

CPD COURSE MODULE ON SCHOOL LEADERSHIP

Developed by -
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This acknowledgment reflects the collective commitment and collaborative spirit that has fueled the development and implementation of the training module. We express our anticipation for continued support and active participation as we collectively strive to foster leadership excellence and elevate educational quality in schools across Assam.

Director
SCERT, Assam

INTRODUCTION

Meaning of School Leadership:

School leadership involves guiding and managing a school to ensure its success. Leaders, such as principals, set a clear vision and mission, engage in strategic planning, and make informed decisions on budgeting and curriculum. They focus on instructional leadership, observing classrooms, and providing feedback to enhance teaching and learning. Effective communication with stakeholders, including teachers, students, and parents, is vital for building trust and support. Leaders also prioritize team building, fostering a positive work environment, and promoting professional development for staff. Community engagement and crisis management skills are essential, as leaders connect with the wider community and handle emergencies efficiently.

Effective school leadership involves not only managing administrative tasks but also inspiring and empowering teachers, students, and parents to actively participate in the educational process. School leaders are encouraged to adopt learner-centric approaches, implement flexible and inclusive teaching methods, and create a supportive ecosystem for both students and educators.

Overall, school leadership is about creating a conducive and collaborative environment that promotes academic excellence, student development, and a positive school culture.

Importance of School Leadership:

School leaders play a pivotal role in shaping the trajectory of successful educational institutions. It is the responsibility of the school head to facilitate the dissemination of effective teaching and learning practices beyond the confines of traditional classrooms. The effectiveness of school leaders is heavily influenced by the quality of training they receive and the ongoing professional development they engage in throughout their careers. This commitment to continuous improvement should be evident in their ability to meet the ever-growing expectations placed on schools.

There is a growing recognition that addressing quality concerns in education requires a shift from broad, systemic reforms to targeted actions at the school level. This shift necessitates localized interventions tailored to the specific needs of each school, aiming to transform them into proactive learning organizations. By emphasizing direct, context-specific initiatives, we can better ensure that every school is equipped to meet the evolving demands of education and contribute to the overall improvement of the educational landscape.

Schools are envisioned as vibrant centres of learning, and effective leaders are essential to realize this vision. They need to collaborate with stakeholders, adapt to changing educational paradigms, and create a culture of continuous improvement. By incorporating these principles, school leadership can contribute significantly to the nation's efforts in providing quality, inclusive, and future-ready education for all.

The importance of school leadership can be seen in various aspects:

1. **Vision and Direction:** School leaders are responsible for establishing a clear vision and direction for the school. They set goals, create a mission statement, and develop

strategies to achieve educational objectives. Effective leadership ensures that the entire school community is aligned with a common purpose.

2. **Student Achievement:** Strong school leadership positively impacts student achievement. Leaders create an environment that fosters learning, encourages innovation in teaching methods, and supports the professional development of teachers. A focus on student success and academic excellence is central to effective school leadership.
3. **Teacher Morale and Development:** School leaders influence the morale and motivation of teachers. Supportive leadership fosters a positive work environment, encourages collaboration, and provides opportunities for professional growth. A motivated and engaged teaching staff is more likely to contribute to student success.
4. **School Culture and Climate:** Leaders shape the school's culture and climate, influencing the overall atmosphere of the institution. A positive school culture promotes a sense of belonging, respect, and collaboration among students, staff, and parents. This, in turn, enhances the overall learning experience.
5. **Effective Decision-Making:** School leaders are responsible for making critical decisions that impact the school community. This includes decisions related to curriculum, budgeting, staffing, and other administrative matters. Effective leaders involve stakeholders in decision-making processes and make informed choices that align with the school's goals.
6. **Community Engagement:** School leaders play a key role in building and maintaining positive relationships with parents, community members, and other stakeholders. Open communication and community involvement contribute to a supportive educational environment and can lead to increased resources and opportunities for students.
7. **Resource Management:** Effective leaders manage the school's resources efficiently, including budget allocation, facilities, and technology. They make strategic decisions to ensure that resources are utilized to support the school's educational objectives and improve overall effectiveness.
8. **Adaptability and Innovation:** School leaders must be adaptable in the face of changing educational trends, technology, and societal needs. The ability to embrace innovation and encourage creative problem-solving helps schools stay relevant and responsive to evolving educational challenges.
9. **Accountability:** Leaders hold themselves, teachers, and students accountable for performance and outcomes. They establish clear expectations and mechanisms for assessment and improvement, fostering a culture of accountability that contributes to continuous school improvement.

Therefore, effective school leadership is essential for creating a positive and productive learning environment, driving academic success, and preparing students for the challenges of the future. Strong leaders inspire and empower others to contribute to the overall success of the educational institution.

THE JOURNEY TO PROMOTE SCHOOL LEADERSHIP IN ASSAM

The Directorate of SCERT, Assam, designated as the State Leadership Academy (SLA-SCERT), received official recognition from the Government of Assam through Notification No. AEE/2016/24 on June 10, 2016. This initiative aimed to elevate schools to Centers of Excellence and enhance the quality of education in the state. In collaboration with the National Centre of School Leadership (NCSL) at NIEPA, SLA-SCERT executes various school leadership programs in Assam.

To implement its leadership activities, SLA-SCERT constituted a 17-member State Resource Group (SRG). As part of these efforts, SSA, Assam, in conjunction with SRG members, organized a 10-day capacity building program at the district level, training 7084 Principals in three phases from February 29, 2016, to July 30, 2016. A significant milestone occurred when SLA-SCERT, Assam, in partnership with NCSL-NIEPA, conducted a one-month Residential Certificate Course for 30 Principals of Secondary Schools in Assam from July 3, 2017, to July 31, 2017.

In the aftermath of the one-month courses, SLA-SCERT Assam developed videos showcasing best leadership practices implemented by school heads. The School Leadership Development Handbook in Assamese was translated and adapted by SLA-SCERT, Assam, in 2018-2019, in collaboration with NCSL-NIEPA. The academy submitted 10 online modules on School Leadership and Management, which were launched by NCSL on November 3, 2021.

Continuing its efforts, SLA, SCERT, Assam, conducted a 64-hour Continuous Professional Development Programme online for 95 Principals of secondary schools. This program took place in four phases: Phase I (March 8-29, 2022), Phase II (April 1-13, 2022), Phase III (April 18-May 9, 2022), and Phase IV (May 10-23, 2022). On January 10, 2023, NCSL-NIEPA organized a one-day online orientation program, followed by a two-day face-to-face orientation for the State Core Group of SLA, Assam, led by NCSL expert Dr. Subitha GV Menon, Assistant Professor, NCSL-NIEPA, on February 7-8, 2023.

SIGNIFICANCE OF SCHOOL LEADERSHIP FROM CONTEXT OF NEP, 2020

The National Education Policy (NEP) 2020 heralds a paradigm shift in the Indian education system. It underscores the need for leaders to embrace a holistic vision, emphasizing critical thinking, creativity, and problem-solving skills in students. The policy advocates for flexible, multidisciplinary curricula, allowing students to choose subjects aligning with their interests and aptitudes.

Leadership in the educational domain must also prioritize the integration of technology, promoting digital literacy and leveraging online resources to enrich the learning experience. NEP 2020 highlights the imperative of investing in teacher training and professional development, ensuring educators are adept at employing modern pedagogical approaches.

Creating conducive learning environments falls within the purview of educational leaders, who are encouraged to establish vibrant, inclusive school ecosystems. This involves fostering extracurricular activities and prioritizing life skills development. Additionally, NEP 2020 underscores the importance of community involvement, requiring leaders to actively engage local communities, parents, and stakeholders in shaping the educational landscape.

In essence, from a leadership standpoint, NEP 2020 calls for a transformation towards learner-centric, flexible, and technology-driven education, with a keen focus on holistic development and community collaboration. To meet this recommendation of the policy, there is a need for transformation of school heads from administrators to school leaders as they play a vital role in setting direction for a flourishing school. And this module will help to develop leadership capabilities among the school heads that would equip them to meet the manifold school challenges of the present world.

Moreover, in alignment with the directives of the National Education Policy (NEP) of 2020, it is mandated that all School Heads/Principals complete a 50-hour Continuous Professional Development (CPD) course annually. This initiative aims to enhance their professional development, fostering a transformative impact on the teaching-learning process within schools. The primary goals are to elevate the quality of education, improve student learning outcomes, and cultivate a healthy school environment.

Research has consistently demonstrated the pivotal role of School Leadership in achieving these objectives. Consequently, SLA-SCERT, Assam, is set to introduce a Certificate Course on School Leadership Development. This comprehensive program, developed in collaboration with the National Centre for School Leadership (NCSL) and the National Institute of Educational Planning and Administration (NIEPA), draws upon resource materials encompassing seven key areas outlined in NCSL's National Programme Design and Curriculum Framework on School Leadership Development. Tailored to meet the contemporary knowledge and skills needed at various career stages, from elementary to middle to secondary levels, this certificate course is poised to empower school heads in leading their institutions towards excellence.

The modules presented in this resource book serve as valuable materials for the Continuous Professional Development of School Heads in the state of Assam, aligning with the transformative vision set forth by NEP 2020.

DESIGN OF THE CERTIFICATE COURSE ON SCHOOL LEADERSHIP

The certificate course follows a 6+2+4 capacity building design. There will be 6 days of face-to-face capacity building for the school heads followed by Review and Feedback workshops at different stages. Review and Feedback workshop will be embedded with 10 days of field work in their schools wherein they will implement an assignment task planned during the 6 day face-to-face training and One Month of Internship. The school heads will meet together for Review and Feedback workshops during which they will discuss the assignment and the change agenda that they have initiated in their schools. This will be followed by a one-month internship wherein the school heads will implement the school development plan in their schools. The school heads will come together once again to share their experience of transforming their schools for a 4-day review workshop. The programme will be interactive and will follow practitioner centred pedagogy.

The schedule of the 6-day face-to face capacity building workshop is provided below.

Table 1: Programme schedule for the 6 days face to face capacity building programme

	1000-11.15 hrs	11.30-1300 hrs	1400-1530 hrs	1545-1700 hrs	1700-1730 hrs
Day-1	Preparatory exercise	Multiple roles and responsibilities Meaning of school leadership in the Indian context	Trust activity/art activity School as a learning organization <ul style="list-style-type: none"> • PPT on learning organization • Case studies for learning organization 	Developing a vision for the school	Debriefing
Day-2	Understanding self: Johari window; Identifying Action Step for School Change	Circle of concern and circle of influence	Time management grid	Pedagogical leadership framework	Debriefing
Day-3	NEP 2020: Thrust areas: role of school heads	Professional development of teachers: Observation and feedback	Being a team leader and forming teams	Developmental Staff meeting	Debriefing
Day-4	Videos on innovations in schools	Understanding and addressing resistance to change	Leading partnerships	Creating and sustaining PLC	Debriefing
Day-5	Effective management of human and physical resources	Know your school: rubric	Developing SDP	Developing SDP	Debriefing
Day-6	Developing SDP	Review of contents discussed	Review of contents discussed	Recapitulation of the whole key areas	Debriefing and concluding session

SEVEN KEY AREAS OF SCHOOL LEADERSHIP DEVELOPMENT

Session-wise, day to day activities of the 6 day capacity building programme is based on the seven key areas drawn from the curriculum framework on School Leadership Development prepared by National Centre for School Leadership (NCSL).

The seven key areas along with the themes are shown below-



Each key area covers the following sessions (Refer Table 1) –

Key Area 1 – All the sessions of the 1st Day

Key Area 2 – First three sessions of the 2nd Day

Key Area 3 – Last session of 2nd Day and first two sessions of 3rd Day

Key Area 4 – Last two session of 3rd Day

Key Area 5 – First two sessions of 4th Day

Key Area 6 – Last two sessions of 4th Day

Key Area 7 – Sessions of 5th and 6th Day

REVIEW AND FEEDBACK WORKSHOP FOR CONTINUOUS ENGAGEMENT OF SCHOOL HEADS

The objective of the Review and Feedback workshop is to provide an opportunity for the school heads to reflect on oneself, one's school and the transformations that they desire to bring into their school. The Review and Feedback workshops also provide spaces for school heads to interact with other schools heads to share ideas and learn from the others thereby creating a culture of collaborative learning.

Table 2: Phases of One Month Certificate Course on School Leadership

Sl. No	1st Phase	2nd phase	3rd Phase	4th Phase	5th phase
Mode	The first phase will be in face-to-face mode.	Field level Assignment in own school	Review workshop on field activity (Face to Face interaction)	Carrying forward School Development Plan :Internship	Presentation of SDP and experience sharing
Duration	6 days	10 days	2 days	30 days	4 days

Steps for continuous engagement with school heads

- The programme begins with a 6- day workshop using face- to face mode of interaction
- The school heads will carry forward one assignment that they will do in their schools for 10 days
- The school heads will get onsite academic and experiential support from the SRG and NCSL members
- The first review and feedback workshop will be conducted for 2 days during which the school heads would share their experiences
- After the first Review and Feedback Workshop, the school heads would again go to their respective schools and implement the School Development Plan as part of One month field based internship.
- The participants get together for sharing their experiences as part of a 4 day Review and Feedback Workshop

**1st PHASE: 6 DAYS FACE TO FACE CAPACITY BUILDING PROGRAMME
PREPARATORY EXERCISE FOR SCHOOL HEADS (Refer Table 1):**

Before we come together for the Capacity Building Programme on School Leadership Development, we would like you to take a moment and think about how your school operates and your role as a School Head. We have a few simple questions for you to answer. This will also help us learn more about you and your school.

This tool is designed to gather both quantitative and qualitative information. We will ask for some numbers and facts about your school, as well as some personal and professional details. We also want to hear your thoughts on what makes your school unique, the challenges you face, and your aspirations as a School Head.

Your reflections in this tool will enrich our discussions during the capacity building programme, both with you and your fellow colleagues. The quantitative information you provide about your school will help us understand specific challenges you may encounter as a School Head, such as having a limited number of teachers or low enrolment of girls. It's possible that some of the colleagues you meet in the programme may be facing similar challenges, and together we can find ways to address them!

Take your time to complete this tool, and we look forward to sharing and learning from each other during the capacity building programme.

About MY School:

Name of the School	
Address of the School	
Location (rural/urban)	
School Category: P/UP/ P&UP/P,UP&HS/any other	
Total Number of Regular Teachers	
Total Number of Para Teachers	
Total Enrolment in the School	
Total Enrolment of Girls in the School	
Total Enrolment of Boys in the School	
Total Number of classrooms in the School	

About Myself

Name of School Head	
Tenure as a School Head (in the present School)	
Designated/In-charge	
Age	
Gender	
Educational Qualification	
Years of Experience as a School Teacher	
Any other professional achievements	
Mobile no.	
E-mail id	

Views on My School and My Role

1. What one *special thing* about your school would you like to share with every- one?

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2. Describe the three challenges that you face as a School Head

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3. What kind of changes do you want to see in your school? (You might like to discuss this with your teachers)

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4. Share a brief profile of the community and the children the school caters to.

