

“Leadership for Learning: Concepts and Applications”

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“Leadership for Learning : Concepts and Applications”

Content

Unit 1: Understanding School leadership

Unit 2: Leadership for learning

Unit 3: Building a perspective on Leadership for learning in Indian context

Unit 1: Understanding School Leadership

Introduction

Kenneth Leithwood made seven strong claims in 2006, one of which is school leadership is the second most important factor only after teacher quality for student learning. Subsequently in 2009, Vivian Robinson proved empirically that while 40 percent of the total effect on student learning comes from teacher quality in the school, the foremost important factor, 25 percent of the total effect comes from leadership of principal in the school. In a school, this 40 percent of the total effect by teachers includes all teachers in that school. The number of teachers in India may range from one/two to 200/ 250 teachers per school depending on the size of the school in terms of students’ enrolment. Similarly, 25 percent of the total effect by school leadership implies that it is the effect of principal, who is only one individual/person, for student learning. Therefore, 25 percent of the total effect for the school leadership is crucial for ensuring student learning in the formal education system. S/he has a pivotal role to play in all aspects of school improvement besides student learning and is responsible for all types and forms of schooling processes. The school head is responsible for the overall improvement of the school as well as student learning. So, s/he operates both at school level and classroom level simultaneously and interchangeably. Whereas teacher is primarily responsible for student learning and hence operates at the classroom level (See Figure 1).

At the school level, the influence of school leadership is direct especially for the improvement of overall school processes and functions. For example, school head plans and executes allocation of available resources in an equitable manner so that all teachers and classrooms are facilitated well in terms of availability. It may be allocation of more funds for laboratory equipment for 8 to 10/12 standards. Or, it may be providing more activity-based learning kits for elementary classes, providing more opportunities for outdoor games for adolescents at high school level, protecting children in lower classes from bullying by older students studying in higher classes,

working with stakeholders, negotiating with higher officials and so on. If there is a pre-primary section, school leader wishes to give special attention in terms of building attractive classrooms, supplying a variety of colourful learning aids and play items for children, giving extra time for the teachers working in these lower primary classes to discuss, plan on enriching the quality of teacher-child interaction, and so on. Identifying and encouraging new talent, special abilities in the adolescent children is another important function of leadership (See Figure 1).

At the classroom level, the school leadership influences indirectly mediated through the teachers primarily. For example, the school head attempts to fulfil the academic needs of the teachers in terms of resource books, their professional development, understand their challenges and try to resolve them, strive for a common understanding among teachers by discussing with them for a particular class/es, form a team of teachers to work for each class assigning targets, and so on (See Figure 1).

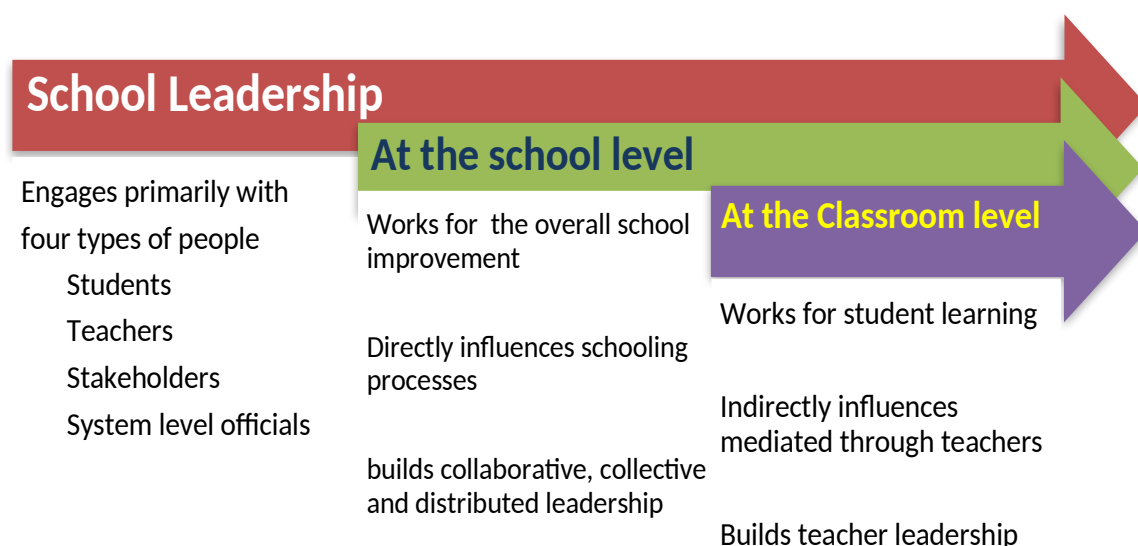


Figure 1: Influence of school leadership

Question to Ponder

I am a significant factor as a principal or HM. My reasons are:

.....

.....

.....

Becoming a school leader: Moving beyond Administrative and Managerial roles

School heads perform various roles such as administrators, counsellors, change makers, negotiators, motivators, and managers and so on. As heads of school, their role is not only limited to working with teachers and students alone, but also engaging with stakeholders from the community, system level officials, raise funds for the school, participate in the social activities of the community, and so on. They try to influence community, parents and society to join hands in the schooling process especially for changing their perception about the school, improve school's physical environment, achieve results, and also excel. One of the important reasons for engaging closely with community in India is to attract students to come back to government schools for studying who are drifting away to private schools in the last two decades. They try to solve problems innovating new and non-traditional methods that improves the school's social and emotional climate, rejuvenates the ethos and culture for meaningful teaching-learning process, safe and secured environment for children, raise funds for infrastructure facility. All these point towards multiple roles and responsibilities that school heads perform in India.

Most of the school heads perceive their roles and responsibilities as administrators or at the most as managers. But to consider their role as leaders and change agents for transforming schools requires a shift in the perspective, understanding and application of new knowledge and skills. While an administrator adheres to the rules and regulations, manager distributes tasks to others for achieving goals for which s/he maintains working relationships with colleagues and subordinates, forms groups or teams, solves problems, and so on.

