

# Collaborative Leadership for making Foundational Literacy and Numeracy a reality in Jammu and Kashmir

Time to study: 90 minutes.

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SCERT-KD

## **A) Introduction to the module**

Collaborative leadership is a representative leadership that includes students, families, teachers, other school staff, union representatives, HOIs, SMDC members, community partners, and community residents. The leadership team plays a decision-making role in the development of the school improvement plan, working toward both academic and non-academic outcomes. The Head of the institutes works with the school management committee heads, partners, and staff to actively integrate families and community partners into the life and work of the school. At all levels of decision, the stakeholders work together to create a shared vision and mission of foundational literacy and numeracy, and achievement of learning outcomes that drive educators, families, and members of civil society to plan the future success of the school. The dedicated SMDC members under the collaborative leadership of the head of the institution can lead the school-based needs, pedagogical needs, and assets assessment, and facilitate the alignment of school, family, and community resources for the achievement of the larger vision of foundational literacy and numeracy.

In this module, we will be discussing the different descriptions of collaborative leadership for making foundational literacy and numeracy a reality in Jammu and Kashmir. First, we shall discuss collaborative leadership and foundational literacy and numeracy separately. Next, we shall integrate the two concepts and discuss how this module contributes to creating a congenial atmosphere in the schools for the successful attainment of FLN in Jammu and Kashmir.

## **B) Objectives**

This module attempts:

- to help the readers/teachers/HOIs understand the concept of collaborative leadership roles of school heads.
- To acquaint the HOIs with the FLN mission as envisaged in NEP-2020.
- To build the knowledge, skills, and attitudes of HOIs in developing collaborations to implement the vision of FLN and vidya pravesh in Jammu and Kashmir.

### **C) Why collaborative leadership in Schools?**

Sustainable development goal 4.7 talks about universal education at the elementary level by the year 2030. The world has to collaborate to bring a deep and quality change at the core of the academic activities in the schools. The school heads as the prime movers of change are responsible to transform the schools into centers of excellence. They must contribute to the achievement of the goals while collaborating for the larger cause of quality and competency-based learning among the students. Opportunities are lost if we have no collaboration. We need to defeat the weakening forces in our work and develop a kind of inclusive environment that energizes teams, releases creativity, encourages collective decision-making, and appreciates working together to be productive and stress-free.

Collaborative leadership and practices in schools can improve school climate, strengthen relationships, and build trust and a sense of collective capacity. Trusting relationships support school transformation by helping to create nurturing and respectful environments in which caring adults, community members, and students see each other as united in working toward meeting the performance indicators. The trusting and supportive relationships built through collaborative practices also extend beyond the school and contribute to the health and safety of the broader neighbourhood.

Collaborative practices enable schools and communities to work together to strengthen and expand the curriculum and activities, such as through community-led, project-based, experiential, and service-based day experiences inside and outside of the classroom. Partnerships among HOIs, teachers, school staff, parents, and community members can also improve school conditions that directly affect student learning, such as creating a supportive and inclusive school climate, and engaging and fun pedagogy for supporting more ambitious instruction.

Collaboration between teachers, their unions, and management that includes formal structures for shared decision-making at the system level is also essential for school improvement efforts to be sustained and meaningful.

We are in the midst of learning crises at the foundational stage where our learners struggle to deal with literacy and numeracy. The crises have prompted the government to give impetus to foundational literacy and Numeracy in the new education policy 2020. A lot of key performance indicators are set to roll out a national initiative and flagship program in the name of NIPUN Bharat and Vidya-Parvesh at the pre-school level to work for the holistic development of our learners and to develop competencies like Effective Communication Involved Learning and Health and Wellbeing. This Mission is to be achieved by the year 2026 as suggested by NEP-2020.

Consequently, our HOIs as administrators, managers, inspirational leaders, and planners need to collaborate at this crucial stage to contribute as the priority stakeholders in achieving the target of FLN.

### **Shared vision:**

The right approach to take the challenge head-on is to work with a shared vision. This is the best way to develop and sustain collaborative leadership as a successful head of the institute. Watch this video for your great understanding:



<https://youtu.be/IyESvprvRbI>

## D) Time for Action

There is now more and better evidence of the importance of school, system, family, and community partnerships for student success at the elementary level as per the recommendations of NEP-2020. There are systematic strategies for planning, implementing, evaluating, and improving effective programs of family and community involvement for reaching the goal of universal, free and compulsory elementary education by the year 2030 and achieving the performance indicators of FLN by the year 2026. It is time for action.

