meetings, etc)
6. In what ways can you create spaces in your school where there is freedom for teachers, students and others to think, act and create? If you are already practicing, share the same.

Activity 5.7: Presentation on Reflective Questions on Innovation in Learning and Teaching

Suggested Steps:

- Let each group present their discussion and answers on reflective questions on innovation in learning and Teaching.

Notes for the Facilitator

- The video is to draw the message of thinking innovatively and should not be taken as a model for making teaching aids from trash.
- Facilitator may feel free to use many other videos and literatures which is district specific to highlight local innovations.

Session - 5

Building a Culture of Innovation in School

Session Guide

Topic	Time	Method
Innovation in creating eco-friendly school physical environment	60 mins	Video, small group Discussion & Presentation

Activity 5.8: Innovation in creating eco-friendly school physical environment

Suggested Steps:

- Video (KA 5.5) on 'Innovation in creating eco-friendly school physical environment' will be shown to the participants.
- After watching the video, divide the participants into small groups of 2 or 3 to discuss on the reflective questions.

Reflective questions:

1. As school head, have I done something like this in my school?
2. Can I also adopt it in my school and change the school physical environment?
3. Do I have any other idea to improve my school? How can I implement it as a school head?
4. Whether this approach to change the school will help to build a culture of innovation in the school? How do I want to do it?
 - Allow each group to give a brief presentation.

Notes for the Facilitator

Ensure that discussions in the session are directed towards applying the ideas of the participants in their own schools.

Session - 6

Pre-vocational Education in Schools

Session Guide

Topic	Time	Method
Understanding the Concept of Vocational Education and its Importance	40 mins	Group work, presentation and lecture
Who am I? (game)	20 mins	Group work

Activity 5.9: Understanding the Concept of Vocational Education and its Importance

Suggested Steps:

- Divide the participants into 4 groups.
 - Let each group discuss on the following questions:
1. Why Work Experience/SUPW (Class 1-8) and Pre-vocational Education (Class 9 & 10) did not work well in our schools?
 2. What are the limitations of pre-vocational education in our education system?
 3. How can general education subject teachers teach pre-vocational education?

4. How can you as a school head integrate pre-vocational education in general education?

- Let each group present their findings briefly.
- Based on the presentation of the groups and with the help of PowerPoint presentation explain the meaning and concept of pre-vocational education.

Notes for the Facilitator

- Meaning of pre-vocational education – Education designed to introduce participants to the world of work and prepare them to entry into further vocational or technical education programmes.
- The purpose of vocationalisation of education is to improve the relevance of education to the world of work and make students more employable.
- Pre-vocational education should not only expose children to different vocations but also teach them dignity of labour.
- Some reasons for unsatisfactory implementation of pre-vocational education are non-allocation of sufficient time in school timetable, Non-examinable nature of the course, insufficient funds and non-availability of trained teachers and raw materials.
- The general education teachers of language, mathematics, science, social sciences, art, music etc. should be involved in organization of skill-based activities related to the themes that they are teaching.

Activity 5.10: Who am I?

Suggested Steps:

- Divide the participants into two groups with equal number of members.
- Give one group occupation names like - mason, singer, plumber, electrician and the other group - florist, teacher, carpenter, gardener.
- Let the group members write the tasks performed by the persons in different occupations.
- Let one group perform one occupation without expressing in words while the other group observes and guess the occupation enacted.
- Let the groups take turns to enact the occupation and also to guess the occupation.

Notes for the Facilitator

This activity will expose the participants to a variety of occupations in the world of work and the tasks performed by people working in these occupations.

Session - 7

ICT Use and Integration

Session Guide

Topic	Time	Method
Concept of ICT in School	10 mins	PowerPoint presentation and lecture
ICT initiative by NCERT	30 mins	PowerPoint Presentation & individual work
ICT Integration in Education	20 mins	PowerPoint Presentation & Individual work

Activity 5.11: Concept of ICT in School

Suggested Steps:

- Ask the participants what is the meaning of ICT.
- Based on the responses of the participants, PowerPoint can be presented and discussion can follow.

Activity 5.11: ICT initiative by NCERT

Suggested Steps:

- Present the slide on ICT initiatives by NCERT
- Ask the participants to explore the website individually.
- Guide the participants in using their laptops or smart phones in exploring the websites.

Activity 5.12: ICT Integration in Education

Suggested Steps:

- Present the slide – sharing Digital Resources
- Ask the participants to Search Digital Resources individually from Laptop/Mobile.

Notes for the Facilitator

The facilitator is expected to guide the participants to explore website and search digital resources.