In contrast, a leader tries to envision the future for the school, participate in creating a shared vision among all those who are working for the school, invest time and resources for developing people's capacity, build teams, creates partnerships with community, parents and larger education system, takes risks and owns responsibility for actions and failures, solves problems, gives recognition and rewards others when they achieve the goals, inspires others through actions, and provides a supportive culture wherein people work freely and fearlessly, works towards strengthening mutual trust among members and so on. In this way, the leader tries to expand his/her scope of leading the school beyond performing administrator to managerial functions. It widens the scope of the leader from operating within the boundaries of rules and regulations, orders and circulars, norms and standards. However, it does not mean that leader violates rules, regulations,

orders, norms, standards, but looks beyond these to emerge as a leader to transform ethos, culture, climate, people's perceptions for school improvement so that all students learn.

How can school heads move beyond administrative and managerial roles to evolve as Leaders of the school?

Performing multiple roles and responsibilities considering the whole school approach helps the school head to understand his/her own school leadership practices in a better way. It leads to building a personal vision, shared vision among teachers, stakeholders, principal and students besides strengthening the institutional vision for the school. Understanding one's own self to become aware of one's own attitudes, capacities, mental models, and so on. A good leadership boosts the self-confidence of the individual school heads with an attitude of "Yes, I can" to

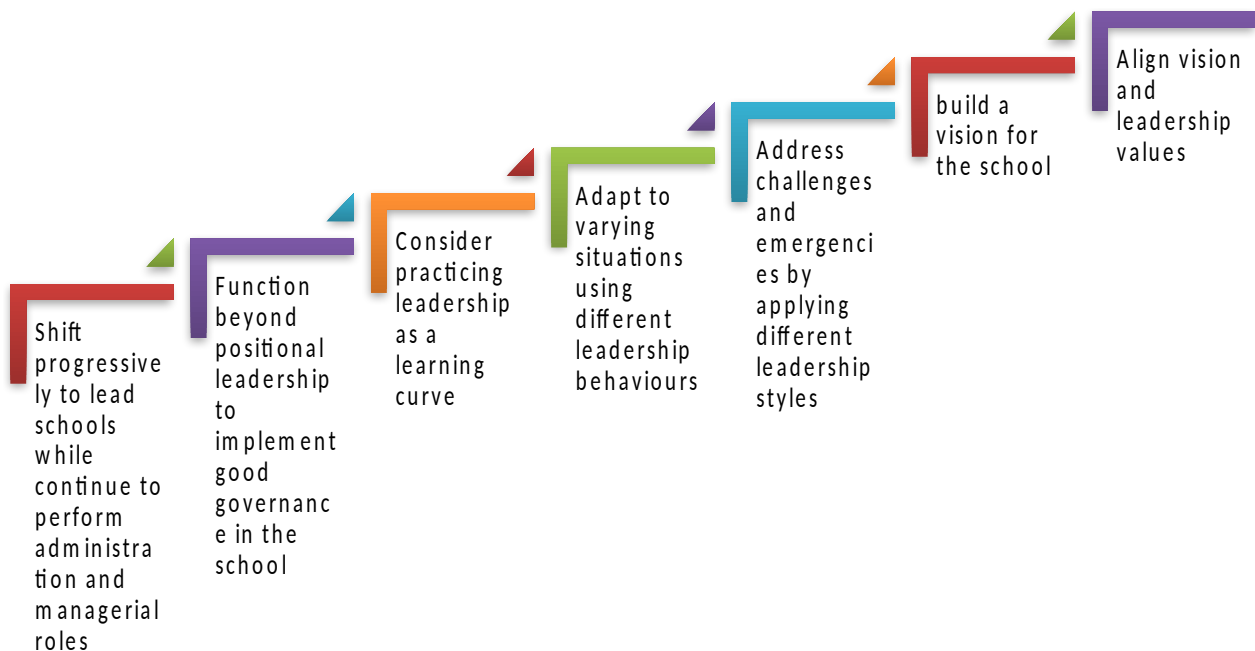


Fig. 2 Moving from being an administrator to leader

influence changes in the school. It is only when one is able to bring changes in self that one can influence others to change by being role models and problem solvers.

So, change within one self is the primary step to change the environment around us to grow as school leaders. For this, a school head need not be the best or doesn't require being the best all the time but may try to do his/her best under the given circumstances. Those school heads who have succeeded have tried to keep up the momentum going by constantly having higher goals and consistently working in that direction to achieve them. How do they do? School heads may follow seven steps (See figure 2).

Activity 1: Video on Leadership

Watch the video titled “What makes one a leader?”

Click the link given below: <https://www.youtube.com/watch?v=9dLKZZN5tSo>

(This video is about learning from the life of Padma Vibhushan awardee Mr. Ratan Tata. Accessed on 2nd August, 2020)

Questions for you to answer after listening to the interview

1. What is the most important point you pick from Ratan Tata's video regarding 'what makes one a leader'?
2. In what way do you see the relevance of Ratan Tata's leadership to leading your school?
3. What is your role in building a vision as a leader of the school?

Key message from the Video on Ratan Tata as a leader



Figure 3: Leadership by action

Activity 2

In secondary level of schooling certain problems are faced commonly across all government schools in India. How do you apply the leadership styles and behaviours discussed in this section to address challenges you face as the

head of the school? Some of the situations are given below. Select any two situations and apply the leadership concepts to these situations.