## E) Let's reflect:

1. Do you think school-community linkages in comprehensive programs of school, family, and community partnerships are important? Why? Think and write in this new development post NEP-2020.
2. As an HOI, list some examples of student, family, school, and community-centered activities with regard to the FLN mission.
3. Who will be the other members in the system to collaborate in implementing the FLN plan and Vidya-pravesh successfully?

Write down your responses here...

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## Responses to the questions:

I hope my responses will coincide in many places with yours. I am listing my responses here.

1. If educators view children simply as students, they are likely to see the family as separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators

view students as children, they are likely to see both the family and the community as partners with the school in children's education and development.

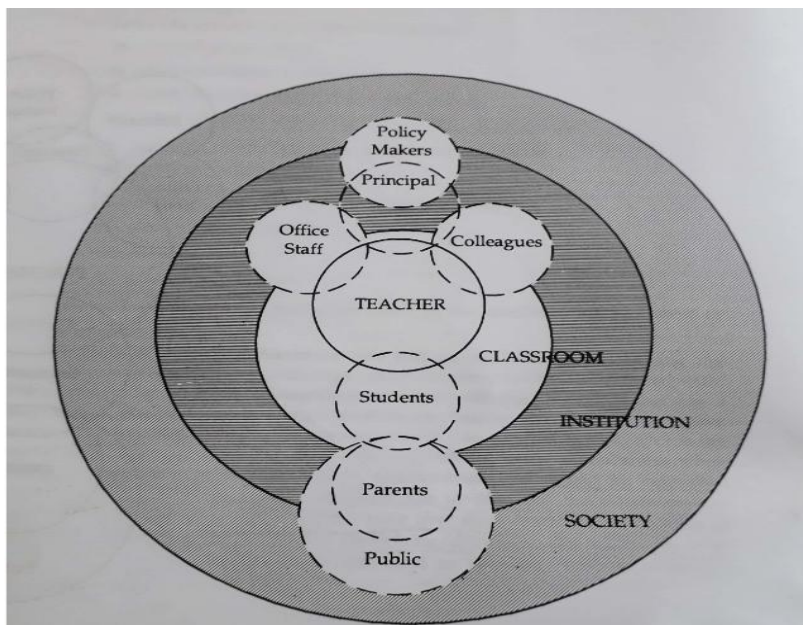
2. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students.

There are many reasons for developing school, family, and community partnerships. Partnerships can improve school programs and school climate, provide family services and support, increase parents' skills and leadership, connect families with others in the school and the community, and help HOIs with innovative ideas to work towards the collaborative vision. However, the main reason to create such partnerships is to help all youngsters succeed in school and later in life.

3. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work. Thus, collaborative leadership takes its roots to be successful in all of its endeavors.

### **F) Role of HOIs as collaborative leaders:**

Study the following mind map and infer your role as the HOI/Principal /School Leader in a school:



#### **Activity 3:**

How will you act in the light of the above mind map? Give a detailed description of the mind map and your collaboration with the different stakeholders as mentioned in the map.

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This activity needs innovative responses by the school heads to understand their roles in implementing the FLN mission in the UT of Jammu and Kashmir.

### **G) Building larger partnerships by the HOIs:**

Watch this video to understand the relations between the community and the teachers to be futuristic and successful in your goals. It will enhance your understanding of the new role of Principal/school leader/HOI after the introduction of NEP-2020.



<https://youtu.be/kin2OdchKMQ>

### **H) What is Foundational Literacy and Numeracy?**

As a dynamic and influential leader, you need to know the important interventions in Foundational Literacy and Numeracy. Attempt the following activities to gauge your level of understanding and implementation of FLN:

Activity 1

- a) What is vidya-Pravesh? At what stage is it introduced?
- b) What are foundational literacy and numeracy? By when should FLN be achieved?
- c) What kind of preparation is required for FLN? What are the FLN developmental goals?
- d) What is the FLN mission about? Who is the implementing agency for FLN?

Provide your response here.

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**Responses to the above questions:**

This is what I have to retrieve about the activity. I hope, you will have replied in the same way.