Session - 8

Rewards and Recognition for New Ideas and Actions in Schools

Session Guide

Topic	Time	Method
Rewards and Recognition for Innovations carried out in the School	30 mins	Group Discussion
How to reward and recognize innovations carried out in The School	30 mins	PowerPoint presentation and lecture

Activity 5.13: Rewards and Recognition for Innovations carried out in the School

Suggested Steps:

- Divide the participants in 3 groups.
- Let the each group discuss and answer the following questions:
Group-1: How do we recognize the innovators among teachers, students, staff, SMC, etc. in the school?
Group-2: How do we reward the innovators in the school?
Group-3: Can reward and recognition motivate a person to work more creatively and help in schools improvement? If, yes. How?
- Let the groups present their discussion.

Activity 5.14: How to Reward and Recognize innovations carried out in the School

Suggested Steps:

- Show the participants the PowerPoint presentation on Reward and Recognition (KA 5.6 Reward and recognition)
- Based on the PowerPoint presentation discuss:
 - How to identify and document innovation in school?
 - Why and how to reward and recognize innovators?

Notes for the Facilitator

Discuss role of school head as an important person to encourage innovations of teachers, students, staff, SMC, etc in the school.

Key Area – 6 LEADING PARTNERSHIP

Introduction

A partnership is an agreement where two or more people or groups work together toward mutual goals. Partnerships can be formal, informal, or even unspoken as long as they include people or groups working together. When two or more parties come together for the common good of a school or to enhance student learning, it is called educational partnership.

Children from diverse socio-economic background come to school with different experiences. When their social and emotional needs are addressed, they are able to relate to school and learn better. Schools have the opportunity to enrich the lives of their students by engaging with parents and community and other stakeholders to ensure that every child learns. The key area would help school heads in creating and building partnerships in their own local communities with parents, community and other school heads.

Overview of the Module

Sessions	Topic	Time
1	Leading Partnership - I	60 mins
2	Leading Partnership - II	60 mins
3	Perceptions and Expectations of Parents and School Heads	60 mins
4	Home-School Partnership -I	60 mins
5	Home-School Partnership -II	60 mins
6	Creating Spaces for Home-School Interaction	60 mins
7	Understanding School-Community Relationship	60 mins
8	Net Working with Different Stakeholders	60 mins

Session – 1 Leading Partnership – I

Session Guide

Topic	Time	Method
Concept of Partnership & Kinds of Partnership	15 mins	PowerPoint presentation and lecture
Why emphasis on Partnership and Benefits of partnership; Role of School Head in building partnership	45 mins	Group work, presentation and discussion

Activity 6.1: Concept of Partnership & Kinds of Partnership

Start the session with the PowerPoint presentation on Concept of Partnership & Kinds of Partnership.

Suggested Steps:

- Ask the participants what is the meaning of partnership.
- Based on the responses of the participants, slides can be presented and discussion can follow.

Activity 6.2: Importance and Benefits of partnership and Role of School Head in building partnership

Suggested Steps:

- Divide the participants into 3 groups and give each group the following topics to discuss and prepare a presentation.
Topics: 1) Why emphasis on partnership?
2) Benefits of partnership
3) Role of school heads in building partnership
- Let all the groups present their discussion.

Notes for the Facilitator

- The exercise enables the participants to understand the concept of partnership and the importance of the role of a school head in building partnership.
- During the group work, the facilitator may get involve in discussing the given topics in each group. Also encourage all the participants to involve in the discussion.

Session – 2

Leading Partnership – II

Session Guide

Topic	Time	Method
Meaning of Stakeholders and their expectations	15 mins	PowerPoint presentation and lecture
Identifying needs for Stakeholder Partnership (Bingo Exercise)	30 mins	Small group work, presentation and discussion
How partners contribute?	15 mins	PowerPoint presentation and discussion

Activity 6.3: Meaning of Stakeholders and their expectations

People who have personal, professional or financial interest in an organization or institution are called stakeholders. In education, stakeholder is anyone who is involved in the welfare and success of a school and its students.

Examples: Teachers, parents, community members, students, administration etc.

Suggested Steps:

- Show PowerPoint (KA-6 S-2)
- Discuss each slide with the participants

Activity 6.4: Identifying needs for Stakeholder Partnership (Bingo Exercise)

Materials: Handout

Suggested Steps:

- Divide the participants into small groups or 3 persons.
- Give each group the Bingo exercise sheet.
- Start the exercise at the same time for all the groups.
- Whichever group finishes first may shout 'BINGO.'

- Let the group which finishes first present their answers after all the other groups have completed their work.

Activity 6.5: How partners contribute?