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5. Describe the way you spend your *day* as a school head.

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Day 1

KEY AREA 1 - PERSPECTIVE ON SCHOOL LEADERSHIP

INTRODUCTION

This is an overarching area and aims at developing an understanding of leadership and its impact on school transformation. It builds a conceptual understanding of school as a place for promoting growth and development of children and as a ground for continuous experimentation and change, making it a learning ground for all. It also dialogues around the leadership role of a school head and the transformative agenda. It emphasizes on the centrality of the child, focuses on building a vision for change and transformation that is inclusive and progressive in nature. This key area would give an entire glimpse of school leadership development, taking the participants from their present realities in school to achieving holistic development of every child through shared vision and team work.

DAY-1: SESSION-1: PREPARATORY EXERCISE: INTRODUCING SELF AND SCHOOL

Session 1	1000 Hrs to 1115 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Introducing self, sharing the individual school context and the special nature of each school	40	Learning about each other, understanding others school context and some special aspect of self and school
Know Me	35	

How to conduct the activity

Method: Reflective activity

SUGGESTED STEPS

- Participants would have their filled in preparatory exercise ready
- Facilitator can discuss with the participants on the school, challenges and changes that they want to bring into their school
- Participants can share their thoughts in the large group discussion

Reflective questions

- How do you visualise a changed school?
- How do you foresee your efforts in the change process?

Key messages

Change begins from the self and by questioning and challenging the self.

DAY-1: SESSION-2: SCHOOL LEADERSHIP-MULTIPLE ROLES AND MULTIPLE CONTEXT

Session-2	1130 Hrs to 1300 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Identifying Multiple roles of School	45	Reflecting on daily activities and identifying multiple roles in multiple contexts and their impact on school improvement.
Meaning of School Leadership in Indian Context	45	School heads relate their roles and see its impacts on students' learning.

ACTIVITY 1:

How to conduct the activity?

Method: Individual exercise and Large Group Discussion

SUGGESTED STEPS

- Ask the participants to write down the different roles that they play on a routine day as school heads
- In a large group sharing, put down on board all the different roles as mentioned by the school heads
- Discuss with them regarding the other roles that they perform their schools
- Categorize these major roles into managerial, academic, relationship building, resource allocation, mobilization, regulatory, developmental etc.
- Ask participants to reflect on the role they would need to focus more so as to have maximum impact on school improvement.
- Direct participants focus towards the role that impacts students' learning better.

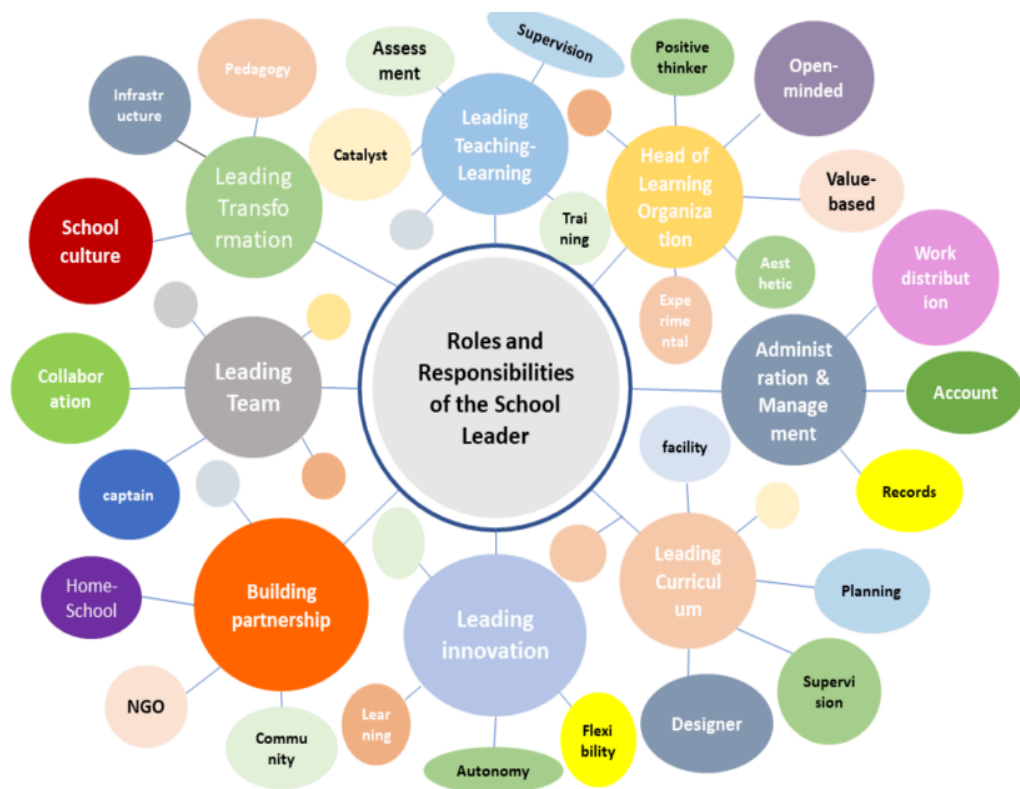


Fig1- Diagram on Multiple Roles and Responsibilities

REFLECTIVE QUESTIONS:

- What is the key goal of a school head?
- What is the purpose of school?
- How much time is being spent on academic activities?
- Are school heads academic leaders?

NOTES FOR THE FACILITATOR:

Give sufficient time for reflection and dialogue on the multiple roles played by the school heads, the dominant roles from among these and their impact on school improvement. This session intends to suggest that while the school heads need to invest time in improving the school environment, physical facilities, community participation etc. they also need to invest sufficient time in the area of teaching-learning as this has a direct impact on the performance of students.

ACTIVITY 2: MEANING OF SCHOOL LEADERSHIP IN INDIAN CONTEXT

Meaning of School Leadership in the Indian context School leadership in the Indian context can be described by its four core functions. They are: influencing others, directing others, empowering others and working with others (Mythili, 2020). It is through these processes that a principal leads the school exercising four types of leadership styles – responsive, responsible, and inclusive and network leadership (see Fig-2 below).



Fig 2- The four functions of a Leader

Core functions of school leadership the four functions are explained in detail.

Also refer to Fig-3 for more clarity.



Fig 4: The four functions of a Leader

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

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

Empowering others: A principal instills enthusiasm, triggers curiosity to think out of the box, listens to others' voices, builds trust and respect, accepts ideas, tries to resolve professional and personal problems of others at least in small ways. S/he provides a new direction to the work of teachers, as well as makes parents, non-teaching staff and the

community feel valued by building partnership. All these imply that a principal attempts to empower others to reach the institution's goals. Working with others: School improvement and student learning depend on how a principal engages or works with teachers, children, education officers and stakeholders in the system. These meaningful interaction and cordial relationships make a difference to leadership practices that influence student outcomes. Distributed leadership is a means through which this core function can be accomplished for which mutual agreement and collective action are essential. Accordingly, distributed leadership has two aspects: **i.** Leadership plus refers to the fact that there are several individuals in a school that take on a leadership role to achieve goals. They could work in parallel or in sequence. **ii.** Practicing leadership refers to the interactions among leaders, followers and their situations, each influencing the other. It analyses the 'how' of what leaders do. Responsive, Responsible, Inclusive and Network Leadership Leadership provides a realistic understanding about the ways in which the school is led. Four ways are espoused here (Refer to figure 5).

Responsive leadership: As a responsive leader, a principal understands, identifies and addresses the needs, aspirations and expectations of the students, teachers and parents. S/he provides opportunities for collaboration; optimum use and utilization of available resources; service to stakeholders with due care in a reasonable time and through a non-discriminatory approach. S/he facilitates peoples' development especially in the form of continuous teacher professional development, empowering the community, addressing the social and emotional issues of children, especially adolescents in the school, identifying talents, strengths and unique qualities in teachers, students, parents, community that contribute to the overall quality of the school. **Responsible leadership:** in the school context refers to taking responsibility for the decisions made and actions performed for improving school quality and student learning. It enables 17 the principal to critically reflect upon one's own personal and professional orientation for leading schools; develop one's own understanding and perspective about school leadership while leading schools under normal and challenging circumstances; create workable teams, partnerships; build the school as an institution that learns and grows; and design, plan and implement changes systematically using innovations, best practices and good practices for improving teaching-learning processes. **Inclusive leadership:** refers to consciously providing equal opportunities in the school's processes to all children, all teachers, all parents and the entire community irrespective of abilities, skills, intelligence and knowledge. Fullan (2010) gives seven big ideas: All children can learn; a

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

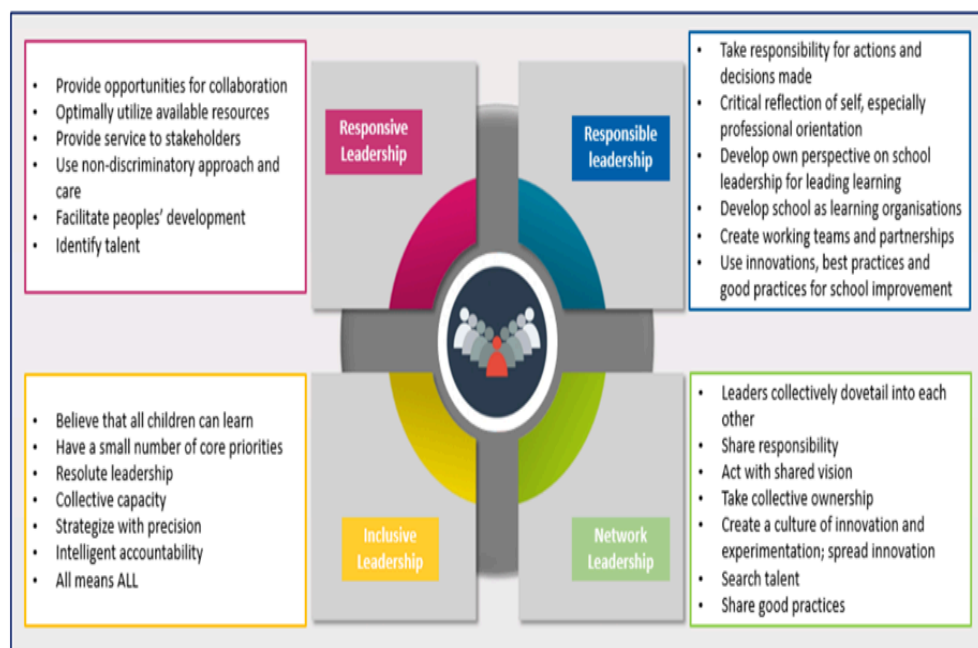


Fig 5: The four functions of a Leader

Practicing School Leadership as a Learning Curve

If the development of school leadership is considered normative, then, leadership has to be coached, standards set, and competency frameworks applied to measure against behavioural changes among school heads under controlled conditions. If leadership practices are considered as peoples' development, then school leadership development is a process that needs to fulfill a moral purpose of ensuring that all children learn. The principal needs to

have a strong belief that I can make a difference. In short, leading becomes a ‘movement’, wherein the principal transitions from being an administrator and manager to that of a leader. At the next level, the principal becomes a reflective leader, meta-cognitive thinker and ‘aware-d’ change maker. S/he navigates schooling processes by responding to crises, solving problems, accepting limitations and negotiating for sustainability and change. The experiential learning gained by the school leader corresponds to three critical aspects of his/her school leadership journey, reflected as a learning curve (See Fig 6). They are: Leadership for Understanding Leadership for Action Leadership for Reflection

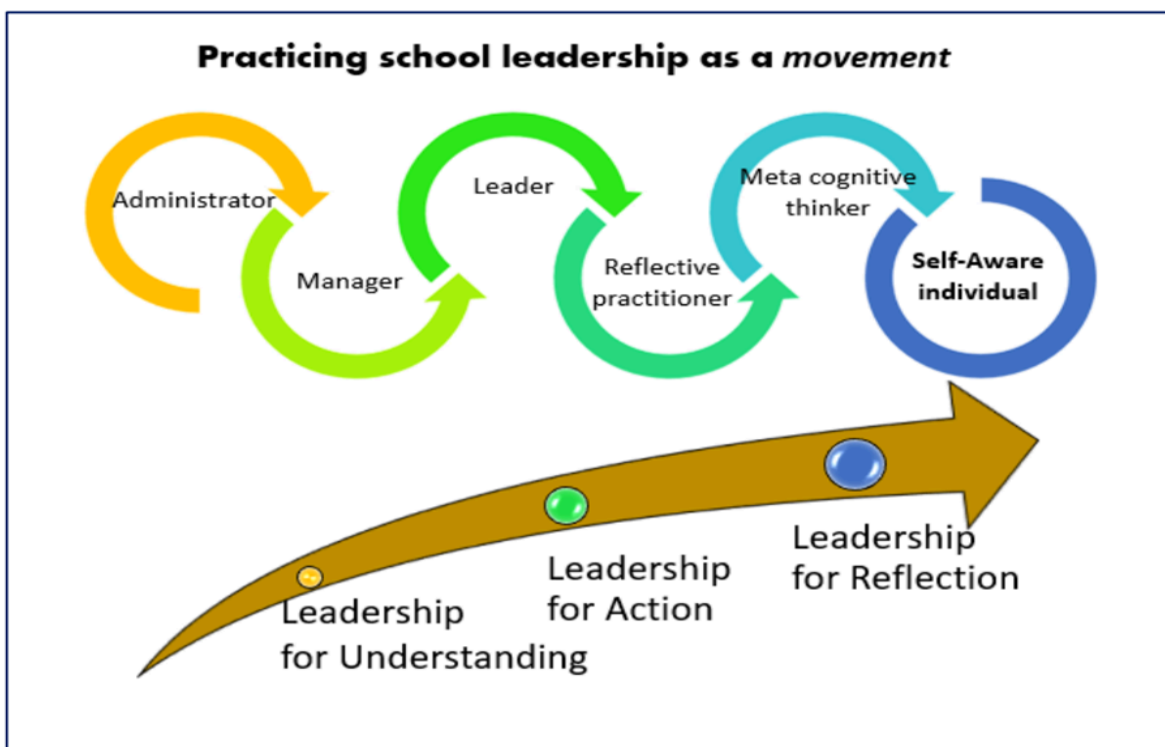


Fig 6: Participating school leadership

In essence, effective school leadership in India involves not only administrative and managerial responsibilities but also a deep commitment to aligning educational practices with the diverse knowledge systems and cultural richness of the nation. By placing emphasis on these aspects, school leaders contribute significantly to the creation of an educational ecosystem that prepares students for the challenges and opportunities of the modern world while staying rooted in India's unique heritage.