1. A few overaged students are seen invariably in secondary level of schooling in many rural schools in India. The possibility of their dropping out is high despite wanting to continue their studies in the school. How will you avoid their drop out from the school as the leader of the school?
2. Girls studying in class 9th or 10th are married off when they reach their puberty in rural areas. These girls suddenly stop coming for the school. Community norms influence the decision of the parents significantly as much as financial viability. As a school head, how will you exercise your leadership skills to convince the married girls to continue their schooling?
3. During sowing and harvesting season, adolescent children are especially in demand to carry out agricultural activities in their families. As a school head, how will you balance between the demands of the family's needs and attendance of these adolescent children in the school? How will you visualize the understanding of leadership behaviours, skills, styles made relevant to address the situation besides the common sense approach you are already following?
4. In some of the rural areas, there is no gender differentiation in the parental preference to girls' and boys' education. They wish that daughters and sons both complete their secondary or graduate education, take up jobs, and become self-reliant. However, their good intentions need to be converted to positive actions to reach the goal. How does principal as school leader address this? Whether s/he intends to provide vocational skills in the school or provide career counseling to students, or support for their higher education? How would you wish to address the aspirations of parents?
5. A young girl failed in one subject in the class X board examination. The father decided that she should drop out from the school. Both mother and daughter could not dare go against his decision. This is despite the girl being extremely articulate, aspirational for a career in her life, and outspoken. Now, the family is making arrangements to finalise her marriage. As a school head you have come to know about this. How will you act as a leader? What leadership lessons can be applied in this situation?
6. There are two students, one boy and one girl, in your school who excel in their studies and are teachers' favorite. They passed their 10 Board examination with distinction. Does your responsibility end there as a leader? If yes, why? If not, how would you wish to influence them even later?
7. The government secondary school is located in a religious minority area in the urban slums of Bhopal. The municipal administration has declared this area as communally sensitive. The principal of this school feels that, of late the School Management Committee (SMC) has been not so cooperative, especially after the death of its president who took care of the school personally. The principal has to

deal with some non-cooperating teachers who hail from the same community. As

Unit 2: Leadership for Learning

a leader, how will you resolve this issue.

This section deals with understanding leadership for learning. It also attempts to resolve the confusions around three terms used interchangeably – instructional leadership, pedagogical leadership and academic leadership. In the discourse on learning, there is a shift from instruction, pedagogical leadership and academic leadership to what is called Leadership for Learning (LfL). This module attempts to discuss all of these. Encompassing the salient features referred in these discourses on pedagogical, instructional, academic and LfL, academic leadership for Indian context is defined including the latest discourse on LfL.

The concept of Leadership for learning

The progression in the discourse on school leadership began with effective school movement in the 1980s. School leadership was recognized as one of the important factors influencing student learning. When this movement took the shape of process-based approach from outcome-based approach of effectiveness to school quality, it was called school improvement. Even here, leadership of principals was considered an important factor. When focusing specifically on the role of impact of principal's leadership for student learning, the knowledge and practice began to take the shape of instructional leadership, pedagogical leadership and academic leadership. These three terms are interchangeably used that are sometimes confusing, contradicting, and unclear. Macneill, Cavanagh And Silcox provided a useful distinction between pedagogical leadership and instructional leadership in 2005 (See Table 1). The description on pedagogical leadership also reflects clearly the characteristics of leadership for learning. Hence in Table 1 the title leadership for learning is used instead of pedagogical leadership.

Table 1: Difference between leadership for learning and Instructional leadership

Instructional leadership	Leadership for learning
Focus on teacher instruction	Focus on student learning
Driven by mandated curriculum	Determined by needs and interests of students
Classroom centered	Connected to examples drawn from real life / world
Test results seen as a goal	Test results seen as one aspect of learning and informative of level of student understanding of concept explored.
Predicted on teaching as a craft	Predicted on teaching as a profession
Hierarchical in nature	Distributed leadership
More about school management	More about building a professional learning

	community
Principal as an instructor of teachers	Principal as a leader of teacher professional learning
Pragmatic in nature	Moral and facilitative in nature

Leadership for Learning

Moving beyond these distinctions of different styles of leadership, the recent discussion is around another important concept called Leadership for Learning. Here, many more actors are actively involved for ensuring that learning takes place. In practicing Leadership for Learning (LfL), leaders consciously do the following:

- Attempt to know people very well, organisation, communities and contexts;
- Ask questions rather than provide answers
- Take effectors to know what is happening with teaching and learning;
- Find ways to release creative energy of teachers and students.

Critical characteristics to be borne in mind while practicing Leadership for Learning

- enhance the pace and quality of learning through the workplace learning, higher quality of efforts and action
- learning to be supported by key values of positive change, goal directedness and perseverance
- leadership values are not only confined to school but extends to community, stakeholders and system as well
- Quality of efforts and action result in quality of learning among students and professional community
- Processes to be deeply influenced by the school's values, beliefs, knowledge and experience of school head

Leader's best affect student learning outcomes when school head and others:

- have an agreed and shared moral purpose
- there is a disciplined dialogue
- plan, monitor and decide based on evidence
- are active professional learners
- enhance conditions for learning, manage and monitor teaching

- use distributive leadership
- connect with parents and community

Enhancing Teaching expertise among teachers

According to Bransford and Schwartz (2008), there are two kinds of expertise, *namely*, a) learning expertise, b) teaching expertise. Learning Expertise is the degree to which would-be experts continually attempt to refine their skills and attitudes towards learning. Skills and attitudes include practicing, self-monitoring, finding ways to avoid plateaus and move to the next level. It is about how quickly one moves from being a novice to expert on a continuum. It depends on how open the person is for public scrutiny and critical feedback in a coaching relationship. Teaching Expertise refers to the variety of forms including coaching but not limited to coaching. It underlies the argument that simply being an expert is something that does not guarantee that one is also good at teaching that expertise to others.

Activity1: Enhancing Teaching expertise among teachers

Step 1: Assessing the effective teaching time of Teachers

Principals to do the following activity in their respective schools. Monitor the time spent by teachers on teaching and non-teaching activities for about a month. Ask teachers to do a self-check on the time spent on a daily basis for a month. Adopt this activity as a regular routine process for teachers to develop professionally using the format given below:

**Monitoring the time spent on teaching and non-teaching activities by teachers:
(it can be used as a self-check by teachers and its impact on student learning)**

Day	Teaching Periods allotted	Periods taught	Actual time spent on teaching	Time spent on other responsibilities given spontaneously arising from a spontaneous need		Perceived impact on the effective learning of students	
				Teaching activities	Non-teaching activities	Teaching	Non-teaching
Mon							
Tue							
Wed							
Thu							
Fri							
Sat							

After filling the format, principals to do the following based on the insights obtained from the data by filling the format:

- Analyse the information obtained by all teachers in the school. Identify the loss of time separately for pre-primary and primary level, upper – primary level, and secondary level, which ever stage exists in your school.
- Prepare guidelines to monitor and govern the amount of time teachers spend on instructional and non-instructional activities including other official assignments of the school

Decide the future course of action to enhance the effective teaching time for all teachers can be developed to enhance student learning. As a principal, how do you wish to handhold and nurture the teacher to become a competent Teacher leader? Write a plan of action for three-month period.