Suggested Steps:

- Facilitator asks the participants whether partners/stakeholders can contribute to the school system.
- Based on the response and the PowerPoint presentation, discuss with the participants how the partners/stakeholders can contribute to the school system.

Notes for the Facilitator

Give opportunity to the participants to share their experiences during the discussions. This session should make the participants understand that there are multiple stakeholders in a school and that each stakeholder has an important role to play in students learning.

Session – 3 **Perceptions and Expectations of Parents and School Heads**

Session Guide

Topic	Time	Method
Meaning of Perception & Expectation	15 mins	PowerPoint presentation and discussion
How perception and expectations of parents and school heads differ from each other	45 mins	Group work, presentation

Activity 6.6: Meaning of Perception & Expectation

Perceptions are what we form from the situations that we confront and they are different for different people. It is important not to judge people with different perceptions but respect where they are coming from but at the same time be focused on the end goal.

Expectations are actions or feelings that we presume our partner should have given the presumed level of commitment. Expectations are what we expect our children to achieve and how we expect them to behave. We have expectations for children so they can learn how to achieve goals and school heads need to facilitate to meet the expectations of the parents. Expectations are formed from the experiences of the past, from the hopes in present and also about the future.

Suggested Steps:

- Facilitator initiates discussion on the meaning of perception and expectation.
- Take the participants through the PowerPoint presentation (KA-6 S-3)

Activity 6.7: How perception and expectations of parents and school heads differ from each other

Materials: Worksheet on perceptions and expectations of parents and school heads.

Suggested Steps:

- There should be four worksheet (Sample worksheet given below)–
1) Perceptions of Parents. 2) Perceptions of School Heads

- 3) Expectations of Parents
 - 4) Expectations of School Heads
- Divide the participants into four groups.
 - Give one worksheet to each group. (Give individual worksheet)
 - Ask the participants to work on the worksheet as a group and write at least 5 points.
 - Let the four groups present after 20 minutes of group discussion.

Sample worksheet

Perceptions of Parents/School Heads	From where are these perceptions coming?	How do you deal with it?

Expectations of Parents/School Heads	Is it realistic? How can we reach them	If we can't, why we can't?

Notes for the Facilitator

The facilitator can ask questions and also involve the other participants to ask questions and to give comments.

Session – 4 Home-School Partnership – I

Session Guide

Topic	Time	Method
Epstein's theory of Family-School partnership	15 mins	PowerPoint presentation and Lecture
Six types of Parental involvement	45 mins	Individual work, presentation

Activity 6.8: Epstein's theory of Family-School partnership

Parental connection capitulate pupils enhanced performance in school; thus families must ascertain a supportive home environment for their children as learners. This study surveyed the influences of parent-supported using Epstein's framework on the different parenting styles and on its effect on bridging the gap between parents, pupils and school routine. It also viewed on parents' socioeconomic status and educational attainment to verify if these could affect the parental involvement.

Suggested Steps:

- Facilitator discusses on Epstein theory of Family-school partnership with PowerPoint presentation.

Activity 6.9: Six types of Parental involvement

Epstein (2001) outlines six types of parental involvement to characterize how families can get involved in the education of their children: 1) parenting; 2) communicating; 3) volunteering; 4) learning at home; 5) decision-making; 6) collaborating with the community.

Suggested Steps:

- Present the slide on 'Six types of Parental involvement'
- Ask the participants to select any one type and write an experience of how parents get involved in their children's education.
- Ask some participants to share what they have written

Notes for the Facilitator

- The facilitator can refer to Epstein's Theory and prepare the lecture.
- During the individual work presentation the facilitator can ask questions and give comments and also ask the other participants to ask questions and give comments.

Session – 5

Home-School Partnership – II

Session Guide

Topic	Time	Method
Understanding Home-School Partnership	60 mins	PowerPoint, Group work and presentation

Activity 6.10: Understanding Home-School Partnership

Suggested Steps:

- Divide the participants in three groups
- Nominate a leader from each group to lead the discussion and to complete the task.
- Give each group the following discussion topics –
 - 1) Importance of Home-School Partnership
 - 2) How to develop a good home-school partnership.
 - 3) Obstacles faced in developing home-school partnership
- After discussion, the groups have to prepare a creative way to present their discussion.

Notes for the Facilitator

The facilitator can use the PowerPoint presentation KA-6 S-5 after the activity to supplement the presentations.

Session – 6

Creating Spaces for Home-School Interaction

Session Guide

Topic	Time	Method
Case Study	60 mins	Group work & Presentation

Activity 6.11: Case Study

Suggested Steps:

- Divide the participants into 8 groups and give each group a case study given in 'KA-6 S-6 case study'
- Ask them to analyze each case study in detail and answer the questions given.
- Also can ask the participants to give an observation from each case study.
- The participants should present their case study in a story form and also share their observations.