- a) Vidya Pravesh is one of the essential components of Nipun Bharat— National Mission on Foundational Literacy and Numeracy, an initiative of the Government of India. This document intends to address the developmental and learning needs of all children who enter Grade I, and who may or may not have any prior pre-school experience. It will facilitate teachers to make children’s entry into school education smooth, fearless and joyful.
- b) The school preparation programme is suggested to be designed and implemented for the initial three months of Grade I which can be transacted for four hours per day. It follows a play-based pedagogy and promotes experiential learning with an emphasis on the use of developmentally appropriate activities and local play materials. Conscious efforts have been made to ensure the role of parents and the community in the growth, development, and learning of children through this module.
- c) Generally reading and writing are considered literacy. But it includes many skills and abilities such as understanding, thinking, and expressing besides numeracy. It is important to

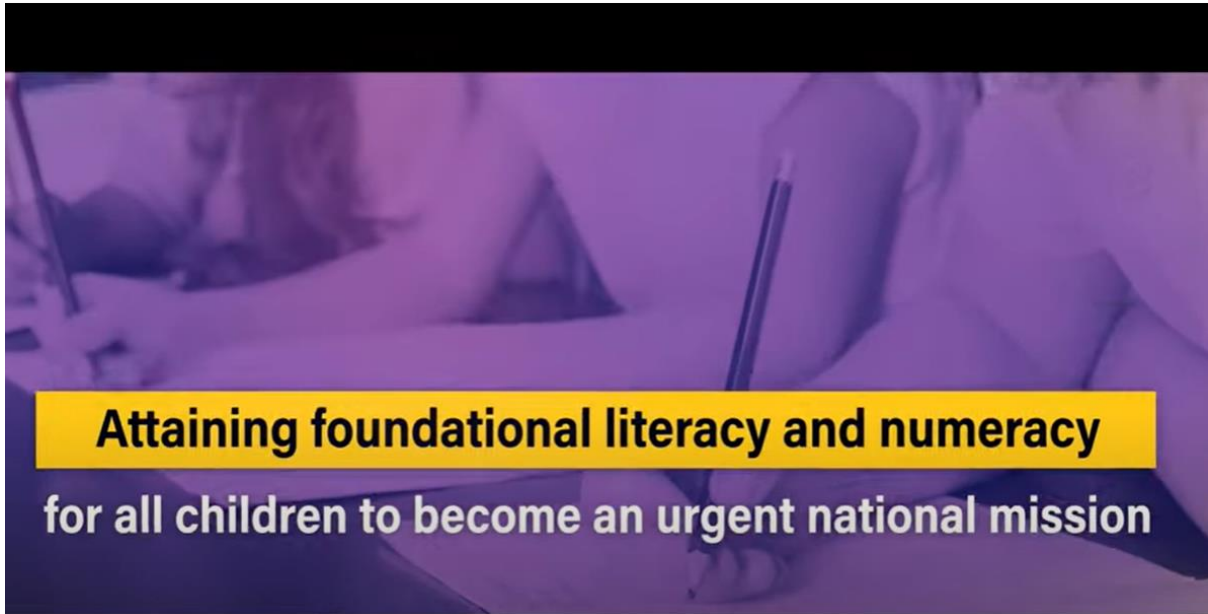
think logically, solve problems, and use the four basic operations in mathematics suitable to the context. This must be achieved by children by the end of class 3. By 2026 all children in the country should be able to read and write. Children must have the readiness required for reading and writing. They are lagging in foundational literacy skills due to a lack of proper reading and writing readiness. Also, children should be made aware of the basic concepts of numeracy, and the mathematics program has three development goals. Developmental Goal One is for Children to maintain good health and well-being. To provide experiences for physical and motor development, socio-emotional development, nutrition, safety, hygiene, and sanitation. Developmental Goal Two is for Children to become effective communicators. To build the foundations for language and literacy. Developmental Goal Three is for Children to become involved learners and connect with their immediate environment. To build foundations of numeracy, and provide direct experience and interaction with the physical, social, and natural environment.