Step 2: Undertake Classroom observation

Classroom observations based on formats developed mutually on agreed upon. The format can be as follows. As school leaders, you are free to choose or formulate any other format deemed fit

While rating the performance of the teacher, write down the Critical points observed

	Innovative	Good	There is potential for improvement	Unique	Needs a lot of effort to develop teaching expertise
How does the teacher begin her lesson					
Objectives stated/not					
Development of the lesson					
Facilitation of teacher while teaching					
Engaging students in the teaching-learning process					
TLMs used					
Activities given					
Reflective activities engaged with students					
Involvement of students in learning					
Developmental needs of students addressed					
Learning expectations of students met					
Teacher's learning curve progression based on his/her professional needs					

Write your observations about yourself as principal and share it with the teacher

	Observation 1	Observation 2	Observation 3	Observation n 4	Observation 5
My own expectations to develop teaching expertise among teachers					
My learning's from observations					
My engagement with the Teacher in her Professional development					
Future course of action					

Develop systematic approach to discuss the classroom observations made. Some of the cues are given below:

- Ask the teacher to express from her/his side first
- What went well and what did not go well
- Mutually discuss on the following critical aspects:
- How did the lesson planning and preparation got reflected in the actual teaching-learning process in the classroom?
- Give your feedback as the observer of teaching-learning process of the teacher
- Ask whether your observations were correct or are there any points overlooked, over emphasized, under-valued, or aptly recognized and valued?

Step 3: Planning for teaching expertise among teachers

Based on classroom observations, and also observing through the various processes in which teacher is engaged in the school, undertake the following exercises:

- Identify Teacher's Developmental Needs regarding content and pedagogical needs
- Mutually agree to plan on how to embed the favourable process strongly in the classrooms and continue its strengthening
- Mutually agree to plan on how to overcome short comings
- Having implemented the changes, periodically evaluate these processes. Repeat the process.

Identify the ever evolving social and emotional and pedagogical demands of the children for teaching that are age – specific and stage specific:

3 + to 8 + years (foundation stage)

8 + to 12 + (Preparatory stage)

12 + to 15 + (elementary stage)

15+ to 18 + (secondary stage)

Match the teachers' needs with that of students' expectations and social-emotional and pedagogical demands of the adolescent students

Develop a quarterly professional development for your teachers to be conducted by you in your school. If you are working in a composite school, plan separately for elementary and secondary teachers. If you have a pre-primary section, plan for that separately. Develop the plan as per the NEP 2020

- Teaching expertise for preparatory stage
- Teaching expertise for foundational stage
- Teaching expertise for elementary stage
- Teaching expertise for secondary stage

Question to ponder

1. Why teacher professional development within the school is important?
2. Do you think that as a principal it is sufficient to create conducive conditions to develop expertise or something else is required?

Developing a culture of learning in the school

By school culture it is meant the subtle and implicit ways in which the notions, beliefs, understanding about the purpose of teaching-learning processes are shaped in the everyday life of the school through the agency of the principal, teachers, community, school management committee and the larger education system. Its impact is felt in the ways through which children in turn respond, react, and absorb these processes to influence the changes through their participation, ownership, interaction, and overt and subtle ways to inform the required changes as an ongoing process as active agents. The role of the principal (and teachers) is to observe, recognise, identify for subtle, overt, or covert cues given by students through their responses, owning-up of processes by engaging with the teachers, parents, community and also directly with the children. This facilitates the principal to examine the goals set to be achieved and relevance of the vision in the ever changing dynamic world of teaching-learning who would in turn work with teachers, parents, school management to adapt and introduce new changes to strengthen the understanding, beliefs, and traditions of the school for learning and teaching to embed the commonly agreed upon processes as learning culture of the school. Hence, culture cannot be built in isolation by one person but needs the collaborative support of all teachers, students and parent's vision plays a significant role. Trust building and reposing trust in others play a significant role in establishing the culture of the school. In this tutorial we will detail how a Principal can enhance the learning culture of the school.

To protect and nurture the focus of teachers is to ensure a smooth and undisturbed teaching-learning process is central to developing a learning culture. Academic improvement influences student learning especially when principal supports and participates in the professional learning in the school especially of the teachers. Leadership practices related to teachers' professional development and school culture influence academic processes and structures are the critical constituents of school culture. Therefore, school culture also refers to receptivity in the school by the school head, teachers, students and community to establish effective processes.

Academic leadership of the principal impacts the school culture in two ways. The first dimension is related to values, beliefs, and work processes, second is the people. The manner in which values are practiced, and beliefs are held and tested, contribute to the evolving dynamic nature of school culture. School culture so created, in turn, influences the school leadership in terms of its practices, leadership values, and knowledge. School's culture is shaped by five factors which are interrelated to each other reinforcing beliefs and actions among members of the school.

- **Fundamental beliefs and assumptions:** Things that people in the school consider to be true
- **Shared values:** Judgement people make about beliefs and assumptions
- **Norms:** how members believe that they should act, what they think
- **Patterns and behaviours:** the way people actually act and behave
- **Tangible evidence:** physical, visual, auditory, and other sensory signs demonstrating the behaviour of people.