Again, school leadership holds a pivotal role as a key player in integrating the country's diverse knowledge systems and educational philosophies, particularly in alignment with the

National Education Policy (NEP), 2020. The effective leadership of schools involves translating the holistic and inclusive ideals of the NEP into practical initiatives within educational institutions.

A crucial aspect of this leadership is the integration of traditional Indian knowledge systems into the mainstream curriculum. School leaders play a vital role in implementing policies that seamlessly blend modern educational practices with indigenous wisdom, emphasizing Ayurveda, Yoga, Vedas, and other traditional knowledge.

Multilingual education is another critical area where school leaders exert significant influence. Recognizing India's linguistic diversity, they work towards implementing language policies that honour regional languages while ensuring proficiency in global languages. This approach promotes a well-rounded linguistic education and preserves the rich linguistic heritage of the nation.

Ethical and moral education, integral to Indian knowledge systems, is a cornerstone that school leaders focus on. They are tasked with fostering an ethical framework within educational institutions, emphasizing values such as compassion, integrity, and social responsibility to contribute to the development of responsible and socially conscious citizens.

In line with the Guru-Shishya tradition deeply embedded in Indian culture, school leaders champion strong mentorship relationships between teachers and students. They also advocate for experiential learning methods, allowing students to connect theoretical knowledge with practical applications, aligning with the traditional Indian approach of learning by doing.

Community involvement and sustainability are also integral components of effective school leadership. Leaders actively engage local communities in the educational process, fostering community-based learning initiatives. Moreover, integrating environmental education and sustainable practices into the curriculum reflects traditional Indian values of living in harmony with nature.

Cultural sensitivity and inclusivity form the cornerstone of effective school leadership. Leaders prioritize creating a learning environment that celebrates and respects India's cultural diversity, recognizing the contributions of various communities. This inclusive approach extends to accommodating diverse learning styles and needs among students.

In a nutshell, NIEPA's perspective on school leadership in India underscores the comprehensive nature of this role, encompassing vision, academic excellence, teacher

development, student welfare, community engagement, technology integration, resource management, policy compliance, and a dedication to continuous improvement. As articulated by NIEPA, effective school leadership is paramount for creating dynamic and positive learning environments that empower students for success in a rapidly evolving world.

How to conduct the activity?

Method: Presentation and group work

SUGGESTED STEPS

- Facilitator presents the PPT (*PPT on School leadership in Indian context*) [Day-1 School leadership framework Indian context.pptx - Google Slides](#) (Annexure-1) on School Leadership in Indian context
- The groups are divided and asked to reflect on the importance of School Leadership and implications for student learning
- The group then present their learning

Reflective questions

- How does school leadership as a policy impact schools?
- What are the areas wherein school heads can influence school transformations?
- What are the challenges and issues that school heads face while leading their schools?

DAY-1: SESSION-3: UNDERSTANDING SCHOOL LEADERSHIP: SCHOOL AS A LEARNING ORGANISATION

Session 3	1400 Hrs to 1530 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Leadership and trust	30min	Trust building necessary for leadership
Understanding school leadership-Art activity		Conceptualize leadership in the context of school education and their role as school head
School as a learning organization	60 min	Understanding school as a learning organization

ACTIVITY-1: LEADERSHIP AND TRUST

How to conduct the activity?

Method: Pair Exercise

SUGGESTED STEPS

- Divide the participants into three groups -Method: Individual Exercise A, B and C.
- Ask participants from group A to form pairs with group C. The members of group B would be the observers/audience.
- Now blind fold one member of the pair. The other member has to hold the hand and guide his/her companion to a certain spot within the campus/room carefully, ensuring that that the partner does not hit themselves against any object.
- The partners are not allowed to speak to each other. They have to hold hands and walk across.
- After 5-7 minutes they may change roles and the one who was leading would have to be blind folded while the other would lead.
- Debrief with the participants on what it takes to trust another person

NOTES FOR THE FACILITATOR

The facilitator should debrief on the need for trust building in leadership and how it feels when you have to trust someone in your life/profession/ career, etc.

ACTIVITY-2: UNDERSTANDING LEADERSHIP-ART ACTIVITY

How to conduct the activity?

Method: Individual Exercise

SUGGESTED STEPS

- The participants are given a blank sheet of paper and a few sketch pens and crayons.
- Ask the participants to think of an image that first comes to their mind when they think of leadership.
- Each participant can draw the image keeping in mind what leadership means to them.
- Participants may now think about the image they have drawn and their role in school.
- Each participant may depict what 'school leadership means to them' through drawing or through written forms of expression
- The facilitator can then enable the participants to arrive at their own understanding and / or definition of school leadership.
- The responses could be revised/evolved or revisited as our understanding about leadership advances.

REFLECTIVE QUESTIONS

- Does the role you play as school head conform to your definition of school leadership?
- Which one do you want to revisit, the definition you have arrived at, or your role?
Which among these would actually help you to lead your school?

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 artistic ability. The drawing can be a simple representation/idea, as it is the idea that counts. It is suggested that the facilitator also engage in the activity along with the participant.

ACTIVITY-3: SCHOOL AS A LEARNING ORGANIZATION

Concept of school as a learning organization:

Learning Organization is a mind-set that encourages members in the organization to continually learn to learn together; to change and adapt to new environments and circumstances individually and collectively with a view to realize collective visions and goals.

Schools as learning organizations posit school as a dynamic iterative system geared towards fostering school-wide change and positively affecting all aspects of school culture and learning. It is about inducing a shift in mind-set that encourages people in an organization to continuously reflect on their practices, celebrate failures as learning opportunities and collectively create the future they believe in. All the members/stakeholders in the school are engaged in an ongoing process of improvement through collaborations and reflections and innovations and adaptations to improve the school's ability (as a whole) to learn and grow.

Attributes of Learning Organization:

Senge popularized the concept of the learning organization through his book 'The fifth discipline'. In the book, he proposed the following five attributes/disciplines of LO -

1. Personal Mastery
2. Mental Models
3. Shared Vision
4. Team Learning
5. Systems Thinking

These five attributes are preconditions to the realization of the ideal; wherein personal mastery is about clarifying personal vision, focussing energy, and seeing reality. Shared vision is built by transforming personal vision into common vision. Mental models are put together by unearthing internal pictures and understanding how they shape actions. Team learning grows from suspending judgements and fostering dialogue. And systems thinking fuses the first four disciplines to create a whole from distinct parts. This would empower organizations to be generative rather than adaptive and thus promote organizational health and raise organizational performance. (Annexure-1)

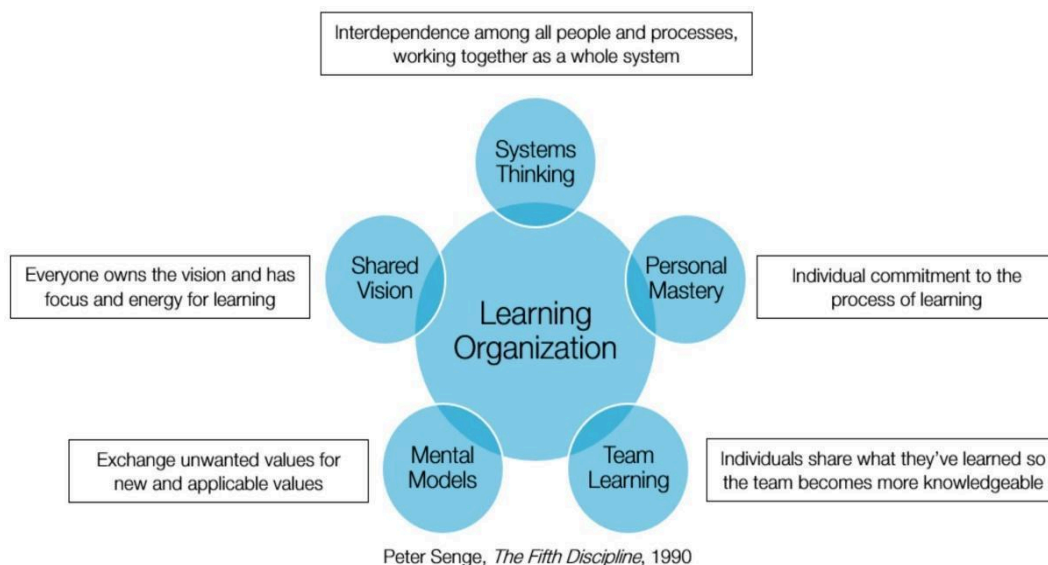


Fig-7: Peter Senge, the Fifth Discipline, 1990

Session	1430-1530 hrs	
Activities	Duration (Mins.)	Expected Outcome
School as a learning Organization	60 min	Understand that leadership is about responding to the needs/challenges that the organization faces in order to be more effective/perform better

How to conduct the activity?

Method: Small Group exercise, followed by large group Discussion

SUGGESTED STEPS

- The facilitator introduces the phrase ‘learning organization’ to the participants
- Take the participants through the power point presentation on ‘learning organization’
Resource: Power Point Presentation ‘School as a Learning Organization’(Annexure-2)
- Ask the participants to discuss in small groups of 8-10 for 10 minutes on what they understood by the phrase
- Groups are given a blank sheet of paper to discuss the different questions raised during the presentation
- Give a case study to each group for analysis of the cases and answer the question
(Resource: Case study on learning organization)
<https://drive.google.com/drive/folders/1g0-E3C8qlgcs8rLBme9WOfO9cczJC5fp>
(Annexure-3)

Reflective Questions

- What are the different leadership practices of the school head?
- What are the challenges of the school heads in the given context?
- What are your challenges as a school leader in your school? How do you solve them?
- What ideas do you derive from the case studies that can be replicated in your school?

Key Message: Learning organization constantly has to focus on personal growth of all, considers the viewpoint of all involved and begins with shared vision and team work. It is less about individuals but more about organization in entirety.

DAY-1: SESSION-4: DEVELOPING A VISION FOR THE SCHOOL

Mission, Vision, Objective and Alignment:

In school leadership, the concepts of mission, vision, and objectives play crucial roles in guiding the institution's direction, setting priorities, and fostering a shared sense of purpose among stakeholders. Here's a breakdown of each:

Vision:

Definition: The vision statement outlines the desired future state or the aspirations the school aims to achieve. A vision is a Big Picture of “What” the organization (school) wants to achieve in Future. It answers the question, "What do we want to become?". A good vision statement inspires to create a movement. It describes the desired outcome to invoke a mental image of the organization.

Characteristics:

Forward-looking: It focuses on the future.

Ambitious: It sets high standards and goals.

Inspirational: It motivates and excites stakeholders.

Example: "To be a nationally recognized centre of excellence in education, fostering innovation, critical thinking, and global citizenship."

Mission:

Definition: The mission statement articulates the fundamental purpose and identity of the school. It answers the question, "Why does the school exist?". A Mission is about what the organization does to achieve the vision. A mission is an action statement to achieve the vision. A mission statement is not required to be inspirational. Instead, it provides a clear focus on what an organization does and what it doesn't.

Characteristics:

Concise: It should be brief and to the point.

Inspiring: It should motivate and inspire stakeholders.

Enduring: It should withstand changes in leadership and educational trends.

Example: "Our mission is to empower students to achieve academic excellence, develop character, and contribute positively to society."

Goals and Objectives:

Definition: Goals are statements of mileposts to achieve the vision. Goals describe – what you want to achieve through your efforts.

And, an objective is a time-sensitive statement to achieve the goals. We defined it in measurable terms.

Objectives are specific, measurable, achievable, relevant, and time-bound (SMART) goals that support the mission and vision. They provide a roadmap for achieving the broader vision and mission.

Characteristics:

Specific: Clearly defined and focused.

Measurable: Quantifiable to track progress.

Achievable: Realistic and attainable.

Relevant: Aligned with the mission and vision.

Time-bound: Linked to a specific timeframe.

Example:

Objective 1: "Increase student proficiency in math and literacy by 10% within the next academic year."

Objective 2: "Enhance school-community engagement by organizing at least three community outreach events per semester."

Alignment:

Importance: It is crucial to ensure that the objectives are in alignment with the mission and vision, creating a cohesive and unified approach.

Consistency: Regularly review and update the mission, vision, and objectives to ensure they remain relevant to the evolving needs of the school community.

In effective school leadership, the vision, mission and objectives serve as guiding principles, helping to shape decisions, allocate resources, and foster a collaborative and purposeful learning environment. Regular communication and engagement with all stakeholders are essential to ensure shared understanding and commitment to these guiding statements.

The vision of a school must involve all stakeholders in the process of creating it, it is the principal who must lead the initiative. Thus, it becomes important for the principal to understand how to create a vision statement. A common understanding of the school's vision, across stakeholders, helps build the overall culture of the school. The vision provides the bedrock and the purpose of all that goes on within the school.

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

Session 4	1545 Hrs to 1700 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Developing objectives for Annual development plan, School improvement plan, Expand the scope and derive goal for perspective plan and finally arrive at a Vision for school.	195	Develops objectives for school improvement, develops a vision or school and one's own journey as a leader in realizing it.

ACTIVITY-1: DEVELOPING OBJECTIVES FOR ANNUAL DEVELOPMENT PLAN AND SCHOOL IMPROVEMENT PLAN

How to conduct the activity?

Method: Individual exercise and display on the walls

SUGGESTED STEPS

- Detail out the transformative steps for operationalizing the change that you want to bring in your school
- Write specific objectives that can be achieved in one year's time.
- Participants then can blow up the one-year School Development Plan for 3 years along with expanding the scope and objective of Year 1.
- Revisit the objective written for one year and provides a larger objective to be fulfilled in 3 years duration.
- Participants can prepare a perspective plan for 5 years finally developing a vision for school.

REFLECTIVE QUESTIONS

- Is vision an accumulated effect of year-to-year development and successful achievement of year wise objectives?
- What is the importance of a shared vision for your school?

NOTES FOR THE FACILITATOR

Facilitators can give hints through thought provoking questions like:

- How do you wish to see your school in the next five years?
- Which are the areas that you wish to transform in your school?
- How will the relationship between the community and school, teachers and children,

teachers and school head be in future?

- What will the teaching-learning environment look like in your school?
- This is an ideation exercise and the facilitator should motivate participants to think freely and discuss. However, it is important to arrive at observable and actionable points, which actually would find application in their school.
- In case some participants feel unsure, then the format provided below could be suggested.