Notes for the Facilitator

The participants should become aware of challenges, strengths and possibilities of home-school partnership. Each case is unique, hence, each group should narrate their case and all the participants should listen.

Session – 7 Understanding School-Community Relationship

Session Guide

Topic	Time	Method
Understanding SMC	15 mins	Individual work & discussion
Role play	45 mins	Group work

Activity 6.12: Understanding SMC (School Management Committee)

Suggested Steps:

- Start the session by asking the following questions –
 - 1) Who are the SMC members in your school?
 - 2) Are the SMC members aware of their role?
 - 3) Describe your relationship with your SMC members?
- Ask each participant to answer the questions.
- Let some participants present their answers and take forward the discussion.

Activity 6.13: Role play

Suggested Steps:

- Divide the participants into four groups.
- The groups should take the following roles –
Group 1 = Parents, School Head and staff of the school
Group 2 = DEO, School Head and staff of the school
Group 3 = SMC members, School Head and teachers
Group 4 = School Heads of different schools
- Ask the participants to identify a problem within their group keeping in mind their identity.
- The participants must prepare a small role play of 2 minutes depicting how they would communicate and resolve the problem.

- The role play should be realistic with resistance from the stakeholders.
- Each group performs the role play in front of all the other participants.

Notes for the Facilitator

- After each role play, the facilitator leads the discussion on the issue and highlights the key points that emerge out of the play.
- Lead the participants in understanding the existing support structures and the role of education functionaries in school development.

Session – 8 Net Working with Different Stakeholders

Session Guide

Topic	Time	Method
Web of Interdependence (Game)	40 mins	Group Activity
Creating Professional Learning Community	20 mins	Small group work and discussion

Activity 6.14: Web of Interdependence

Materials: a ball of string

Suggested Steps:

- Divide the participants into groups based on the number of stakeholders identified.
Eg: School Head, Teacher, student, parents, SMC, community/village council/panchayat, Primary Health Centre, Education Department/DEO/SDEO, Power dept/PHE dept/PWD etc.
- Identify a problem which has to start with the student.
- Give the ball of string to the student and ask a participant of that group to hold the end of the string.
- The facilitator throws the problem to the student group to analyze.
- The student group discusses who would potentially help in solving the problem and passes the ball of string to that stakeholder.
- This continues till the problem can be solved positively.
- The string can go to one stakeholder several times depending on the problem.
- The participants must hold on to the string tightly and not let go.
- The facilitator then asks any one or two stakeholder to release the string and ask everyone to observe how it loosens the entire bonding.

Example:

Problem: Around 15 students suffering from dysentery in the school

The game: The string will be with the students – the teacher observes (string passes to the teacher) – teacher informs the School head (string is passed to the school head) – the school head informs the parents – the parents takes the students to the primary health centre – PHC diagnoses dysentery due to unclean drinking water and informs the parents – Parents informs the school head – the school head takes the problem to SMC or DEO – the

SMC reports to the community – Community informs school head to work with the PHE dept. etc. (the ball of string will create a web)

Notes for the Facilitator

- The game leads to the understanding that it is very important to engage with multiple stakeholders for the overall development of the school.
- Point out how problems cannot be solved when one stakeholder does not contribute.

Activity 6.15: Creating Professional Learning Community (PLC)

Suggested Steps:

- Ask the participants of what they know about Professional Learning Communities.
- Let the participants answer the following questions in small groups –
 - 1) What is Professional Learning Communities?
 - 2) How do you think you can create a Professional Learning Community?
 - 3) What do you think is the purpose of Professional Learning Communities?
- Interact and discuss with the participants.

Notes for the Facilitator

End the session by letting the participants realize to be a successful school leader is not one man army but it is a collaborative work with healthy partnership.

Key Area -7

LEADING SCHOOL ADMINISTRATION

Introduction

An effective administrator is an essential part of being an effective leader. This key area will focus on the administrative and financial aspects of leading a school. It is very important for a school head to possess the right knowledge of rules and regulations, be able to develop critical decision-making skills and also be well versed with ICT skills to be able to manage relevant database of students and teachers. Having the right and clear knowledge of acts and rules, along with their applications can save time and energy which will make the school head more confident of taking initiatives that lie beyond the scope of daily administrative tasks.