Trust building is another important factor influencing the school's culture for learning. Leaders earn trust by caring about personal and professional lives of their staff. Teachers need personal expressions of support as much as anyone else. When the people are dependent on others to succeed in the work of educating children, they care about their competence. So, competence is another criterion on which trust is based. Trust building happens if:

- Principals value the ideas of other people
- Parents respect those teachers who listen to the concerns of their children
- Teachers respect leaders who listen and are open to their influence

Watch the videos on diversity in school culture

<https://www.youtube.com/watch?v=wbA0aKSAK-I> (accessed on 9th Feb 2020)

References On school culture and climate:

<https://www.youtube.com/watch?v=335ihuLWbVg> (accessed on 9th Feb 2020)

Activity 2

Situation 1: This is a real story of a boy who was a school dropout but became national foot ball champion. A sports teacher working in one of the school of Mumbai slums inspired the boys who were sitting on the compound wall of the school chatting, eve teasing girls but not attending the school. The PE teacher called them and told if they play for one hour every day, each of them will get 5 rupees every day if they play every day for 90 minutes. This ultimately took him to become the national champion. He has also started to train several other slum children now. Watch the video:

[https://www.youtube.com/watch?](https://www.youtube.com/watch?time_continue=6&v=aX4L6Vaf3n8&feature=emb_title)

[time_continue=6&v=aX4L6Vaf3n8&feature=emb_title](https://www.youtube.com/watch?time_continue=6&v=aX4L6Vaf3n8&feature=emb_title) (accessed on 15 April 2020)

Questions to answer based on the video after watching

As a principal, how will you identify if such a teacher exists in your school who changed the life of a slum boy to become a national champion. What is your role as an academic leader to change sports education in your school?

Situation 2: A PE teacher strongly argues for sports and games curriculum and treats the subject on par with other school subjects in our school curriculum. Watch the video that was aired through Satyamev Jayate programme:

https://www.youtube.com/watch?time_continue=2&v=w3UMI7Ssbd8&feature=emb_title (Accessed on 15th April 2020)

Questions to answer based on the video after watching

If you agree with the views of the PE teacher in this video, how will you want to change physical education, sports and games in your school? How do you want to involve your teachers, students and community in this endeavour. How does the change impact the school culture for learning and teaching?

Developing Learning Expertise

Let us see learning expertise from the perspective of effective learning time. Literature is abundant with how teachers spend their time in teaching-learning processes, and how does it impact students' learning. One of the important factors for lower levels of student learning is that time spent by teachers in teaching lower classes from 1 to 4 is considerably lesser. Research studies show that the effective total time spent is at the most 40 minutes out of the 6 hours or 360 minutes during the day in the school. It means effective teaching time is only one period a day for lower classes. Most of the attention is given to higher classes as they take up board examination. The question is how can students in higher classes learn better if they are not made to spend sufficient quality time in learning at lower primary and elementary levels, especially, to strengthen their foundational literacy and numeracy and communication skills? Here, in leading learning, we shall examine how principal can lead to strengthen the effective use of time or accomplish "effective learning time". The New Education Policy 2020 also emphasizes on effective learning time to overcome learning deficit among children.

Applying the concept of Effective Learning Time (ELT) as a means to leading learning

Effective learning time is comprised of three types. They are:

1. Scheduled time (ST) which refers to total time prescribed.
2. Available time (AT) which refers to total time actually available out of the scheduled time
3. Engaged time (ET): Out of the available time, actual time utilized for learning and teaching process.
4. Effective learning time (ELT): Students' learning with high success rate within the engaged time.

While the total time prescribed is ideal, actual time used in terms of engaged time and available time are far lesser. UDISE data shows that out of the 240 days

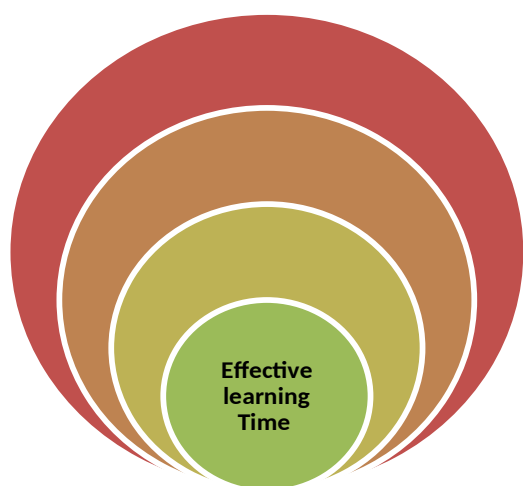


Figure 4: Effective learning time

prescribed, schools engage only for about 150 days or even lesser. Within this 150 days, actual time available (AT) for teaching-learning process is much lesser as teachers have many other activities in addition to teaching. There is also a loss of time due to personal characteristics in terms of abilities, opportunity, and so on. Thus, engaged time (ET) in real teaching-learning processes is far lesser than the Available time. Thus, effective learning time for the student is dependent on all these three types of times (See figure 4). For more details refer to the articles written by Berliner, D.C.(1990), Anderson and Block (1985), Mythili (2002).

$$\text{The degree of learning by the student} = f \frac{\text{Time spent on learning}}{\text{Time needed for learning}}$$

The effective learning time (ELT) is influenced not only by the engaged time (ET) but also time spent at home for learning, and during school hours through other activities. The degree of learning by the student is influenced by this total time spent on learning vis-à-vis time needed for learning. If the children get sufficient time at home to revise, and learn what is taught in the school, it helps significantly in their learning outcomes.

Similarly, if the children are engaged by the teachers through school leadership in using their learnt knowledge to apply in real life and real school situations as a whole, it would significantly contribute to enhance their skills for learning to learn, problem solving, creativity, and comprehension to prepare them for vocation and adult life to contribute significantly for the nation and society as responsible citizens.