How do I want to make my School a better place for Staff and children?	What specific steps will I take?	When do I expect to see changes in my staff?	What changes do I expect to see in my staff?	What changes do I expect to see in my pupils?
Fear- free environment for children	Discuss with staff how to change classroom environment Discuss with students how to make classes more friendly Involve staff and students in formulating the ethos for themselves	Next term (after School reopens in June)	Sitting in groups with children Interacting with them inside and outside classrooms Friendly and playing with them Giving more opportunities for students to ask, do, interact and learn, Listening to children's query	Sitting with teachers and HM without fear Asking questions without hesitation Working in group on their own
Teamwork				
Discipline at work				
Inclusive environment				
Joyful teaching learning				

Key Message: Vision building is an exercise of seeing the unseen and working towards its realization.

DAY 2:

KEY AREA-2: DEVELOPING SELF

INTRODUCTION

The focus of this area is to develop a positive self-concept with regard to capabilities, attitudes and values amongst the School Heads. The objective of the design is to create spaces for self-improvement through reflection and interaction by understanding the critical role of a leader in creating scope and opportunities for continuous learning and development of self and others. In this, the leader would need to first invest in 'self' to demonstrate vibrant leadership. The ability for this would be developed by practicing 'reflection' as a way of self-learning. The belief is that by practicing action-based-reflection, the school leader becomes more empowered to lead the desired change, which develops an attitude of "Yes, I can!" when faced with a challenge and, consequently, transform his/her school. This day in the workshop tries to empower school leaders with the knowledge, skills and confidence to take responsibility for school change. The Leader, then, is inevitably seen as becoming a catalyst for leading the school change.

DAY-2: SESSION-1: UNDERSTANDING SELF: JOHARI WINDOW; IDENTIFYING ACTION STEP FOR SCHOOL CHANGE

Session 1	1000 Hrs 1115 Hrs	
Activities	Duration (Mins)	Expected Outcome
Introducing the Johari window	20	The participants to begin a process of self-discovery and identify their strengths, feelings, motivations, etc. in order to understand themselves better
Individual Exercise: Filling up the Johari Window	40	
Sharing, Reflection	75	
Consolidation		

DAY-2: ACTIVITY-1: UNDERSTANDING SELF: JOHARI WINDOW

How to conduct the activity?

Method: Individual reflection followed by sharing in a large group.

SUGGESTED STEPS

The Johari window is a 'disclosure' tool to develop self-awareness and relationship building that will not only push participants to begin a process of self-discovery and identifying their strength, feelings, motivations, etc., but will also provide space for them to initiate thinking on the potential inherent in the process of sharing information and receiving feedback from others in order to build deeper, more meaningful relationships. It therefore forms an important base for self-discovery of participants in order to lead oneself.

Introducing the Johari Window tool: The Johari Window has been named after its inventors-Joseph Luft and Harry Ingham. The tool is a four-paned "window" that divides personal awareness into four types: Open, Hidden, Blind and Unknown. The lines dividing these four panes are like window shades—they can move as an interaction progresses.

The facilitator introduces the four quadrants of Johari Window to the participant

(Annexure-4)

- **Open:** The open area covers what the 'self' knows about her/himself and is happy to share it with others. These can be things we know about ourselves and others in the group also know about us. This is the information about the person - behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc. known by the person ('the self') and known by the group ('others'). Participants should put down everything they can think of about themselves that the group knows, from their favourite food or TV show to an important dream or skill.
- **Hidden:** The hidden area is what you know about yourself, but would prefer others not to know, such as opinions that you do not want to share or aspects of your life that you feel ashamed or guilty about. It represents what is known to ourselves but kept hidden from, and therefore unknown to others. This hidden or avoided self represents information, feelings, or anything else that a person knows about him/herself, but which is not revealed or is kept hidden from others. The hidden area could also include sensitivities, fears, hidden agendas, and secrets - anything that a person knows but does not reveal, for whatever reason. As participants fill out this information, remind them that the hand-out is confidential and that they will not be required to show their sheets of paper to anyone.

- **Blind:** The blind area includes what other people know about you but you are unaware of these aspects. This quadrant is for information about a person that is known to others in the group, but is unknown to the person him/herself. This blind area is not an effective or productive space for individuals or groups. You might, for instance, be unaware of always using a particular phrase that irritates people.
- **Unknown:** The "Unknown" quadrant represents things that neither the individual nor the group knows (it might represent things like an ability that is underestimated or untried through lack of opportunity, encouragement, confidence or training, a natural ability or attitude or aptitude that a person doesn't realize they possess; a fear or aversion that a person does not know they possess). The area that remains unknown both to you and to others. This might include hidden talents, unconscious feelings or abilities and qualities that have never been brought to the surface. In other words, it may represent things that you would want to explore in future and hence, at a later time, get revealed to you as well as to others. Once identified, these could present themselves as potential areas for your learning or exploration.

NOTES FOR THE FACILITATOR:

It is important to explain the concept of the four quadrants, preferably with examples to enable the school heads to fill the window effectively.

How to conduct the activity?

Method: Individual Exercise

SUGGESTED STEPS

Each Participant is given the Hand-out and is asked to fill out the windows with as much Information as they can put down.

Optional: At the start of this activity, participants might struggle with what to put into each category. For this, they could make a list of a few simple questions they have about themselves that they think the group might be able to offer some insight on. For example, "Am I able to lead discussions effectively?" or "What do you think my greatest strengths as a team member are?" or "What seems to be a natural aptitude that I don't realize I have?" Once each participant has made a list of 3-5 questions, they take turns asking the group these questions and noting down the answers.

NOTES FOR THE FACILITATOR

The participants are informed that they will not be required to share this hand-out with anyone and should feel free to put down confidential information, particularly in the "hidden" section.

Some participants might require individual assistance while filling up the format, it is suggested that the facilitator is around when the participants fill up the format.

DAY-2: SESSION-2: SELF IN THE CONTEXT OF SCHOOL

Session 2	10.00 Hrs to 11.15 Hrs	
Activities	Duration (Mins)	Expected Outcome
Introduction to Circle of Concern and Circle of Influence	15 min	Apply the concept of circle of concern and influence and as a change agent reflect on "what can I do about it"?
Voice our concerns	15 min	
Powerpoint presentation	60 min	
Mapping the concerns and presentation		

ACTIVITY-1: SELF IN CONTEXT OF SCHOOL (Introduction to Circle of Concern and Circle of Influence)

STEPHEN COVEY'S CIRCLE OF CONCERN AND CIRCLE OF INFLUENCE:

In his book, the 7 Habits of Highly Effective People (1989), Covey distinguishes between *proactive people* – who focus on what they can do and can influence – and *reactive people* who focus their energy on things beyond their control. Reactive people maintain an attitude of victimisation and blame. The model is based on two circles.



Fig 8: Covey's Diagram

The first is our circle of concern. This includes a whole range of things – global warming, the state of the economy, the clothes your children want to wear, attitudes in society, the organisation you work for, the things your colleagues do, the way people drive their cars etc. The actual list will depend on the individual, but the important thing to understand is that there may be little you can do about many of these things since they are outside your influence. Devoting energy on them may be a waste of time – the equivalent of shouting at the television – and time and energy once spent cannot be reused.

Our circle of influence will be much smaller. It includes the things we can do something about. The extent of this will obviously be related to your power –the President of the USA or Chair of Ford may have far more influence than you or me. The key is to focus your energy on those things that you can influence – this will enable you to make effective changes. If you do this you will find your circle of influence starts to increase – others will see you as an effective person and this will increase your power. Conversely, if all your energy goes into those things you cannot change your circle of influence will shrink. Not only will you drain your energy, other people may start to see you as unduly negative and critical. Knowing how far your circle of influence extends is an important aspect of personal effectiveness. So is forming partnerships and alliances – you may not have any direct influence over something in your Circle of Concern, but you may know other people who do. A team can have a wider

circle of influence than an individual. So reactive people find their circle of influence shrinks, while proactive people find that it increases.

How to conduct the activity?

Method: Individual reflection with reflective questions.

SUGGESTED STEPS

- Facilitators can share with the participants the fact that the value of taking initiatives for leading change can happen by them becoming change agents for their school transformation. It can be achieved not by waiting for someone else to come and change but start moving towards addressing challenges by leading them from the front.
- The facilitator asks the participants to take some time and think of the challenges/ concerns that they face to bring about school change.
- Every individual participant has to write their concerns/challenges (2-3) with regard to school transformation.

REFLECTIVE QUESTIONS

- If you really want to make any change, what stops you from making that change to happen?
- What are your concerns in making that change to happen?
- Why do you want to wait for someone else to solve the problems affecting you?

NOTES FOR THE FACILITATOR

- This activity could be done in pairs or individually.
- The participants might need help to understand the questions, the facilitator would need to walk around to be available to the participants.

ACTIVITY 2: VOICE OUR CONCERNS

How to conduct the activity?

Method: Group work

SUGGESTED STEPS

- Once the participants have individually reflected on their school concerns, the facilitator then forms groups of 5-6 participants
- Each group is given sticky notes
- The groups are asked to discuss and after discussion shortlist 10 concerns collectively based on the one that they feel are most important
- The group then writes their concerns on sticky notes

ACTIVITY-3

POWERPOINT PRESENTATION

How to conduct the activity?

Method: Powerpoint Presentation (PPT_ Circle of Concern and influence) Annexure-5

SUGGESTED STEPS

- Set-up context: In the coming days, we'll be developing our idea of a transformed school - How my school would be? But in order to reach our ideal school, we need to look at our reality as well. The concerns you have mentioned are questions that we need to find answers to in order to reach our vision!
- We need to therefore understand - how do we solve these problems to reach our vision? For such situations, there is a framework called: The Circle of Concern and Circle of Influence.
- Explain Framework: The facilitator presents the Power Point on Circle of Concern and Influence enclosed in the resources.
- Once the presentation is complete, the facilitator takes up a few concerns from the groups and tries to map them collectively on the circles - initiating discussion on which concern needs to be put where, based on the group's consensus.

REFLECTIVE QUESTIONS

- Is the issue at hand a matter of my concern?
- Can I influence it? Why or why not?

NOTES FOR THE FACILITATOR

- Usage of clear, well-drawn and self-explanatory diagrams would help. Also, putting up on the wall helps the School Heads in revisiting the concept independently.

KEY MESSAGES

- The circle of Concern would always be greater than the circle of Influence.
- Use the above lens for deciding your first step & Prioritise

DAY-2: SESSION-3: SELF IN THE CONTEXT OF SCHOOL: TIME-MANAGEMENT GRID

Session-3	1400-1530 hrs	
Activities	Duration (Mins)	Expected Outcome
Prioritizing your work	20	The participants would be able to reflect on how they perform their role and how to utilize their time better
Understanding the time management Grid	40	

ACTIVITY-1: INDIVIDUAL EXERCISE: PRIORITIZING YOUR WORK

How to conduct the activity?

Method: Individual work

SUGGESTED STEPS

- The facilitator distributes the hand-outs (*Prioritizing your work_ Hand-out*) Annexure-6
- The groups are given time to list their work in a day as a school head. Here the school head has to mention work that they engage in and those that are done in their absence by their colleagues.

ACTIVITY- 2: GROUP READING: UNDERSTANDING THE TIME MANAGEMENT GRID

What is a time management Matrix?

A time management matrix is a productivity tool popularized by Stephen Covey and used for organizing tasks based on their urgency and importance.

The time management matrix enables individuals to prioritize effectively and allocate their time wisely to achieve optimal productivity and goal attainment.

Nowadays, this self-management tool is widely used to prioritize tasks and identify time wasters.

The Time Management Matrix was initially created by President Dwight Eisenhower himself. He used it to help him prioritize and deal with the many high-stakes issues he faced as a US Army general, then as Supreme Allied Commander of NATO Forces, and later as president of the United States.

However, decades later, Stephen Covey popularized Eisenhower's Time Management Matrix in his book *The 7 Habits of Highly Effective People*.

What are the four quadrants of the time management matrix?

Each quadrant will help you prioritize your tasks and responsibilities. The quadrants are as follows:

- **Quadrant 1:** Urgent and important
- **Quadrant 2:** Not urgent yet important
- **Quadrant 3:** Urgent but not important
- **Quadrant 4:** Not urgent and not important

The Four Quadrants model categorizes each task or responsibility based on its urgency and importance. The goal of using this matrix is to improve both your personal and professional life and promote growth and accomplishment.

The 'grid of urgency' is a simple way to prioritize your work by clustering all tasks into categories, such as those that need your urgent attention and should be carried out by you, and those that you can easily delegate to someone else. Figure 1 is a representation of how you could cluster your tasks.



Fig 9 - Grid of urgency

The priorities in the grid are as follows:

Priority 1: Urgent and important (U and I): These tasks have to be prioritised over everything. Although you may involve others, you are ultimately responsible and therefore have to ensure that the tasks are carried out effectively and on time.

Priority 2: Important but not urgent (I not U): These tasks are not priorities, but you would usually want to do them yourself because they are important. Because they are important it is a good idea not to leave them too late, otherwise they will become a priority 1 task. If you decide to delegate such a task, it is important that you supervise and/or provide the appropriate support to that person to ensure the level of quality is what you require.

Priority 3: Urgent but not important (U not I): Whatever the reason, these tasks require an urgent response but they are not important to your role. Because these are not important, you should avoid putting too much time into these tasks. These are the tasks you can often be bullied into doing because they are presented as urgent, but after a few minutes of working on them you realise they aren't. To avoid a delayed response, it is better to delegate them to someone else.

Priority 4: Neither urgent nor important (neither U nor I): You should ask yourself whether you need to do these tasks at all. Such tasks are distractions and are not a good use of your time, so delegate where appropriate.

It is worth noting that your supervisor may present some tasks to you as urgent or important, although you may think otherwise. As a leader determined to manage your time effectively, you have to stand your ground and be firm. The grid of urgency is mainly for guidance and should help you prioritise your tasks and activities.

But how can you use this to improve your productivity?

This matrix allows you to become more productive and efficient simply because it will enable you to organize your day and stay on top of things.

If you organize it into these four quadrants, you will be more precise when making your to-do list, managing your tasks, and knowing where you need to spend more time.

It also allows you to organize your time on what's important and sort your priorities for each day, both professionally and personally.

Proper time management is a key to increasing your productivity and reaching your goals, and this strategy is effective.

And why is time management so important?

Proper time management allows you to improve your performance, organize your tasks scheduled for the day and prioritize them, spend less time on useless things, and focus on what matters.

Delegation is recognized as a management technique that improves efficiency, offers the manager some space to tackle other duties and can provide opportunities for others to develop themselves.

Since being a School Head has a lot of responsibility, the tasks and activities that underpin your job description cannot be physically carried out by you alone. A large part of a school leader's job is to get things done through others. That means providing direction, modelling good practice, managing performance and supporting the work of others. It also means delegating effectively and making sure your staff is motivated, and undertakes its delegated tasks as per professional standards.

How to conduct the activity?