Overview of the Module

Sessions	Topic	Time
1	Decision Making Process	60 mins
2	Effective Management Of Human and Physical Resources	60 mins
3	Recognizing, Reading and Interpreting Data	60 mins
4	Assessment as Evidence for Improving Teaching Practice	60 mins
5	An Overview of School Administration and Understanding School Administration	60 mins
6	An Overview of School Finance	60 mins
7	School Development Plan	60 mins

Session - 1

Decision Making Process

Session Guide

Topic	Time	Method
Decision Making - Meaning	20 mins	PowerPoint presentation and lecture
Decision Making Tool	40 mins	Group work, presentation and discussion

Activity 7.1: Decision Making – Meaning

Suggested Steps:

- Show PowerPoint presentation on Decision Making (KA-7, 1.1)
- Explain the meaning of Decision making along with the PowerPoint presentation

Activity 7.2: Decision Making Tool

Discussion using the format on Decision Making Tool (KA-7, 1.2)

Suggested Steps:

- Discuss the format on Decision Making Tool with the help of the PowerPoint presentation
- After the power point presentation, the facilitator will divide the participants into 3 groups to work on the decision-making tool which has 3 distinct exercises.
- Participants may list out the issues involving decision making in the context of their own schools.

Reflective Questions

- What are the key points that one must keep in mind while undergoing the process of decision making?
- What do you think are the reasons behind not being able to make the right decisions?
- Can you reflect on your past decisions where you realized that it was a mistake? Write how you could have attempted it differently.

Notes for the Facilitator

This session on decision making process adopts a method of cautious and careful planning. A good deliberated decision can save time and energy and yield positive results. However, sometimes we have to rely on our intuitive powers to take decisions on the spot. The important thing, however, is that the intuitive decision making is also dependent on experience and expertise, most of the time if not always. Hence, there are two faces to decision making process, both recognized as having potential and fruitful consequences, either through logical and cautious deliberation or sometimes through the mechanism of our unconscious, coming to the fore and taking decisions on the spot. The facilitator can introduce the participants to a handout from the book *BLINK: The Power of Thinking Without Thinking* by Malcolm Gladwell (first Chapter). It is an interesting read and the participants can read it at their leisure.

Session - 2

Effective Management of Human and Physical Resources

Session Guide

Topic	Time	Method
Effective Management of Physical and Human Resources	30 mins	PowerPoint presentation, lecture and small group work
Positive Thinking with Limited Resources	30 mins	Group work, presentation and discussion

Activity 7.3: Effective Management of Physical and Human Resources

Power point presentation on Effective Management of Physical and Human Resources will be presented (KA-7, 2.1), touching upon the main ideas, followed by small group/individual activity.

Suggested Steps:

- According to the availability of time and number of participants, participants can either be divided into small groups or this activity can also be conducted as an individual exercise by the school heads.
- Each group is expected to make a list of the available human resources in any one of their schools on one side of the A4 sheet and the list of tasks on an average day, on the other side of the A4 sheet. (eg. Human resources in the school would include the teaching staff, ministerial staff, administrative staff, visiting faculty like B.Ed/D.El.Ed trainees etc.)
- In the absence of adequate human resources how would you design and redesign your tasks, how would you allocate responsibilities and how would you administer

and supervise the quality in such a situation will be the challenge for each group.

- Each group or participant will demonstrate the above ability to other groups or participants and share the reasons for their decisions.

Reflective Questions

- What could be the process for ability mapping? (For eg. Listing out the abilities of the staff employed in your school. You may have a computer or Physical Education Teacher who is also capable of teaching Mathematics to students of lower classes, an English teacher who can also take Art classes or an educationally qualified ministerial staff who can handle simple computer operations like entering data, typing applications etc.)
- What is the role of time management in meeting the challenges when faced with inadequate human resource? (eg. The teacher assigned with additional responsibilities will also have to spend enough time in his/her appointed subject/designated work.)
- What is the role of School Head in supporting the staff in multi-tasking?

Activity 7.4: Positive Thinking with Limited Resources

Suggested Steps:

- For this activity, the facilitator divides the participants into small groups of 5-6 members. Each of the groups is given a white sheet to jot down items. The facilitator then asks the groups to build/ make the following: a short video/film on any social issue, a library for a high school of 1000 students, a marketing complex, a restaurant or any other set-up that requires infrastructure and resources (both physical and human)
- The facilitator may also suggest the groups to create any other large set-up, or keep the suggestions to within school activities: a library, organizing an Art and literary festival, Annual Day, Sports function etc.
- Once the groups are assigned different activities, ask them to list out serially the various resources that they require to make it happen. The facilitator can limit the number of resources to 20-25 items that each group can write down.
- After the groups have completed the list, the facilitator would call out certain numbers and the groups have to strike off the same numbers from the serial number of their list. For eg if the facilitator call out 3, then all the groups have to strike off the resource written against the number 3 in their list.
- Likewise the facilitator will call out 8-10 numbers between 1 and 25 and the groups simultaneously delete these items from the list.
- After this, the groups would realize that many of the items that they considered essential or important have now been cut off.
- The facilitator then asks the groups to carry on with the task and brainstorm on how they would create what they set out to do, with the help of the remaining items/resources. At first, the groups will immediately react that they will not be able to create a set-up with the deleted resources!
- This is the exciting part of the whole exercise. The groups have to now work with the remaining resources and create a film, for instance. How will they do it when the camera is not there? Or when they do not have the finances? (Assuming that camera