Activity 3: A Demonstration

An example for a secondary school is explained here:

Step 1: Calculate the effective school time available in a Year

Government Secondary school, Imphal East, Manipur	No. of working days in an academic year	No. of scheduled working hours per day	Total working hours per academic year
Scheduled Time	220 days	6 hours	1320 hours
Available time	160 days	5 hours per day	800 hours
Time unspent	60 days	1 hour per day	520 hours

Step 2: List the possible reasons for the time unspent

1. Due to frequent general strikes by underground activities
2. The day starts as early as 4 am in the morning and night falls at 4- 4.30 pm. But the scheduled time of schools is at 9.30 or 10 am. The mismatch between the natural time zones and official timings actually shortens the working hours.
3. Difficult geographical terrain with 9 encircling hills makes transportation very difficult.
4. Lack of relevance of text books to the life of the people in the region.
5. Long hours to be spent in district and state offices to get the works of the school done or urgent meetings held by the education officers in districts.
6. Some teachers come late to the school
7. Students come late to the school especially in winters.

Step 3: Out of the reasons listed, which of them are under your control so that available time (AT) can be maximized?

1. Lack of relevance of text books to the life of the people in the region.
2. Some teachers come late to the school
3. Students come late to the school especially in winters.
4. The mismatch between the natural time zones and official timings actually shortens the working hours

Step 4: Studying the time utilization in the teaching-learning processes at classroom level

Ask the class teachers to maintain a subject wise rubric in which they fill the time used per day. These class teachers will collect the time spent by all the teachers teaching a particular subject. A sample is given below

Class IX C	Available Time per week (ST)	Engaged time per week	Time lost per week
English	45 min*4 periods = 180 min	3 periods (135 min)	45 min
Manipuri	45 min*4 periods = 180 min	1 period (45 min)	135 min
Hindi	45 min*3 periods = 135 min	1 period (45 min)	90 min
Mathematics	45 min*6 periods = 270 min	4 periods (180 min)	90 min
Science	45 min*6 periods = 270 min	No teacher (0 min)	270 min
Social science	45 min*6 periods = 270 min	3 periods (135 min)	135 min
Sports and games	45 min *4 periods = 180 min	6 periods (270 min)	90 min (excess used)
Cultural and literary events	45 min*2 periods = 90 minutes	1 period (45 min)	45 min
Total time	1575 min (26.25 hrs)	855 min (14.25 hrs)	720 min (12 hrs)

In this example, out of the allotted time of 26.25 hours, only 14.25 hours has been effectively used for teaching-learning processes in a week. It means that nearly 45% of the teaching-learning time is wasted. To this extent, there is a loss of learning.

$$\text{The degree of learning by the student} = f \frac{\text{Time spent on learning} = 855 \text{ min}}{\text{Time needed for learning} = 1575 \text{ min}} = 0.543$$

The degree of learning by the student is 0.543 min. It implies that there is a high opportunity cost for learning due to excess loss of time in engaged time. Based on this result we need to design strategies to improve engaged time in teaching-learning process.

Step 5: Designing Strategies to maximise engaged time for teaching-learning process

Ask the following questions and find out the answers

What happened in the 720 minutes of loss of time? Where is it accounted for?

What are the reasons for non-utilisation of Scheduled Time (ST)? List the reasons subject wise.

How to increase the engaged time so that effective learning time of students is increased to result in higher degree of learning.

Think of actions to maximize the time by addressing the three reasons

Reasons which are under my control to address	Possible Strategies to maximise the utilization of Scheduled time (ST) so that engaged time (ET) is increased to result in effective learning time of students
Some teachers come late to the school	Discuss problems of teachers' late coming to the school Resolve through mutually agreed upon processes between late coming teacher and school head
The mismatch between the natural time zones and official timings actually shortens the working hours	Change the school timings from 8 AM to 2.30 or 3 PM.
Lack of relevance of text books to the life of the people in the region.	Include in the teaching-learning processes about Manipur's local history, arts and crafts, relate general and nuanced facts about Manipur society to those concepts of science and mathematics, languages – for example how women's movement is a strong force in Manipur who protect their men folk also. The kingly state of Manipur that existed even 300 years earlier, the unique flora and funna of Manipur that is world famous in the biology classes, etc.
Students' late coming	Winters are too cold. So, provide sufficient materials to heat up the classrooms, conduct classes outdoor when the sun comes up in the sky, make children play more during winters to generate heat in the body, change the school calendar to address the cold winters.

In this way, every class should be studied before coming up with customized strategies for each class or school has a whole to improve student learning time so that we achieve maximum effective learning time for students resulting in higher degree of learning.

Now link or associate this exercise with Teacher professional development to enhance the quality of teaching in the school. This will in turn influence the culture of learning in the school. Having studied the example of Effective learning Time in depth, apply the same in your context for exploiting the potential of Effective Learning Time fully.

Activity 4: Improving teaching and learning expertise through academic planning

Create an Academic Plan for improving student learning through learning expertise by following the steps explained in the video talk titled “school heads as academic leaders”. https://www.youtube.com/watch?v=NZ8NOLiz_EU

Steps and processes of creating the academic plan is presented herewith.

Step 1 : Gap identification between student learning and goal setting

	Gap Analysis		Intervention area for student learning	
List the Goals decided to be achieved in the last two years	Which of the changes envisaged could not be achieved?	Why changes could not be achieved? State the most important reason/s	Identify the Thematic area/s for addressing the gap	Re setting of goals

Step 2 : Developing Academic Plan of Action

Brief description of the thematic area to fill the gap	Strategy to be adopted to fill the gap			Budget requirement (if any)
	June – August	September – November	December – February	
(Align with School budget envisaged in the school development plan)				

After class teachers develop the academic plan for all standards this step is to be taken up to provide the overall consolidation for the purpose of leadership role.

Step 3 : Mapping people, process and strategies

Layered approach to Academic leadership with subject specialists who are crucial partners in implementing school leadership processes in the school				Your role as a HM / Principal	
Collaborative processes between teachers and school heads for strategic planning		As a principal, deciding on whom to involve for specific tasks and / or processes		Direct role/s	Mediated or indirect role/s
Opportunities arise from collaboration	Risks foreseen in collaborative processes	Strengths	Weaknesses		

Step 4 : Impact of Academic Intervention

Changes / improvements witnessed	Who are the beneficiaries Academic intervention

Assessing the scope for teaching and learning expertise

List insights on unique opportunities and challenges for achieving optimal student learning list the insights on unique opportunities and challenges for achieving teaching expertise

Leadership Skill : Resolving Conflicts

Introduction

In order to resolve the challenges, communication is a very important non-negotiable tool to resolve not only challenges but also conflicts. Communication can reduce psychological distance between individuals, build trust with others, establish partnerships between school and other institutions, to work together in teams, participate in innovations and bring collegiality in the school's social and emotional climate. A good and a positive communication creates conducive environment for people to work together, support each other and face adversities in a peaceful way. Here, various nuances of communication skills to reduce conflicts that all leaders require to know and use are presented.