Method: Group Reading

SUGGESTED STEPS

- The participants are then given the handout that explains the time management grid. (*Handout_ Understanding the Time Management Grid) Annexure-7*)
- The group sits together and is given time to read through the module. Once the participants have read the module independently, they can quickly share in their groups for better clarity.

NOTES FOR THE FACILITATOR

- During this activity, help might be extended to those school heads who are struggling with the concept of the grid

ACTIVITY-3: APPLYING THE TOOL AND PUTTING UP EXHIBIT

How to conduct the activity?

Method: Group Work

SUGGESTED STEPS

- This session follows from the previous day
- The group now attempts to fill the activities they perform on an average day/week/monthly onto the four quadrants of the grid.
- The group collectively fills out the grid given in the module, on chart papers
- Once the group has completed the exercise, the charts are put up (clipped) on the wall as an exhibit (to be used later for presentation)

NOTES FOR THE FACILITATOR

- While the groups would be engaged in the exercise, it is suggested that the facilitator walks around and spends a few minutes with each participant to ensure they understand how to go about doing this activity.
- The facilitator has to review what the group has written and in case there is a cause of concern, to discuss more deeply with the group

KEY MESSAGE:

- As a leader, the role is also of an ‘enabler’, who helps people enhance the quality of their work and supports them in achieving their goals.
- Prioritizing these tasks may be difficult because you deem all tasks as equally important. Nonetheless, you have to think about the activities where you as a head teacher or principal have the most impact (i.e. separating tasks that can only be done by you from tasks that could be done by others but have the same impact).
- Being able to assign (delegate) some of your activities to others is a start to prioritizing your work, managing your time and developing trustworthy relationships.

KEY AREA-3: TRANSFORMING TEACHING LEARNING PROCESS

The focus of this key area is to transform the teaching-learning setting by understanding the school as a place for exploration and creativity and making classroom processes more child-centred. Through this key area, it is purported to enable the school heads to understand the purpose of education and, more succinctly, as to why children should come to school. This key area emphasizes on the developmental needs of the children and, through various experiential learning activities, tries to develop sensitivity among the school heads to understand the needs of children. This key area also lays focus on child-centred pedagogy and on active learning. It also focuses on developing skills of the school heads towards important processes related to teaching learning, such as observation of classrooms, providing feedback to teachers and being a coach and a mentor to them. The ultimate aim of this key area is to enable the school head to lead the process of teaching and learning in a way that each child feels unique, important and respected and is motivated to come to school every day to learn new things about oneself and the environment.

DAY-2: SESSION-4: INTRODUCTION TO PEDAGOGICAL LEADERSHIP

Pedagogy can be defined as the understanding of how learning takes place and the philosophy and practice that supports that understanding of learning. Essentially it is the study of the teaching and learning process. **Leadership** is often defined as the act of leading or guiding individuals or groups. If we are to combine these two we are offered the notion of **pedagogical leadership** as leading or guiding the study of the teaching and learning process (Coughlin & Baird 2013, 1).

Pedagogical leader can be considered to be a person who by his actions, speeches or otherwise promotes pedagogical activity. Pedagogical leadership requires special readiness and ability based on the hidden attitudes of the leader. The leader's role includes the feeling of leadership and authority, such as a teacher or pedagogue, but the forms, techniques, and methods are different.

The management of pedagogy is a management of the whole – how the personnel can work in their work as educators and learn and develop in their work. **Pedagogical leadership**, on the other hand, is the management of personnel learning, and its implementation is defined by each leader's own learning concept.

An Overview of the Pedagogical Leadership Framework

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

It has three important aspects-

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

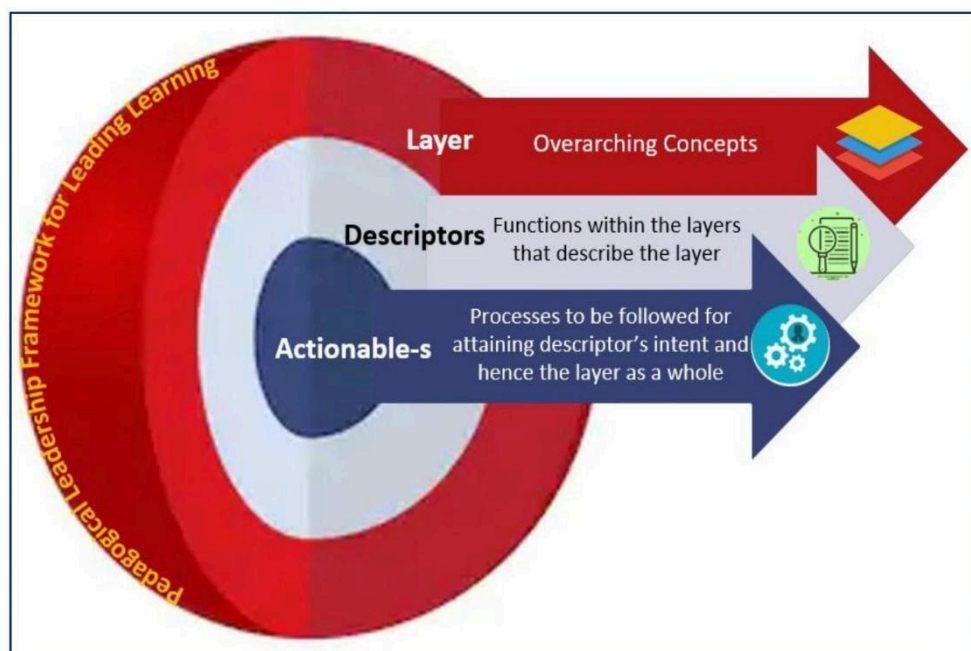


Fig-10: The basic layout of the framework

The figure draws inspiration from the Earth and its components. A principal has the overall responsibility of all decision-making which impacts the school's processes. The pedagogical leadership framework (the outer sphere in deep red), through its components (the inner

spheres in red, grey and blue), empowers the school leadership comprising Principal and the leadership teams to take informed decisions to action school improvement and student learning.

The layers, descriptors and actionable-s are connected in a two-way process to influence each other. The two-way connect among the three aspects is explained as follows:

If layers represent the synthesis of the entire Pedagogical Leadership Framework, then descriptors indicate its analytical aspect. The actionable-s provide the details on how the analytical aspects of the descriptors would be undertaken/actioned. The actionable-s are shown as central to the framework as it is through these actionable-s that a school ensures student learning. Layers form the foundation for bringing centrality to these actions. Descriptors constitute the pillars built on the foundations of layers, connecting the actionable-s with the layers. It must be noted that though a set of actionable-s have been provided, they alone do not constitute the entire descriptor. Schools can have different actionable-s to reach the descriptor(s), and hence the layer(s) as a whole. Thus, the flexibility within the actionable-s is upheld in the framework, for, no two schools will function in the same manner despite having similar contexts.

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

The various layers of the framework are as follows:

Layer 1: Setting the direction for school improvement and student learning. This layer seeks to build a perspective that informs and influences school leadership practices. It deals with the ‘what’ aspect of the pedagogical leadership framework for leading learning.

Layer 2: Practicing pedagogical leadership. It presents the most critical areas of leadership interventions referring to the ‘how’ aspect of the pedagogical leadership framework for leading learning.

Layer 3: Assuring student learning. This layer signifies the ‘why’ aspect of the framework. It attempts to bring together what is necessary for children to learn from different sources. The overview of the entire Pedagogical Leadership Framework for Leading Learning is represented in the following Figure. The right side of the diagram gives the 3 layers, with the descriptors mentioned on the left side.

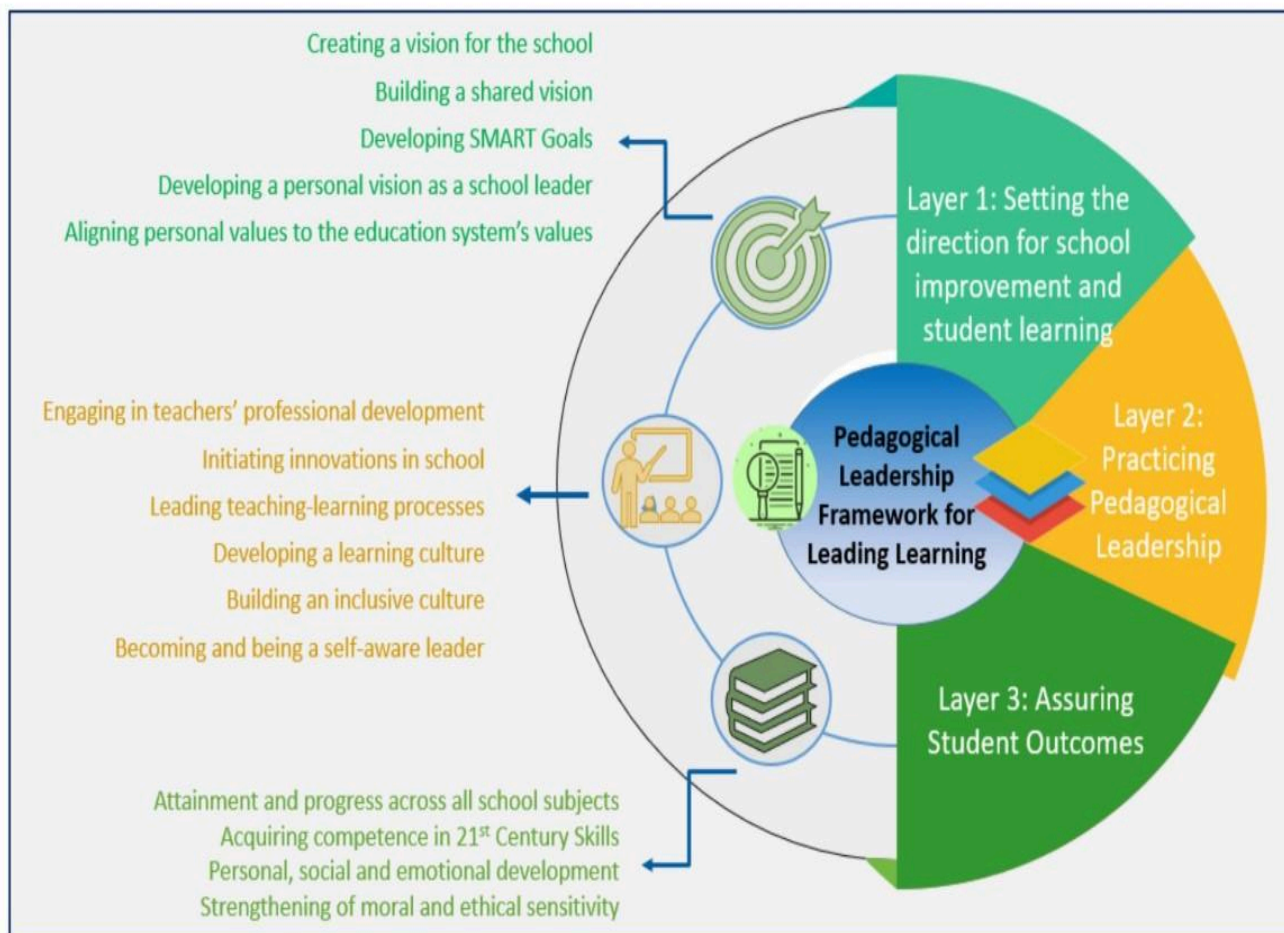


Fig-11: Pedagogical leadership framework on leading learning in the Indian context

Session 4	1000 Hrs to 1115 Hrs	
Activities	Duration {Mins}	Expected Outcome
Presentation on Pedagogical leadership	90 min	Understand the framework of pedagogical leadership for transforming teaching learning process

ACTIVITY-1: PRESENTATION ON PEDAGOGICAL LEADERSHIP

How to conduct the activity?

Method: Presentation and group work

SUGGESTED STEPS

- Facilitator presents the PPT on Pedagogical leadership (*PPT on Pedagogical Leadership Annexures-8-a,b,c*)
- The groups are divided and asked to reflect on pedagogical leadership in their schools and important learning from the session
- The group then present their learning

REFLECTIVE QUESTIONS

- What is the importance of pedagogical leadership for schools?
- What are the roles of a pedagogical leader?
- What are the challenges to improve student learning?

DAY 3:

SESSION-1: NEP-2020 THRUST AREAS: ROLE OF SCHOOL HEADS

The National Education Policy 2020 envisages-

- Education must move towards less content, and more towards learning about how to think critically and solve problems, how to be creative and innovate.
- Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centred, discussion-based, flexible, and enjoyable.
- The curriculum must include basic arts, crafts, humanities, games, sports and fitness, languages, literature, culture, and values, in addition to science and mathematics, to develop all aspects and capabilities of learners.
- Education must build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment

- A good education institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students.
- New structure of school education department - Govt. of Assam, Secondary Education department, vide notification no.-ASE.601/2021/3, Dated 14th Dec, 2021 notified the restructuring of school education system as mentioned below -

School Education 5+3+3+4 pattern as per NEP, 2020

Foundational Stage: Buniyadi - 3 years of Pre-Primary/Balvatika and Class I & II (3+2)

Preparatory Stage: Prastuti - (Class- III, IV and V)

Middle Stage: Madhyamik - (Class- VI, VII and VIII)

Secondary Stage: Uccha Madhyamik - (Class- IX , X, XI and XII)

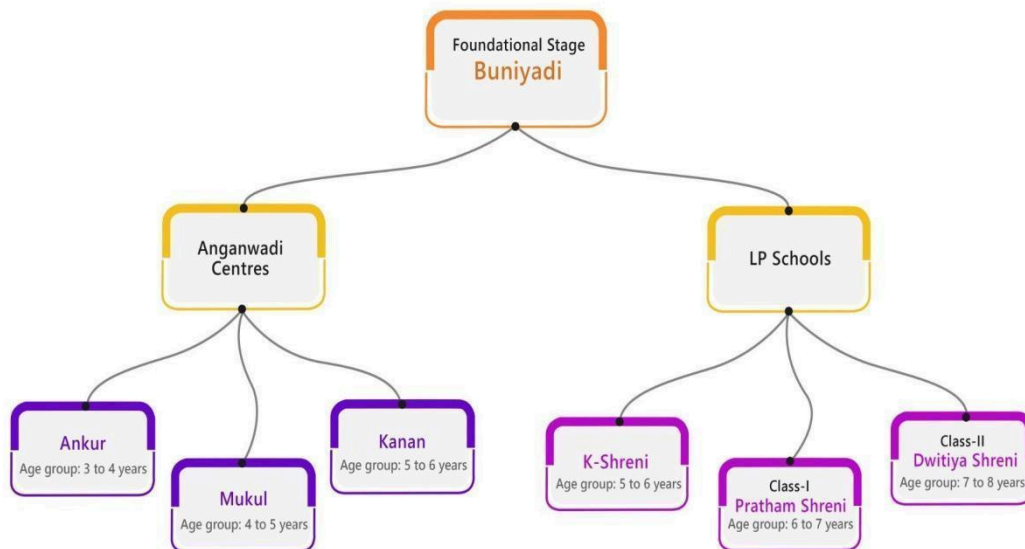


Fig-12: Structure of Foundational Stage

LEADERSHIP FOR SCHOOL TRANSFORMATION IN INDIAN CONTEXT: THRUST AREAS OF NEP2020

Leading the foundational stage of school education (3 years of pre-primary and 2 years of primary grades)