and funds were deleted from the list). There could also be a scenario where some books are deleted from the list. How will the group then construct a library? Maybe the books that were mentioned in the list were to be purchased, in such a case, are there some other ways of arranging for books, through donation or through community efforts etc.?

- The groups then set out to brainstorm and come with interesting ways and alternatives for creating a library or organizing the Art and Literary festival. After brainstorming in small groups, one or two people from each group comes and presents in the large group on how they will work and give shape to the task with limited resources.

Reflective Questions

- Do you face such challenges in your daily school life, where resources are limited and you still have to make an event happen or set up a process?
- How do people in your school reach to such situations? What attitude you think is required to face these situations?
- How will you motivate your school teachers, students and staff to come with innovative solutions to manage limited physical and human resources?

Notes for the Facilitator

This activity has been resourced from the collection of activities for positive thinking of the Kaivalya Education Foundation. This activity is based on the “Yellow Hat”, which is part of 6 thinking hats, a concept given by Prof. Edward de Bono, a Maltese physician and psychologist. The activity above was designed as a Yellow hat activity based on how one maintains positive thinking even in adverse circumstances.

In any school there will always be a single situation where there are limited human and physical resources. The challenge for a school head is to approach the situation with positive thinking and manage whatever is available for better utilization.

Session - 3 **Recognizing, Reading and Interpreting Data**

Session Guide

Topic	Time	Method
Meaning of Data	10 mins	Discussion and lecture
School Visitation	50 mins	Group work, presentation and discussion

Activity 7.5: Meaning of Data

Start the session with preliminary discussion on “what is data” and “why is it important for us to talk about data when we are thinking of school improvement?”

Activity 7.6: School Visitation

Suggested Steps:

- To strengthen this discussion further, the participants can visit a nearby school (prior to this session) or alternatively work in three or four groups on a given situation, within the workshop. While listing, they have to write down the information in the form of a series of sentences, each carrying a piece of information (consider that after

detailed observations you have collected these facts which according to you is a rich collection of data). The groups have to observe and list down what data they would gather in each of these situations.

- Following are some of the situations that are defined through a purpose. You have to collect information either through observation in a school/classroom or collective brainstorming in small groups:
 - ❖ To examine a single student's progress in a subject over a period of say 6-8 months (both numeric and qualitative information)
 - ❖ To examine the pattern of girl's participation in classroom discussion or any school activity.
 - ❖ To examine a teacher's behavior towards low achievers in her classroom.
 - ❖ To examine a student's absenteeism and inattentiveness in the class.
- The groups after brainstorming for 10-15 minutes will generate a list of information from the above situations that can be termed as data. This data can be both quantitative and qualitative.
- The group has to examine which of the data you have listed is useful in making sense of the phenomenon and is in line with the objective that you had in mind while starting with this exercise.

The table below shows the difference between quantitative and qualitative data.

QUANTITATIVE DATA	QUALITATIVE DATA
• Height of 1st graders • Weight of sumo wrestlers • Duration of red lights at a traffic stop • Age of 10th graders • Distance of planets • Temperature of coffee(200 F)	• Happiness rating • Gender • Qualified/needs improvement • Eye colour • Categories of plants • Descriptive temperature of coffee (“very hot”)

Reflective Questions

- Which of the data that you have collected as a group helps you make sense of the phenomenon and is in line with the objective that you have in mind? (Revisit the information collected and pick up those points/data from the list that help you create a meaningful story on what you observed. The data points that you select may be those that were observed by all in the group, and have a sound logic towards the purpose that defined your exploration).
- What difference can you make out while you choose selected data? (Probably when you are looking at the information collected, not all of it is useful. This time you are gathering proof on why a certain thing was happening, or when the teacher responded to a low achiever, the child felt alienated, or left the school etc. While constructing your story, it is possible that you cannot prove certain things conclusively, as the data was found to be missing. Hence, we need to have a sound logic before a piece of data can qualify to become evidence and support the existence or non-existence of processes that define the phenomenon).