Activity 5: Communication Skills to resolve conflicts

Four types of communication skills are used to resolve conflicts. They are:

- A) Active listening Skill
- B) Understanding the other and seeking to be understood by the other
- C) Reframing
- D) Collaborative negotiation

These four skills are drawn from the works of Girard, Kathryn and Susan J Koch (1996). Conflict resolution in schools: A manual for educators. San Francisco: Jossey-Bass. Each of these skills are explained in detail as to how to apply them.

A) Active listening skill

Listening not only to understand what is said but also to understand the speaker's perceptions, emotions, and context and to communicate back that he or she has been understood. Behaviours characterizing active listening are:

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

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

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

Caution to be exercised not to use the following:

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

2. Speak about yourself instead of speaking about others

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

3. Speak for the purpose

The speaker needs to have a clear idea about:

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

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

4. Adjusting for differences such as personality, gender, and culture

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

5. Avoid the chances of reducing resolving of conflicts

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

6. Emphasize to make communication effective

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

7. Procedure to be followed to practice Active listening skills

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

S. N	Are you an effective communicator? Statements to answer	Yes	N o	Some- times
1	Do you make eye contact?			
2	Do you watch the person's body posture and facial expressions?			
3	Do you empathise and try to understand the person's feelings, thoughts and actions?			
4	Do you keep from interrupting and let the person finish, even though you already know what the person means?			
5	Do you ask questions to clarify information?			
6	Do you smile and nod your head to show interest?			
7	Do you listen even if you do not like the person or what that person is saying?			
8	Do you ignore outside distraction?			
9	Do you listen for and remember important points?			
10	Do you keep from judging what was said (Do you mean neutral)?			

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

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

Step 4: The speaker will choose an issue and talk for about 5 minutes. During this time, listener should exhibit as much active listening behaviour as possible including non-verbal skills – eye contact, nodding, leaning forward, etc. The listener should also encourage, restate, summarise, reflect, and validate.

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

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

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

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

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

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

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

C) Procedure to be followed to practice - Skill 3: Reframing

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

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

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

Reframing can involve:

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

Activity 6:

Step 11: Form the group of three persons

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

Reframe the sentences in more positive light

You make me sick

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

You are unfair

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

Step 13: Ask the group to reframe the sentences

Step 14: Ask participants to share their reframed statements

Step 15: Ask the process questions to discuss

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

D) Collaborative negotiation for conflict resolution - Skill 4

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

Step 1: Agree to negotiate

Step 2: Gather points of view

Step 3: Find common interests

Step 4: Create win-win options

Step 5: Evaluate options

Step 6: Build consensus

Step 7: Create agreement

Activity 7: Situation for conflict resolution

The major challenge faced is to establish a harmonious relationship between teachers and ensure that teaching-learning process goes on well in the school. Mrs. Susheela is a good teacher and has earned respect and appreciation for her work from parents, students, and principal. SMC considers her opinion regarding school matters. Mrs. Monika is a new teacher transferred to this school. She is not able to accept the fact that Mrs. Susheela gets more attention from all. She tries to compete with Mrs. Susheela rather than trying to understand her contribution to the school and her long standing reputation established due to her hard work. This has created a tension that results in expressing difference of opinion, conflicts, or challenges the school head about Mrs. Susheela's stature in the school. As a head, how will you reverse the non-working relationship between the two teachers into a working-relationship?

Reflection exercise after resolving the conflict

Ask the questions to yourself:

- What was the approach I / we followed?
- What was the important insight that I / we gained from this exercise?
- Would you see the scope and practicality of applying this skill in real life situations in your school? Write your observations in the box after practicing for 3 to 4 times. Make communication skills integral to practicing leadership.

Unit 3: Building a Perspective on Leadership for Learning in Indian Context

In India schools are of diverse nature. They are located in plush cosmopolitan and metropolitan cities, towns, urban slums, rural areas, in the dense forests of Madhya Pradesh, and dry deserts of Rajasthan in the north and Rayalseema of Andhra Pradesh, in the mountainous terrains of Himalayas and Western Ghats in Southern India, and water bodies in Kerala, Lakshadweep, Andaman and Nicobar islands, in the conflict zones of Chhattisgarh, J & K, Ladhak, and the unique tribal areas of North eastern states. The schools may be regular day schools. Ashram schools for the tribal children, multi-grade primary schools, composite schools at secondary and higher secondary levels, and so on. These schools may or may not have regular head masters/mistress, principals/ vice principals depending on the state's policy for their recruitment. Given this context, a perspective needs to be given for the reader on school leadership.

Transformative agenda for realizing leadership for learning

Practicing school leadership is a 'movement' from being an administrator and a manager to become a reflective practitioner to work with people by influencing, directing, empowering them to develop as a meta-cognitive thinker and transform into an 'aware-d' individual with raising consciousness within oneself to influence change in others for all to learn so that children grow and develop in a culture and climate of learning that is natural, innovative, and align the aspirations of the society (Mythili, 2015). So, the changes in every school head influence changes in every school which in turn indirectly influences changes in all teachers, colleagues, staff and community, and most children mediated through teachers, parents, community, and education system. The movement for transformation is from "yes, I can to Yes, We can", from individual to institutional to system level in which school is considered as the primary institution of change. On realizing the goals that are set, the confidence of the leader changes to "Yes, I did' together we did" (refer to Figure 1). So, the transformation is such that the leader no more reverts back to his/her older ways of thinking and doing. This is represented through the example of the life cycle of the butterfly. The pigeons carrying the net together represents the leaders working together in the horizontal manner with their goals together contribute to the transformation of the school system. So, the leadership for learning is when everyone in the system learns and continues to be learners that transform their beliefs, attitudes and values towards learning, learner

and the learnt. As a result, child learns fully to exploit its creative and critical thinking, problem solving besides various other 21st century skills. When every child learns, only then, every school can excel. So, the outcome of leadership for learning is every child learns and every school excels (See figure 5)