- Significance of reforms in education at the foundational stage along the principles of *Nipun Bharat: National Initiative for Proficiency in Reading with Understanding and Numeracy*)
- Foundational Literacy and Numeracy as crucial for children's growth and holistic development-addressing *panchakosha vikas (Fivefold development)* of the child
- Addressing children's school readiness who enter Grade-1 of foundational stage (*Vidya Pravesh*)
- Coordination and convergence of pre-school education component with primary school: Academic and Administrative roles
- Seamless transition of children from Pre-primary to Grade-1 of foundational stage with support from home and community
- Awareness of curricular goals, competencies and learning outcomes for children at foundational stage
- Play based learning as crucial method for teaching learning at the foundational stage
- Engage with Indian cultural rootedness and local culture in teaching learning process at foundational stage
- Mother tongue/home language as important for children's learning at foundational stage
- Using child friendly, formative and continuous assessment methods for children at foundational stage
- Teacher autonomy in pedagogy and assessment
- Diagnosis of children's learning difficulties at foundational stage
- Empowering community leadership for improving foundational literacy and numeracy of children

Leading Preparatory stage of school education (Grades 3, 4 and 5)

- Ensure child's smooth transition from Foundational to Preparatory Stage of schooling process

- Age appropriate pedagogy (Discovery and play based pedagogy) at preparatory stages
- Address teacher learning gaps in implementing need based pedagogy in classrooms
- Integrating local context and environment in learning
- Assimilate Indian heritage, culture and diversity in school curriculum
- Seamless integration of knowledge across curricular areas during classroom teaching
- Home language for introducing new concepts and subconcepts
- Periodic summative assessments supplementing formative assessment methods
- integrate Socio-emotional learning alongside academic curriculum in school
- Gender sensitivity, culture differences diversity to be acknowledged

Leading Middle stage of school education (Grades 6, 7 and 8)

- Classroom and the school as a site for emotional learning, growth, and expression
- Integrating inquiry learning and process capacities and real life experiences in teaching learning
- Opportunities for peer and collaborative learning in classrooms
- Gender sensitivity, culture differences diversity to be acknowledged
- Spaces in school systems and process for global citizenship development
- Assimilating technology and promoting media literacy
- Comprehensive summative assessment of student achievement of competencies in each curricular area
- Understanding of curricular goals and competencies and learning outcomes at middle stage
- Assimilating Indian heritage and diversity, local context and ethos in curriculum and teaching learning process

Secondary stage (Grade 9 onwards to Grade 12)

- Vocational education as a means to *Atmanirbhar Bharat*
- Promoting multidisciplinary approach to learning
- Promoting life skills as a purpose of education
- Understanding curricular goals and competencies and learning outcomes at secondary stage
- Creating Spaces and mobilizing resources for art education, sports education, vocational education

- formative and summative Assessment to accommodate subject depth
- Pedagogy to incorporate collaborative and peer learning

School Leadership and Student Learning

- Impact of school leadership on student learning
- Creating Vision for Student Learning in School
- Strategic management of human and material resources
- Developing a positive school culture
- Academic Supervision and teacher learning
- Aspects of Holistic Report Card for 360 degree assessment of children
- Using data for assessment and evaluation of student learning

Leading Vocational Education

- Creating a Vision for vocational Education
- Integrating vocational education into school curriculum
- Inclusivity in vocational education
- Industry-academia collaboration
- Network with local stakeholders for human and material resources
- Teacher preparedness with additional pedagogical and didactic skills for integrating vocational education with school curriculum
- Setting stage for developing pre-vocational capacities to children for laying foundations for vocational education in middle stage
- Integrating vocational education at middle stage of school education

Governance through School Complex

- Develop a vision for school complex following principles of equity, quality and justice
- Seamless integration of *Bal Vatika* into main frame schooling structure
- Strategic management of human and material resources especially for teaching subjects alongside arts and physical education
- Promote academic leadership within school complexes
- Promote Financial literacy among teachers and staff

- Digital Data management
- Academic and administration related decision making based on data
- Networking with key stakeholder institutions for effective management of school complexes
- Multiple models of resource sharing (Human and material) among school complexes
- Developing school complex development plan

Technology

- NEP-2020 emphasizes -
- technology interventions in improving teaching, learning and evaluation processes, supporting teacher preparation, professional development and incentivization, enhancing educational access and streamlining educational planning, management, and administration including processes related to admissions, attendance, assessments, etc.
- Importance of online and blended learning. Importance of digital initiatives-DIKSHA, SWAYAM and SWAYAM PRABHA, Artificial Intelligence (AI)
- To enable teachers to become high-quality online content creators using online teaching learning platforms and tools.
- Teachers require suitable training and development to be effective online educators.

Other Areas

- At least 50 hours CPD course in a year for all the teachers across all the stages of school education.
- Introduction of the National Testing Agency (NTA).
- School education regulatory system by establishing an independent body -State School Standard Authority (SSSA).

Session 1	1130 Hrs to 1300 Hrs	
Activities	Time (min)	Expected Outcome
PowerPoint presentation followed by discussion	90 min	Understand the roles and responsibilities of school heads under NEP 2020

How to conduct the activity?

Method: Presentation and group work

SUGGESTED STEPS

- Facilitator presents the document *on NEP2020 thrust areas and role of school heads for improving quality of education (Annexure-9)*
- The groups are divided and asked to reflect on the role of school heads under different thrust areas of NEP 2020:
- Implementing toy based pedagogy
- Implementing vocational education
- ECCE and FLN
- Gender equity
- Improving student learning

The group then present their learning

Reflective questions

- How does toy based pedagogy improve student learning?
- How do you ensure human and material resources for implementing toy-based pedagogy in your school?
- How do you ensure Indian culture rootedness while applying such pedagogies in your school?
- How does vocational education contribute to the work life of a student?
- How do you ensure human and material resources for implementing vocational education in your school?
- How do you create a bridge between school and industry for successful implementation of vocational education?

- What are the steps that you take in your school to ensure children are not discriminated against on the basis of gender?
- What data do you have to ensure that your school follows the principle of inclusive education?
- What steps do you take to make your teachers understand the value of inclusive education?

Session 2	1130 Hrs to 1300 Hrs	
Activities	Time (min)	Expected Outcome
Large Group Discussion	20	Are able to understand the process of observation and giving positive feedback to teachers. Learn a new model of feedback process.
Role Play of a mock classroom	20	
Feedback by Small Group and Debrief in Large Group	55	

DAY-3: SESSION-2: CLASSROOM OBSERVATION AND FEEDBACK PROCESS

ACTIVITY-1: OBSERVATION AND GIVING FEEDBACK

How to conduct the activity?

Method: Conducting Mock classroom followed by small group feedback and large group discussion.

SUGGESTED STEPS

- Form three groups of 10-12 participants each.
- One of the groups prepares for conducting a mock classroom, where one acts as the teacher and others in the group act as students, based on a lesson plan for one of the elementary/ secondary classes.
- The participants, who role play as students, ask questions, keeping in mind the questions asked by students in their own classrooms/schools.
- The second group, of 10-12 participants, who act as the observer group, first provide the pointers for classroom observation and then give feedback on the teaching-learning process. The facilitator needs to make three columns on the whiteboard/blackboard. In

the first column, the facilitator would seek response from the second group by asking what they observed in the mock classroom. The pointers for observation have to be related with parameters such as the instruction strategy, classroom participation, content delivery etc. The facilitator has to list as many points as possible based on the second group's responses in the first column.

- In the second column, the facilitator writes down the responses from the second group on feedback on the teaching-learning process during the mock classroom. In this the responses can be evaluative, such as the 'teacher' was dialogic in approach, s/he asked questions or it seemed that the content taught was not clear. The second column has the points for feedback.
- In the third column, the facilitator asks the third group, of 10-12 participants, to give their feedback on the feedback given by the second group. They have to respond on the nature and quality of the feedback given by second group, such as the feedback provided was encouraging or harsh, monologue or dialogue, nature of body language and so on.
- The large group facilitator then debriefs on the entire process and guides through discussion points, while introducing the Ask-Describe-Ask model.
- The facilitator can hold a mock role play with the 'teacher' participant (who took the mock classroom) based on the ask-describe-ask model for 5-6 minutes. Here the facilitator can model the feedback process by asking the 'teacher' participant to reflect on h/his teaching process.
- The facilitator shows the power point presentation on providing feedback to the teachers (*Observation and Feedback ppt*). In addition, the facilitator can also distribute a Hand-out on Ask-Describe-Ask model (*Ask-Describe-Ask Model*) Annexure-10.

Reflective questions to be initiated by the facilitator on mock classroom for gathering feedback on the teaching-learning process:

- Do you think the instruction strategy of the teacher suited the content of the lesson?
- Did the teacher relate his/her teaching with the previous lesson? Why is it important to relate the content previously taught?
- What kind of questions did the teacher ask the students?
- Was there a dialogue in the classroom? Did the dialogue help in building the concept being taught?

- While teaching, how did the teacher respond to queries of students within the instructional time? Did he/she allow the students to ask questions, even if they were unrelated to the content?
- How did the teacher manage the different voices and noises in the classroom?
- Did the teacher refer to what the students would be able to learn at the end of the class? Did he/she congratulate the class for having been able to learn the concept?

Reflective questions to be initiated by the facilitator on the feedback provided by the third group to the teacher:

- What was the tone of the second group while giving feedback?
- On what points did the second group give feedback to the first group?
- How many points of feedback were given as encouragement and how many were discouraging?
- How differently can we design the feedback process?

NOTES FOR THE FACILITATOR

This session focuses on the ability of the school heads to lead their teachers to improve the teaching-learning process in classrooms, by understanding the process of classroom observation and providing effective feedback to teachers. Through this session, the facilitator needs to explain the Ask-Describe-Ask model which is an effective model for conversing with a teacher based on classroom observation. This model places the teacher responsible for her own professional development through reflection.

KEY MESSAGES

- Observation of classrooms can be an important tool for improving teaching learning process
- Feedback to teachers, especially when done through the Ask-Describe-Ask model has the potential of enhancing the confidence and effectiveness of the teachers.
- The school head needs to see the feedback process not as a judgmental activity but as a facilitation of teacher's professional development.

KEY AREA-4: BUILDING AND LEADING TEAMS

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 Key Area addresses the values and skills required to build and sustain effective teams. It will help school heads understand the process of team formation, collaboration, group dynamics, conflict resolution, and effective communication and, in the process, create opportunities for professional development of team members.

DAY-3: SESSION 3: BEING A TEAM LEADER AND FORMING TEAMS

‘A real team is a small number of people with complementary skills, equally committed to a common purpose to which they hold themselves accountable’ - Katzen b Smith

Advantages of Team Work

- Opportunity to learn with and from each other
- Sharing of expertise and ideas
- Growth of individuals and professional development
- Creation of energy and enjoyment
- Building common goals and better decision making
- Improvement in standards
- Involvement and commitment
- Making decisions based on a range of ideas
- A team agrees to clear, challenging objectives
- A team has a mix of people who contribute in different but complementary ways thus achieving synergy, i.e. the team produces more than the sum of its individual parts.
- A team learns from experience, both successes and failures, by reviewing its processes and thus constantly improving its own performance

Qualities for being a team leader / members core strengths –

- **Vision** – The team leader / members must be far-sighted and visionaries.
- **Commitment** - The team leader / members must be committed to the team's main purpose.
- **Self belief** - The team leader / members must possess self-belief, only then, they will be able to believe in others.
- **Result oriented** - The approaches/actions of the team leader / members must be result oriented and desirable quality-based production.
- **Alternate** – One of the fundamental qualities of a team leader / members is the creation of a second, third, etc. line of leaders who can carry forward the shared vision of the team and act accordingly even in absence of the previous leader.
- **Courage** – Courage is indispensable for the successful accomplishment of any activity.
- **Teamwork** – The attitude of gratitude and responsibility fosters efficiency of teamwork
- **Integrity** – Giving your best whether someone is present or absent is integrity.
- **Communication** – Communication is the key to all leadership-related tasks.
- **Visibility** – The team leader / members must have visibility as visibility increases credibility

Star Team Model

- **Strength** – a team works best when strengths of individuals are combined
- **Teamwork** – an attitude and practical steps encouraging individuals to work together, supporting each other & benefit from strength and synergies.
- **Alignment** – the strength of individuals and support of colleagues are directed towards meaningful goals in the organisation
- **Result** – the team focuses on delivering results, encouraging a clear performance

Session 3	1400 hrs to 15.30 hrs	
Activities	Duration {Mins.}	Expected Outcome
Preparing a road map for the school	35 minutes	Participants would attempt to build an action plan for teams in the light of the learning from the day
Presentation of Action Plans for Teams by Groups	50minutes	
Concluding with What if I, What if WE	5minute	

ACTIVITY 1: PREPARING A ROADMAP FOR THE SCHOOLS

How to conduct the activity?

Method: Small Group Activity and Presentation

SUGGESTED STEPS

In this session, the participants would be asked to form small groups. Each group would plan as a team. The team could be on any theme. The groups would 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:

- Agenda for the team
- Process of execution of the agenda
- Defining the desired outcomes
- Roles of each team member
- Reasons for assigning a particular role to a member within the team
- Potential conflicts that could arise while executing the team plan (suggestive)
- What would be the various ways of negotiating the conflicts if they arise? What would you do as a school leader or as a team member?

NOTES FOR THE FACILITATOR

The facilitator asks the groups to list out the various teams that could be formed in their school related to different aspects (for example academics, co-curricular, infrastructure, partnerships etc.). The facilitator would ensure that all small 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. After the small group activity, the groups present their action plan and the facilitator consolidates the learning from each group presentation.

ACTIVITY-2: VIDEO: 'WHAT IF I WHAT IF WE'

Conclude the session with the Video

https://drive.google.com/file/d/1r-Q6jVdI4rcghEW_Grj-t0ku7KoCzAdp/view?usp=drive_link 'What If I and What If We' (*What If I What If We _video*)

KEY MESSAGES

Team building is an essential role of the school head that helps in the development of individual skills and leads to better outcomes as all contribute with new ideas and ways of doing things. Team learning makes school a learning organization.