Notes for the Facilitator

Evidence is data that is relevant and furnishes proof that supports a conclusion. A lot of data gathered can be useful in understanding the phenomenon; however, rest of the data can be useless. Data in itself can give information but one needs to be able to interpret it and understand the event by converting it into knowledge and shaping it into an intelligent story/narrative. Only when data gets processed, some of it counts as evidence and the rest can be discarded. Hence, converting data into evidence is an exercise which requires thinking and an inquiry into the various available data pieces to problem solve the phenomena. (Example from the local context can be given)

Note: This session can be converted into a 30-45 min PowerPoint presentation prepared by the Resource person (or use a standard reference) highlighting on the difference between qualitative and quantitative data, important and useless data and converting data into evidence to problem solve the phenomenon. Group discussion can be initiated after the presentation.

Session - 4

Assessment as Evidence for Improving Teaching Practice

Session Guide

Topic	Time	Method
Impact of Teaching Learning process on the Learning Outcomes of Students	40 mins	Handouts and discussion
Action Plan	20 mins	Group work

Activity 7.7: Impact of Teaching Learning process on the Learning Outcomes of Students

Suggested Steps:

- The facilitator hands out an excerpt from a leading research on data as evidence in classroom teaching (KA-7, 4.1 Research excerpt on assessment as evidence for teaching practice)
- The participants are asked to read the excerpt which has two instances and take down key points. In case of time shortage, only one example may be taken up
- The facilitator then initiates the large group discussion with the following reflective questions
- Post the large group discussion, the facilitator asks the participants to reflect and devise strategies for observing the link between teaching practice and the learning outcomes of students. The participants are expected to create a short action plan which they would like to initiate in any one subject of a particular class. The draft guidelines for creating this have been given below. However, this is only indicative and the participants are urged to go beyond these and create a more implementable plan.
- The participants can take about 25 minutes to create the outline and paste it on the wall for others to see and give their feedback over lunch.

Reflective Questions

Example 1

- What are the two key questions that the authors have raised in Example 1?
- What is the nature of test that the authors are talking about in this section?
- What purpose is this kind of analysis going to serve?
- Would anyone like to interpret the graph and tell about the differences in the national and cluster norms? (only looking at the graph on page 2)
- What did the evidence for assessment on reading tell about the teaching practice?
- Tell us about the steps that the school took to help teachers improve their practices in the classroom.

Example 2 & 3

- How were the school heads in the district attempting to overcome the 'summer' loss in learning?
- What was the key research question being discussed in this Example (2)?
- How do you interpret the graph on page 5 in light of the research question?
- What were the different evidences that were being discussed by teachers for while enquiring into the slump in achievement for year six students?
- What are the characteristics of conducting an inquiry-based discussion? (Example 3)
- Why an inquiry-based discussion is important before devising a robust plan to look for links between factors and learning outcomes?

Activity 7.8: Action Plan

Draft Guidelines for Design of a Short Action Plan

- Decide on a subject and a particular class that you would first take up for this action plan.
- Who would be your team members?
- Define the question that would guide this action plan. The question must clearly describe the link between teaching practice and learning of children (eg. To study the low performance of Class 9 students in Math/science)
- How will you design the assessment for students in that particular class and in that subject?
- Try to list down three/four criteria for assessment, you can also write down how would you approach the teacher with this idea and how will you collaborate with him/her while designing the assessment
- After the assessment is completed, what probable outcomes do you foresee? (since this is based on a hypothetical question, you can still reflect on the practices in your school and take cues of what could be the findings)
- What would be the key features of the feedback that you shared with the concerned teacher based on the findings.

Notes for the Facilitator

Many researches are carried out to examine the socio-economic and other background factors that may have an impact on the learning outcomes of children. There are valid and genuine findings where these background factors are found to impact the learning outcomes of students in natural course. However in this session, we look at how teaching practices also have a significant impact on the learning outcomes of students. It is therefore suggested that in the large group discussion, the school heads are encouraged to come up with examples where they have found such cases to be true.

Key Messages

- As a school leader, one of the most important roles is of an instructional supervisor, where she/he attempts to examine the teaching practices by herself and sets up appropriate processes to review these teaching practices in the light of having an impact on learning outcomes.
- As an effective leader, the school head needs to encourage the teachers towards reflective practice, whereby teachers become conscious of the way they transact, their pedagogical skills, and their content so that they can improve their practice that impacts the learning levels of children.