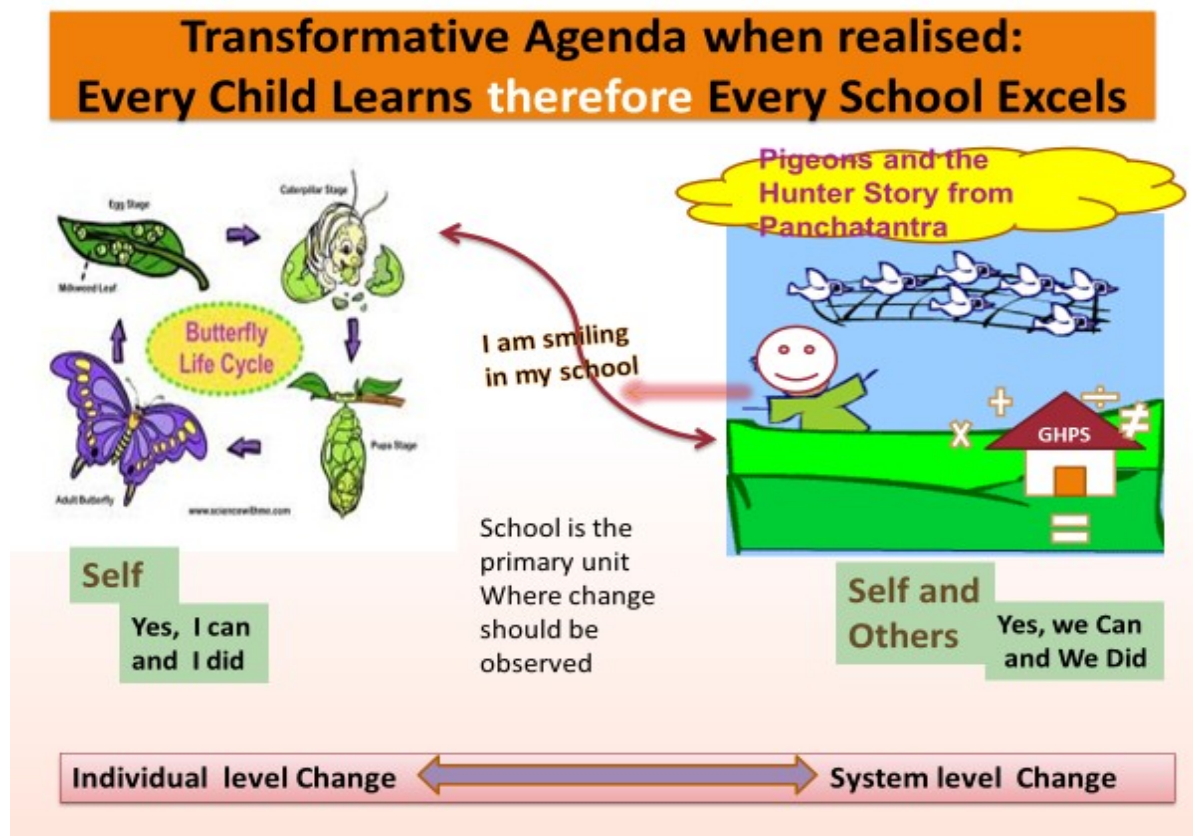


Figure 5: every child learns - every school excels is the outcome of leadership for learning (Author's own diagram)

Realizing the intended changes through transformative agenda towards achieving leadership for learning in Indian context

The transformative agenda for school leadership is a from person-based changes to school-based changes and then to block and/or school complex level changes. From the level of the system/ school complex changes are observed in every school; from the level of the school, changes are observed in every school head; and from the level of the school Head, changes are observed in every student (Mythili, 2015). All these efforts culminate in student learning that is age and grade appropriate (see figures 6). This is the transformative agenda for realizing leadership for learning.

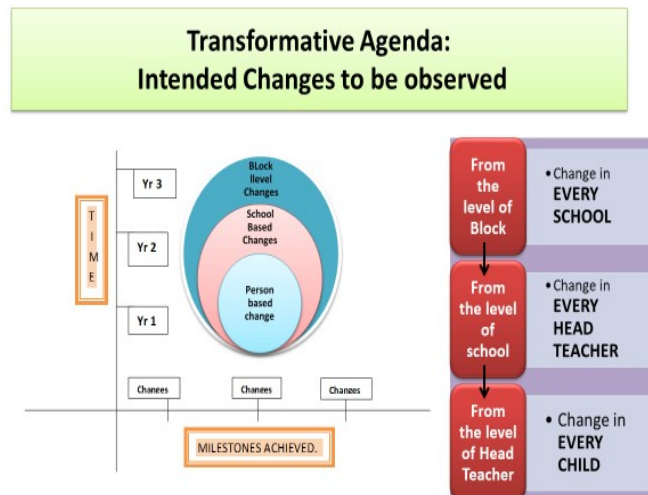


Figure 6: transformative agenda for realising leadership for learning
(Source: Mythili, 2015)

Roadmap for realizing the leadership for learning in Indian context

For this transformative agenda to realise leadership for learning, school heads are expected to make conscious efforts to understand school leadership, define its scope and purpose, visualize the practices that are pragmatic within every school. Further, school heads also are expected to articulate the transformative agenda through capacity building programmes, mentoring and coaching to develop leaders in the school, and research and development that is practice based (refer to Figure 7).



Figure 2: Author's own diagram

Figure 7 Roadmap for realising leadership for learning

Activity 8: Ponder on these original thoughts on perspectives on leadership for learning in Indian context.