DAY-3: SESSION—4: DEVELOPMENTAL STAFF MEETING

An Overview on Leadership Styles:

1. Autocratic School Leadership:

Description: In an autocratic school leadership style, the principal or head teacher makes decisions without much input from teachers, staff, or students. The authority is centralized, and the leader typically dictates policies and procedures.

Application: The principal might make decisions about curriculum changes, school rules, and other significant matters without extensive consultation. There may be a clear chain of command, with little room for teacher or student involvement in decision-making.

Pros:

Efficiency: Quick decision-making and implementation of policies without prolonged discussions.

Clarity: Clear chain of command and expectations, which can reduce ambiguity.

Consistency: Policies and rules are consistently applied across the school.

Cons:

Limited Input: Reduced teacher and staff morale due to limited involvement in decision-making.

Resistance: Potential for resistance and lack of buy-in from teachers and staff.

Creativity: Reduced opportunities for innovative teaching methods or curriculum changes.

2. Democratic School Leadership:

Description: A democratic school leadership style involves shared decision-making and collaboration among teachers, staff, and sometimes even students. The principal seeks input from various stakeholders before making key decisions.

Application: The principal may involve teachers in decisions related to curriculum development, school policies, and extracurricular activities. Meetings and committees may be established to allow for open communication and the exchange of ideas.

Pros:

Engagement: Increased teacher and staff engagement due to participation in decision-making.

Diverse Perspectives: Incorporation of diverse perspectives and ideas.

Buy-In: Higher likelihood of support and buy-in for decisions due to involvement.

Cons:

Time-Consuming: Decision-making can take longer due to the need for consensus.

Conflict: Possibility of conflicts arising from differing opinions.

Inefficiency: Potential for gridlock if not managed effectively.

3. Laissez-Faire School Leadership:

Description: In a laissez-faire school leadership style, the principal takes a hands-off approach, providing teachers and staff with a high degree of autonomy in decision-making and day-to-day operations.

Application: Teachers and staff have the freedom to design their lesson plans, implement teaching methods they find effective, and make decisions regarding classroom management. The principal may trust educators to manage their areas of responsibility independently.

Pros:

Autonomy: Teachers and staff have a sense of autonomy and responsibility.

Innovation: Greater room for innovative teaching methods and approaches.

Flexibility: Adaptability to individual classroom needs and teaching styles.

Cons:

Lack of Structure: Potential for lack of overall direction or coordination.

Inconsistency: Policies and approaches may vary widely across classrooms.

Accountability: Reduced accountability if not monitored carefully.

It's important to note that the effectiveness of each leadership style in a school context can vary based on the school's culture, the nature of the decisions being made, and the needs of the students and staff. A balance between these styles, known as transformational leadership, is often considered effective in educational settings, as it emphasizes collaboration, inspiration, and adaptability. Successful school leaders often tailor their approach based on the specific challenges and goals of their school community.

Session 2	1545 Hrs to 1700 Hrs	
Activities	Duration (Mins.)	Expected Outcome
Conducting a Staff Meeting: Simulating role plays	50	The participants understand the importance of conducting agenda-based staff meetings, making it a platform for productive engagement, the process of conducting a meeting that develops staff. Participants also reflect on the significance of meetings leading to professional development and transformation of school.
Debrief and Sharing Guidelines	40	

How to conduct the activity?

Method: Simulating Role Plays followed by large group discussion and debrief

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 role plays as a school head. When one group performs, the rest

of the participants act as observers. The participants who role play as the staff are not expected to take any particular role but to respond to the participant who acts as the school head. The participants who act as the observers are asked to note the specific behaviour adopted by the school head and the impact it has on the staff.

- 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 given below. Each role play should be brief and last no longer than around 5-6 minutes. Though while enacting Scenario 2 or Scenario 3, where there is interaction, the role play could be longer for 7-8 minutes.
- In all of the scenarios, the background is that the participant who acts as the school head, has been on a round of the classrooms and comes back to discuss that s/he 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 and list down the behaviour, traits of the 'school head' participant and detail on what happens in the staff meeting and its impact on the staff on the whiteboard/blackboard.
- 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, behaviour of the school heads and the processes adopted for conducting the staff meeting. The facilitator then draws out contrasting pictures of the behaviour and processes of both the scenarios and makes an exhaustive list on the whiteboard/blackboard.
- The debrief with the large group happens on defining together 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 towards improving student outcomes.
- At the end, the facilitator can discuss the guidelines of effective staff meeting with the participants in the larger group. The guidelines are given below after the three scenarios.

Scenario 1: Script while role playing

The school head arrives and is abrupt in manner and fairly stern in body language, facial expression and voice. S/he says that's/he has been on a round of the classrooms and is very unhappy that the school is not using enough interactive teaching methods. This has to change quickly especially as someone from the district office will be arriving soon to check up on progress since the syllabus is near completion. The school head engages in a lecture about why things are not good enough and that his/her reputation is at stake and the DEO must have a positive picture about the school. At no stage the school head initiates any discussion among the staff members. No explanation is given as to why the change is needed or how it will happen. When the school head is speaking, no one is allowed to speak - if anyone tries to, they should be silenced quickly with the school head indicating that they need to listen at this stage. The "meeting" finishes with an order that more interactive teaching methods will start straight away and that all must conform. The school head will check up on this from tomorrow. Throughout the school head uses "I" and "I want" and "I expect" and is instructional in manner.

Scenario 2: Script while role playing

The school head arrives and welcomes every one, thanks them for their work during his/her absence and says that s/he has been on a really interesting course about more interactive teaching methods and would like to get staff ideas about how they might apply this in the school. The school head indicates that some of the film clips s/he saw showed how well this worked and how the students responded positively. The school head invited comments and questions about interactive teaching and its value and then said that it is something that the school should try for the sake of the students but it must be done well and staff should feel comfortable. S/he asks - how to proceed. If no one answers or if the answers are unrealistic, the school heads steer the conversation to establish a small group to examine the issue about what will be needed and to try it out. The school head summarizes actions and is very positive about the benefits and the staff response. Everyone is clear of what will happen next and the timescale. The small group will have a month to make suggestions and the staff will discuss as a whole at this time. The school head invites anyone with interesting lessons that are interactive to welcome him/her or others to observe. Throughout the school head uses "we" and stresses a team approach.

Scenario 3

A third scenario demonstrates a proactive school head who role models the right knowledge, skills and attitudes for leading his/his team. The school head in this role play is clear on the purpose of the staff meeting which is to enhance student learning in diverse subjects. The school head arrives at the staff meeting and greets everyone with encouraging words. The agenda of the current meeting has been circulated among the staff members a week prior. Once the meeting starts, the school head appoints one of the staff members to take down the minutes of the meeting that can be reviewed periodically in subsequent meetings,

Throughout the meeting, the school head uses "we" in his/her talk while seeing to the fact that the proceedings of staff meetings are focused on the agenda. In this role play, the school head goes ahead by demonstrating a small session for about 5- 6 minutes, where s/he leads his/his staff through simulation of a classroom, showing a video of an interactive teaching methodology and initiating discussion on it. The school head then asks the staff to take ideas from the video and think of what innovative practice they would like to initiate in their classroom in their subject. The school head then asks the teachers to prepare and implement a lesson plan which s/he will observe in the classroom during the next 15 days (the staff meeting can prepare a rough action plan showing the observation time schedule of the school head in different classes when the teachers are implementing their lesson plans). The meeting ends on a high note, with the school head thanking everyone and reposing h/his trust in each of the staff members. The date and time of the second meeting is fixed at the end.

Guiding Steps for conducting effective Staff Meeting

Frequency of Staff Meetings in an academic year

- How do we usually decide when to hold staff meetings? Is it time-based (beginning of a year, quarterly or monthly) or meetings are held to discuss certain issues?

Purpose of Staff Meeting

- There could be many purposes for holding staff meetings- planning for the academic year, creating time-tables, for discussing government orders or replying to circulars, for discussing the distribution of scholarships, textbooks, uniforms etc.

- What are the other purposes for which staff meetings are held? Do you think issues such as problems faced by students in understanding the syllabus, reviewing the progress of **student learning, reviewing the progress of teachers, discussing professional development of teachers, managing conflicts among teachers or taking help from the community**, come up in staff meetings that you conduct? Are these issues important?

Creating an Agenda for the Staff Meeting

- How to plan for a staff meeting in advance?
- Create an Agenda that the group would like to see in a Staff meeting with teachers covering 4/5 key issues. How does the school head ensure that the time and place for staff meetings is communicated to all well in advance?
- What are the advantages for communication in advance? For instance, if the teachers need to prepare for the meeting they have time in hand to come with necessary documents.

Assigning work to individuals or building teams

- Should there be a member in the meeting who takes down the notes/minutes for decisions taken? What would be the advantages?
- How would you assign a particular task to an individual member or build teams for carrying out a task?
- In the meeting also attempt to mention clear action points and outcomes, you would like to see for each of the points listed. For example, if you identify that students of class 11 are facing difficulty in reading English, then how and when you think you as a team would be able to resolve the issues. Ask the member who is taking down the minutes to note the details.

Tracking the Agenda and Reviewing of Staff Meetings

- The Agenda for each of the meeting would be reviewed in the next meeting to see what results were achieved

KEY MESSAGES

- Staff meetings are important for identifying and discussing issues that are central to the school and can be used as an effective tool for resolving many issues, and helping in improving school processes
- There needs to be a defined agenda for the meeting, which must be periodically tracked for progress on decision taken

KEY AREA-5: LEADING INNOVATIONS

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 become risk takers, enjoyers of thinking and acting with conviction. It gives confidence to do with an attitude of “Yes, I can”. Learning by innovating becomes a natural phenomenon in the school. Therefore, it is important to build the culture of innovations in schools in which the role of school head becomes important for taking the lead to transform schools into learning organizations. Hence, the overall objective of the Key area is “Facilitating Transformation through Innovative Actions”. Learning becomes joyful, not only for the child, but also for teachers, parents, community, with school transforming itself into a learning organization.

DAY-4:

SESSION-1: VIDEOS ON INNOVATIONS IN SCHOOLS

Session 3	1000 Hrs to 1130 Hrs	
Activities	Time (min)	Expected Outcome
Video presentation followed by discussion	90 min	Understand and apply innovative ideas implemented by school heads in the State of Assam.

How to conduct the activity?

Method: Video presentation and individual activity.

SUGGESTED STEPS

- Facilitator presents videos on innovative leadership practices of school heads in Assam (*Videos on Innovative practices of School heads*). The link of the video https://drive.google.com/file/d/1ZtdZcWSVKwgEGDzPOAVSV0o-UoHmC-WH/view?usp=drive_link
- The participants then reflect on their leadership activities in schools and develop a case study of innovative practices that they have done in their schools or plan to do in their schools.
- Case studies and other materials on innovation (Annexure-11a,11b)

Reflective questions

- What is the key learning from the videos on innovative practices?
- What are the innovative practices that you would like to apply in your school context?
- How do you plan to address resistance to change (if any) from among the stakeholders and teachers?
- How does your innovation improve student learning in your school?

DAY-4: SESSION 2: UNDERSTANDING AND ADDRESSING RESISTANCE TO CHANGE

Session4	1145-1300 hrs	
Activities	Duration (Mins.)	Expected Outcome
Watching video: Resistance to change-video.	30min	Participants reflect back on experiences as school heads and relate the aspect of resistance
To design innovative methods to overcome resistance in their school	45min	Also participants learn different ways in which resistance to change can be overcome

ACTIVITY-1: WATCHING VIDEO: RESISTANCE TO CHANGE

How to conduct the activity?

Method:

- Watching Video (*Video _Resistance to change*). The link https://drive.google.com/file/d/1hroQyrBHAhosKIP8SQot9vqpEbFzEwkWm/view?usp=drive_link.
- Individual reflection
- Small Group Sharing and Discussion
- Plenary Session

SUGGESTED STEPS

- Video presentation
- Individual reflection on 'resistance to change' based on the video
- Small group sharing and discussion
- Open house discussion on the video and Implications for innovation

ACTIVITY-2: PARTICIPANTS TO DESIGN INNOVATIVE METHODS TO OVERCOME RESISTANCE IN THEIR SCHOOLS

How to conduct the activity?

Method: Individual activity- small group discussion- plenary discussion

SUGGESTED STEPS

Participants take up a situation faced in their school and think of ways to overcome resistance for change –

- Small Group Sharing and Discussion
- Plenary Session

REFLECTIVE QUESTIONS

- Whether the proposed step to overcome change is realistic? Is it workable in school, with fellow colleagues and community?
- Whether the students are benefited through this process especially in terms of learning and participation
- Whether head teachers have been able to lessen stress in the workplace and create a congenial environment in the school for change?
- In what ways can the Head teachers create spaces where there is freedom for teachers, students and others to think, act and create new?

NOTES FOR THE FACILITATOR

- Provide ample opportunities and spaces for participants to deeply understand the dynamics involved in resistance to change.
- When we try to overcome and move from resistance to change, the process will result in innovation.
- Reflect upon innovation and its potential to make a difference to school improvement.

Key Message:

- In every small or insignificant situation, there is scope for Innovation.
- Innovation is not abstract. Anybody can innovate.
- Innovation requires not only a willing mind, but also a receptive attitude.
- Challenges are not threats but opportunities.

KEY AREA-6: LEADING PARTNERSHIPS

Children from diverse socio-economic back-ground 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.

DAY-4: SESSION-3: LEADING PARTNERSHIPS

Session3	1400-15.30 hrs	
Activities	Duration (Mins.)	Expected Outcome
Leading Partnership	15	Role of different stakeholders to improve the learning of each child
Bingo Exercise: Identify Needs for stakeholder partnerships	60	

ACTIVITY-1: LEADING PARTNERSHIP

How to conduct the activity?

Method: Presentation of PowerPoint on concept of partnership

SUGGESTED STEPS

The facilitator runs through the PowerPoint on the concept of Partnership and benefits of involving different stakeholders for school improvement (*Leading Partnership_ ppt*)
Annexure-12

ACTIVITY-2: REFLECTIVE EXERCISE: IDENTIFY NEEDS FOR STAKEHOLDER PARTNERSHIP

How to conduct the activity?