Session - 5

An Overview of School Administration and Understanding School Administration Session Guide

Topic	Time	Method
An Overview of School Administration and Understanding School Administration	60 mins	Lecture and discussion

Activity 7.9: An Overview of School Administration and Understanding School Administration

Power point presentation on the different roles played by a school administrator, the difficulties and challenges etc. to be presented by an Expert Facilitator on School Administration. (25mts)

Suggested Steps:

- An expert facilitator can design a presentation or prepare a discussion-based lecture that gives the participants an overview of different themes followed by a group discussion where participants may raise questions or discussion can be based on various themes in the course of discussion. (35 mts)

Notes for the Facilitator

- It is possible that the discussions in the sessions can get overpowered by various problems encountered by the heads of schools. If this happens, the facilitator needs to budget some extra time for answering these questions and not let the session overshoot time
- This session is for familiarizing the participants with the scope and theme of school administration that they need to know for running their school effectively.

Session - 6
An Overview of School Finance

Session Guide

Topic	Time	Method
An Overview of School Finance	60 mins	Lecture and discussion

Activity 7.10: An Overview of School Finance

Suggested Steps:

- PPT on school finance- the sources, maintenance, expenses etc, Cash book maintenance service matters, APARS, Pension, gratuity and other benefits
- Reading Exercise on Personal claims(handout) and Leave rules
- Handout chapter 17 on Fixation of Pay from Muthuswamy and Brinda (2015) or other updated materials prepared by the state government.

Notes for the Facilitator

These sessions to be conducted by an expert

Session - 7
School Development Plan

Session Guide

Topic	Time	Method
Introduction to School Development Plan	15 mins	PowerPoint Presentation
Developing School Development Plan	45 mins	Group work and discussion

Activity 7.11: Introduction to School Development Plan

The outcome of this session is to enable the school heads to develop a concrete, realistic futuristic plan for the school in the renewed role of the School Leader working towards school transformation. This session is an outcome of all the previous days learning in the seven key areas where they demonstrate their understanding of a 'transformed school'. Thereafter they will develop a School Development Plan that incorporates the new ideas of a 'transformed school' in groups. The team reviews each other's work and the larger group create common criteria for developing a good SDP which is transformative.

In the light of the group discussions, the school heads develop an SDP for their own school. On this last day of the workshop, the school heads would also plan with the other school heads on what they need to do in the next few months and how they can garner support of others in their journey of school transformation, thereby developing a culture of peer-learning and sowing seeds for forming PLSC's.

Suggested Steps:

- Power point presentation on SDP
- Explain the SDP and its importance

Activity 7.12: Developing School Development Plan

Suggested Steps:

- The school heads are divided into groups of four to six, depending on the total number of participants.
- They sit together and visualize what their schools will look like when transformed. The participants are also encouraged to cover aspects of 'How they can bring about the change in their school' through their presentations.
- The group concretizes their vision of an ideal 'transformed school' into workable/doable School Development Plans. The SDP would be built around the learning evolved in the workshop. The idea is to create a school development plan for a school which is undergoing challenges and is facing bottlenecks in all aspects of its functioning.
- To develop the SDP, the group has to focus on the short-term and long-term visions and plans, irrespective of the formats given for the SDP and use deliverables from all the other Key Areas into their own plans.
- The groups create the SDPs keeping in mind the following:
 - ❖ A vision for the school that they have developed during the first days of the workshop
 - ❖ Understand and analyse the challenges of this one school and how to solve them

OR

If there are time constraints, the facilitator may explain in detail the process of making a SDP and the participants may individually make a rough sketch or outline of the SDP during the session with the details to be filled out for homework before the final submission. Each school Head is to keep a copy of the approved SDP in their own schools for reference.

Reflective Questions

- For each of the concern, what would be your transformative agenda (goals must be very specific and doable)
- For each of the concerns think of the ways you would design solutions (use the resources given to you over the past few days in relation to the problem at hand)
- How would you track the progress of the implemented strategy? List down 3-4 steps
- Who are the stakeholders whose help you will seek? What are the resources that you would need?

Notes for the Facilitator

- Through the plan, the group must exhibit how they would operationalize at least 6-8 ideas that they feel are most important and even urgent for initiating the change process in their 'ideal' school.
- It is recommended that the profile of the school that the group picks should belong to one of the group members so that they engage in fruitful discussion on how to bring about the change
- Use Sample of School Development Plan

Key Messages

- The SDP must highlight where you want the school to reach and equally highlight how you are planning to reach there
- After the groups finish their SDPs, they present it one by one. Discussions can be initiated on the following
 - ❖ Is it realistic? Would it work? Why/why not?
 - ❖ Strengths and weaknesses in the plan?
 - ❖ Are the goals articulated in the plan aligning with the proposed vision of the school?
 - ❖ Are the solutions presented in the group in alignment with the challenges identified in the plan? If yes, how? If no, what do we need to keep in mind while designing solutions?

Note: All participants are asked to develop SDP for their own schools and submit it to the facilitator by the end of the workshop.

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