Method: Group Activity

SUGGESTED STEPS

Facilitator says that stakeholders of the school can have varied interests. For example

- Parents want the school to function, teachers to teach and the children to learn
- Teachers want to ensure their own professional growth and improve student learning outcomes.
- Children want a safe and stimulating environment with a promise of secure future options
- Community wants its culture to be safeguarded
- Administration wants data and close implementation of the schemes or get work done immediately
- School Management Committee want to make teachers and parents more accountable or regular

Facilitator forms six groups and each group reflects on two situations

Facilitator puts up the following chart/ slide and asks participant to identify the stakeholders who could be meaningfully engaged in each of the following issues (*Reflective Exercise_ Handout*) Annexure-13

Overcrowded classroom (1)	Media focus on unavailability of drinking water and toilet facility (5)	Few children are slow learners and five are physically differently abled (9)
Gurkha tobacco pouch found in a child's bag (2)	Abuse of girls on way to school (6)	Girls staying back at home to look after siblings while parents go to work (10)
Around 25% children did not pass in board examination (3)	Two teachers have gone on CCL (7)	School does not have a playground (11)
Large number of children are affected by dengue therefore are irregular in the last month (4)	Girl of 9 th standard tried to commit suicide (8)	Few children slipped from The staircase and got hurt (12)

REFLECTIVE QUESTIONS

Identify appropriate stakeholders to engage with problems/issues (mapping).

- Which of the stakeholders do you think can help you in solving the listed problems or in addressing these issues?
- How would you involve the stakeholders to resolve the issues given above?

NOTES FOR THE FACILITATOR

- Fifteen minutes are given to participants to identify the stakeholder with respect to each of the above identified school challenges, and to analyse the possible role of the stakeholders for solving the challenges. The facilitator will ask each group to make a presentation for five minutes followed by discussion.

KEY MESSAGES

- School has multiple stakeholders.
- Each stakeholder has a role to play/interest in the school.
- Partnership with each stakeholder is important.

DAY-4 SESSION-4: CREATING PROFESSIONAL LEARNING COMMUNITY (PLC) WITH OTHER SCHOOL HEADS

The basic idea of creating PLC:

- Teachers work in isolation
- Need to move from 'I' to 'We'
- Along the lines of democratic leadership- Networking, interactive and bonding.
- Relational, interactive and mutually constructed and have egalitarian and humanistic aims.

PRINCIPLES AND VALUES THAT INFORM WORK OF A PLC:

1. A common impetus for change
2. A shared vision and common goals regarding the school design
3. Belief that all members of the school team are equal
4. Commitment of all team members to actions that improve student achievement, with focused support for students with special needs
5. An environment that encourages risk taking, where people are not afraid to comment

- and communicate their ideas for supporting students
6. Recognition by staff about the need for professional inquiry and access to research supporting teaching strategies
 7. Shared responsibility among staff members especially for students with special needs

PLC FROM A LEADERSHIP PERSPECTIVE

- For encouraging teacher leadership and collaboration
- Enables collegial power sharing
- Ideal for converting schools into learning organizations.
- To establish networks for exploring pedagogical issues, foster multidisciplinary curricula and bring community to schools.
- To provide a channel for teacher leadership, dialogue, reflection, action and promising practices.

Varied forms of PLC

- School university collaborations
- Faculty study groups
- Staff development
- Coaching /modelling /mentoring
- Action learning projects
- Other collaborative strategies to reflect on and assess teaching, learning and student growth and academic success.

Process for setting a professional learning communities



Fig13- professional learning communities

Establish the Group

The school head carefully creates a team of lets say, a senior teacher, a subject specialist and a mix of secondary and upper primary class teachers for addressing issues related with teaching.

Identify a Focus

- What are the specific areas of weakness for students in the subject, in your school?
- Are there any specific learners who need to be targeted in the identified weak areas?
- Will the team collect any baseline data of the students?
- Are there any other kind of data- home related, details of any disability (a group of children facing) would be collected?

Action Enquiry

- The next step is to explore what could be the strategies- teaching related or any other (such as talking to parents) that would be helpful in addressing the weak areas?
- Is the expertise of a teaching methodology available within the PLC? How can that be shared with say, a teacher who faces difficulty?
- Do we need to learn from teachers of neighbouring schools?
- After considering the strategies for addressing the issue, how would the team make an effective action plan for trialling in the classroom
- Would it require building capacities of a few teachers? Who would do it?
- Would you make any classroom arrangements for trial of your strategies?

Trialling and Feedback

- The PLC after chalking out an action plan, sets a time frame for trialling the plan
- In the time frame, the teachers communicate with each other giving feedback and helping each other improve

Refining and Sharing Outcomes

- There could be failures and successes in try-out; there could emerge other issues in the process- sharing in the PLC
- Would there be next round of data collection to see if students learnt more than what they knew at baseline

Session 4	15.30-1700 hrs	
Activities	Duration (Mins.)	Expected Outcome
Process of creating Professional Learning Community	90 Mins	Understand the significance of PLC in problem solving and collaborative learning Participate constructively in professional discussions with peers for effective professional learning

ACTIVITY-1: PROCESS OF CREATING PROFESSIONAL LEARNING COMMUNITY

How to conduct the activity?

Method: Group Activity

SUGGESTED STEPS

- Facilitator explains the basic concept of Professional Learning Community (PLCs) and the purpose of creating the PLCs.
- The term PLC describes a collegial group of administrators, school heads and teachers who are united in their commitment to school improvement and student learning. PLC is a way of working together, sharing ideas and being supported to update knowledge and skills. A PLC engages the entire group of professionals in coming together for learning within a supportive self-created community. The basic concept is clarified by an activity in which the groups either identify a problem and discuss with other professionals for problem-solving or debate on an issue or share the knowledge.
- Three groups are formed with 10-12 members in each group
- The group of school heads decide that they can meet for two hours on the coming Sunday for brainstorming on any problem or discussing and sharing anything new that they have learnt.
- On the day of the meeting of the PLC, the convenor of the group initiates discussion with fellow school heads to share their problems in detail and collectively discuss the issues.
- The discussion ends when valid solutions are derived to solve the problems at hand. The discussion can also include any new sharing of best practices.
- At the end of the discussion, the convener consolidates by sharing the outcomes in brief.

REFLECTIVE QUESTIONS

- What is the purpose of the formation of the Professional Learning Community?
- What will your Professional Learning Community look like (with respect to the composition) when it is implemented and begins to operate effectively?

NOTES FOR THE FACILITATOR

- The facilitator ensures that every member in the group participates. After the small group activity, the groups present the high points and the facilitator consolidates the learning from each group presentation.

KEY MESSAGES

- School has multiple stakeholders.
- Each stakeholder has a role to play/ interest in school.
- Partnership with each stakeholder is important.
- Effective method of cross learning with peers.
- School head leads to facilitate and create a culture of collaboration through PLC
- PLC provides support while simultaneously challenging the teachers and school heads to learn new practices and to unlearn old beliefs and practices.
- Ongoing Professional Learning Community provides sustained improvement in teaching and learning process in school.

DAY 5 & 6

KEY AREA-7: LEADING SCHOOL ADMINISTRATION

This Key Area focuses on the administrative and financial aspects of leading a school. It helps to facilitate the school heads in understanding administrative rules and guidelines issued by the respective state governments, as well as an understanding of school finances, budgeting and utilization of funds. While leading a school, management of physical and human resources is important and this area explores the various dimensions of effectively dealing with resources. This key area becomes significant as it also attempts to help the school heads build an effective database system, and lead school transformation with informed decision-making.

DAY-5 SESSION -1: EFFECTIVE MANAGEMENT OF HUMAN AND PHYSICAL RESOURCES

Efficiently managing resources in a school is crucial for creating a positive learning environment. This involves smartly using physical resources, such as classrooms and libraries, to meet the diverse needs of students. Planning the layout of these spaces is essential, ensuring equitable access for all, regardless of the urban or rural context of the school.

On the human side, the optimization of all the stakeholders directly related to school is equally important. Fairly distributing workloads, based on available human resources' strengths, further enhances efficiency.

Collaboration among educators is vital for fostering a supportive work culture. In a country known for its cultural diversity, schools serve as microcosms of society, and a collaborative spirit among the stakeholders is indispensable for creating an inclusive and nurturing learning environment.

Therefore, optimizing resources in schools involves thoughtful planning of existing physical spaces, material resources and proper utilization of available human resources. Collaboration among educators is key to creating an environment that encourages innovation and continuous improvement. By using both physical and human resources effectively, schools can not only meet the diverse needs of students but also contribute significantly to the overall advancement of the Indian education system.

Session 1	1000-1130 hrs	
Activities	Duration (Mins.)	Expected Outcome
Managing Human and Physical Resources: Powerpoint presentation	30	The participants learn to value the available human and physical resources as well as their effective utilization
Mapping abilities with Tasks: Group Exercise	30	
Positive thinking with limited resources: Group Exercises	30	

ACTIVITY-1: MAPPING ABILITIES WITH TASKS

How to conduct the activity?

Method: Presentation followed by small group activity

SUGGESTED STEPS

- For this session, the facilitator leads the participants through a power-point presentation, explaining the planning of human and physical resources for about 15 minutes (*Management of Human and Physical Resources ppt*). The detailed powerpoint presentation can then be handed over to the participants as a hand-out. (Annexure-14)
- The participants are then divided into small groups
- 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.
- In 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 will demonstrate the above ability to other groups and share their reasons for their decisions.

REFLECTIVE QUESTIONS

- What could be the process for ability mapping?
- What is the role of time management in meeting the challenges when faced with inadequate human resources?
- What is the role of the School head in supporting the staff in multi-tasking?

ACTIVITY-2: POSITIVE THINKING WITH LIMITED RESOURCES

How to conduct this activity?

Method: Small Group Activity

SUGGESTED STEPS

- For this activity, the facilitator divides the participants into 5/6 small groups. 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 feature film, a library for secondary school with enrolment of above 2000, a hospital, a supermarket, a restaurant or any other set-up that requires infrastructure and resources (both physical and human).
- The facilitator can also suggest the groups to create any other large set-up, or keep the suggestions to within school activities: a library, organizing a bazaar, annual day, sports function, getting school playground ready, etc.
- Once the groups are clear about what they have to build or organize, ask them to jot down the various resources that they require to make it happen. It is important for the groups to make a list against serial numbers. The facilitator can put a limit of 20-25 items that each group needs to 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 the list). For example, if the facilitator calls out number 3, then all the six groups have to strike off/delete the item number 3 in their list.
- The facilitator calls out 8-10 numbers between 1 and 25, and the groups simultaneously delete those items from the lists.
- 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 how they would create what they set out to (library, hospital etc.), with 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 up with interesting ways and alternatives for creating a library or building a hospital or organizing a seminar/fair for children. After brainstorming in small groups, one or two people from each group come and present 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 react to such situations?
- What attitude do 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.

KEY MESSAGES

- 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.

DAY-5 SESSION-2: REFLECTING ON THE SCHOOL PRACTICES: AREA OF INTERVENTION

How to conduct this activity?

Method: Reflection followed by Individual activity

SUGGESTED STEPS

- Distribute the questionnaire to the participants for reflection on various aspects of their school and for completing the questionnaire

QUESTIONNAIRE

1. I have a vision for my school (yes/no)
2. There is spaces for Team reflections and learning in my school (yes/no)
3. My school addresses the rights of the child (yes/no)
4. My School is a safe and secure place (yes/no)
5. There is a sense of collective responsibility in my school (yes/no)
6. There is a practice of child centred teaching learning in my school (yes/no)
7. Teachers are motivated to innovate in the area of teaching learning process (yes/no)
8. There is a spirit of collaboration in my school (yes/no)
9. Staff meetings is a space for team work and working towards a goal (yes/no)
10. Resistance to change is addressed through reflection and discussions (yes/no)
11. My school has established effective partnership with school and community (yes/no)
12. All stakeholders in my schools works collaboratively towards improving student learning (yes/no)
13. My school has spaces for diagnosing the learning difficulties of children (yes/no)
14. My school uses and applies data for evaluating student learning (yes/no)
15. My school teachers engage in continuous professional development activities (yes/no)
16. My school has a learning community wherein educational issues are discussed (yes/no)
17. My school has a school development plan (yes/no)
18. My school engages in reviewing and updating the school development plan (yes/no)
19. As a school leader I have a personal development plan (yes/no)
20. My school uses technology for various academic and administrative activities (yes/no)

DAY-5 & DAY-6: SESSIONS 3 and 4: CREATING SCHOOL DEVELOPMENT PLANS BASED ON ANY 1 SCHOOL'S PROFILE

Session3	1400-1700 hrs	
Activities	Duration (Mins.)	Expected Outcome
Forming groups, ideating and Group work on developing SDPs	150	The school heads think together, as a peer community, on their idea of a 'transformed' school and create a School Development Plan taking the context of school in to consideration with all its challenges and issues

Format of the rubrics (Annexure-15) and SDP (Annexure-16) as per NIEPA's guideline to be incorporated

ACTIVITY-1: CREATING SCHOOL DEVELOPMENT PLANS IN GROUPS

How to conduct the activity?

Method: Group Activity

SUGGESTED STEPS

This session takes the understanding developed in the previous session, a step forward. The facilitator shares that the groups have to now develop a School Development Plan. The activity can be guided by Module on SDP

The groups work together and share notes from the previous activity and share their learning with each other. Based on learning drawn on each key area and each day of workshop, the school heads 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. This group concretizes their vision of an ideal 'transformed' school' into workable/doable School Development Plans. The School Development Plan 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.

For doing this, the group chooses one school belonging to a group member and discusses how to transform this particular school. The question to be asked here is 'Once transformed how would the school look like? To do this activity, it is suggested that the group could use the filled in school profile that is part of preparatory exercise.

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 their 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.

REFLECTIVE QUESTIONS

- For each of the concern, what would be your transformative agenda (goals must be very specific and doable)
- For each of the concern, think of the ways you would design solutions (use the resources given to you over the last 6 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 groups 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. If possible, this session could be documented and given to participants for their use
- 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.

KEY MESSAGES

- The SDP must highlight where you want the school to reach and equally highlight how you are planning to reach there.

ACTIVITY-1: PRESENTATION OF SCHOOL DEVELOPMENT PLAN AND PLANNING AHEAD

How to conduct the activity?

Method: Individual presentation and planning

SUGGESTED STEPS

- School heads are encouraged to present the school development plan
- The State Resource Group members then explain the assignments, internships and review and feedback meetings that will be organised subsequently.

CONCLUSION

The emphatic goal of the school leadership development programme is transformation of schools. This calls for transformation of school heads from administrators to school leaders. To achieve this goal it is apparent that there is a need for a paradigm shift in the ways training programmes were organized to a more intense and sustained interaction with our prime beneficiaries-the school heads so as to bring about this transformation. This Resource Book aims to develop leadership capacities among the school heads that would equip them to meet the multifarious school challenges of the present world. It is a resource specifically to equip current school leaders to transform schools of today and prepare them to meet the challenges of new age schools. This Resource Book derives its base from the NCSL-Curriculum Framework, and is a combination of theoretical and practical resources developed for the school heads so as to enable them to apply the new knowledge and skills in their own schools. Through a number of instructional techniques like group discussions, role play, audiovisual aids and experiential learning activities, the Resource Book promises lots of opportunities for reflection and exploration of alternatives for problem solving and decision making leading to their application to the school context.

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