- d) The Ministry of Education, Government of India has launched a Foundational Literacy and Numeracy (FLN) Mission and provided guidelines to build literacy and numeracy skills among children at the foundational stage. The program will be implemented in the mission mode. The Foundational Literacy and Numeracy mission is about building foundational literacy and numeracy skills among children in the 3-9 years age group. The Ministry of Education, Government of India has launched a Foundational Literacy and Numeracy (FLN) mission and provided guidelines to build the desired literacy and numeracy skills in children at the foundational stage. The Department of School Education and Literacy, Ministry of Education (MoE) is the implementing agency at the national level and FLN is headed by a Mission Director.

## **I) How can we attain FLN as School Heads?**

Watch this video for reinforcement of your existing knowledge and more understanding of FLN and its implementation:





<https://youtu.be/gzcnrKlasSU>

After watching the video respond to the following activity 2:

Activity 2

How FLN will be implemented? Who else has a role in the implementation of the FLN Mission?

What is the aim of the FLN Mission? What is the purpose of the FLN Mission? Why do we need FLN?

What is your understanding of this activity as an HOI? Write in detail.

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**The responses to the questions:**

Here, I am recording my understanding of the concept.

FLN is a national-level program and it is a five-tier implementation mechanism, which will be set up at the National- State- District- Block- School level in all the States and UTs. There are many others such as SCERTs, DIETs, BRCs, CRCs, NGOs, SMCs, Community and Parents,

volunteers, and private schools that have an important role in the implementation of the FLN Mission. You can read the module and try to reflect on what role you and your teachers can play in achieving the aims and objectives of the FLN Mission

The FLN Mission aims to enable all children to read and respond with comprehension; independently write with understanding; understand the reasoning in the domains of number, measurement, and shapes; and become independent in problem-solving. The purpose of the FLN mission is to ensure that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade-III, and not later than Grade-V, by 2026.

Foundational learning is the basis of all future learning for a child. Not achieving basic foundational skills of being able to read with comprehension, writing, and doing basic mathematics operations, leaves the child unprepared for the complexities of the curriculum beyond grade 3. Recognizing the importance of early learning, the National Education Policy 2020 states that "Our highest priority must be to achieve universal foundational literacy and numeracy in primary schools by 2026-27. This points to a huge integration and solidarity at all levels.

## **Collaborating of HOIs with the community activities to reach the goal:**

Encourage the cooperation of schools, families, community groups, organizations, agencies, and individuals. The connections can be mutually beneficial:

- Community resources may help schools, families, and students.
- Educators, parents, and students may help their communities. Like families and schools, communities have significant roles to play in the education, development, and well-being of students.
- Within communities, there are many resources-human, economic, material, and social that may support and enhance home and school activities to achieve FLN. Active parent organizations, advisory councils, or committees.
- Independent advocacy groups to lobby and work for school reform and improvements.
- District-level councils and committees for family and community involvement.
- Information on school or local elections for school representatives.
- Networks to link all families with parent representatives.

The above activities identify and integrate community resources in many different ways to improve schools, strengthen families, and assist

students to succeed in school and life and be proficient in numeracy and literacy at the desired level.

**The following activities in our schools as school leaders can go a long way in the direction of FLN achievement:**

1. Encourage students to contribute skills and talents to enliven and assist a community organization, senior citizens, working of a health center, ICDS center, any vocational center, horticulture, and agriculture-related tasks in a particular society. The students, teachers, and families gain new knowledge about the working of different departments in their social circle, their neighbors, and students apply school skills to real-world situations.

2. School can arrange a partnership with a community organization to provide hands-on active learning experiences to help students increase their reading and math skills. In this program, the community organization helps the school, students, and families by providing out-of-school experiences that stress the importance of school skills.

**J) Outcome of collaborative leadership to achieve FLN mission:**

Let's watch this video:



<https://youtu.be/JPl6Kcu1Zc0>

**Activity**

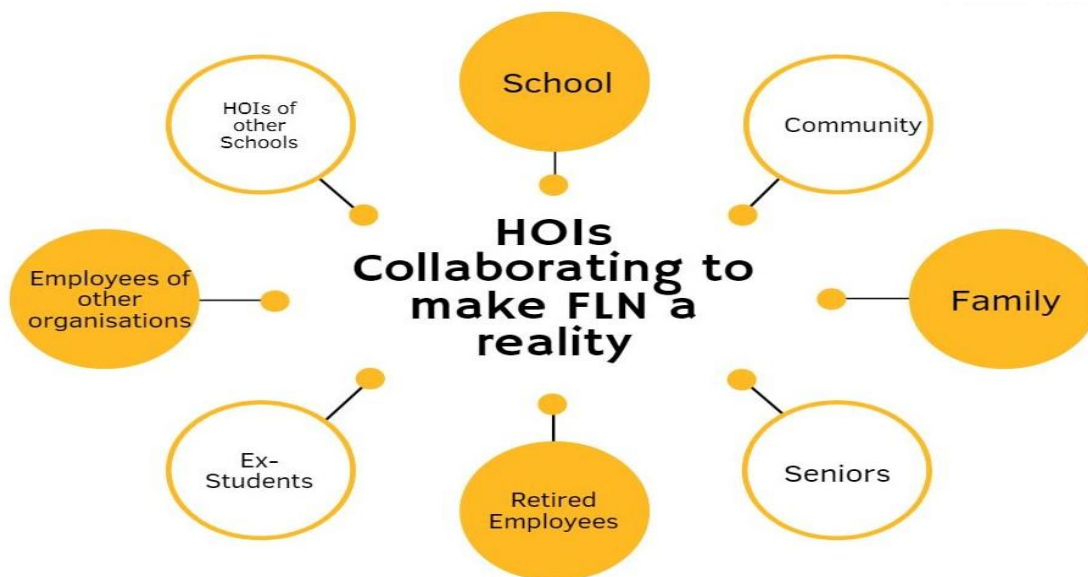
List all understanding of the collective efforts to reach the goal of FLN after watching the video:

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Some of the suggestive ideas for community partnerships are:

- A dynamic HOI in collaboration with the community can think of hundreds of activities to connect schools, students, families, and other stakeholders.
- Some schools begin by creating a community portrait (Community Portrait is a population study) to identify the programs and services in their communities that schools, families, and students may use.
- Some tap business and community partners to design and implement big programs (e.g., afterschool programs) or projects (e.g., creating a new playground).
- Other schools work with specific organizations to help reach school goals, including improving student achievement or increasing student service to others.

### **K) Making NIPUN Bharat Mission a reality in the UT of Jammu and Kashmir:**



**Reflective Questions:**

1.As an innovative school leader, how will you create opportunities for collaboration in your area of influence? Reflect and recommend some innovative action steps.

2.The foundational literacy and Numeracy is an open challenge for school leaders to achieve by the year 2027. What activities do you suggest for your teachers and students in addition to their classroom business to achieve the desired targets? Think and suggest some workable measures.

Write your response here:

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I have attempted my responses and action steps here. See, how much we think along the same lines.

A Community Partnership encourages intergenerational understanding and provides opportunities for students and senior citizens to learn about each other’s unique life experiences, skills, needs, and responsibilities. To achieve our goal, a team of teachers, parents, retired employees, employees of other organizations, HOIs in and around the cluster, and the community at large brainstorm ideas that would:

(a) Give seniors the chance to share their knowledge and experiences with students and become more active in the community, and

(b) Offer students a unique educational experience and demonstrate the importance of community service. An action team can be nominated for partnerships and can be given the responsibility of identifying purposeful connections between students and the community at large to think innovatively in putting their efforts into achieving the target of FLN. The HOI as a collaborative leader should tour the homes, meet his staff and residents, and agree upon the specific projects they want to sponsor in their classes. The action team also can develop a connection with the

active social organizations and seek their guidance, support, and coordination in brightening the working environment of the institution.

c) The HOI can develop social and electronic media connections with society and publish newsletters sharing information with all the parents/community about the activities and goals of partnerships in the school. The children of all levels at the elementary level should be provided opportunities to interact with the senior citizens and community members to give them confidence and exposure to be effective communicators.

***Student involvement for more meaningful and result-oriented skill development about FLN mission:***

- Allow your fifth class to visit each month for a pre-planned "knowledge share." For example, for one month, for their communication skills and Numeracy skills, students interview some seniors about their experiences during their active service and talk about math-related issues at their level.
- The students record notes that are related to topics of the classroom curriculum. The students also attended several school assemblies and other cultural and musical performances.
- The monthly meetings for parents at your school can assist in solving problems in the school or outside for the smooth functioning of the institute.
- The student interested in art can highlight their projects on a special bulletin board at school. The school program coordinator can volunteer at the school once a month and take the role of any of the school functionaries and act professionally to gain experience, knowledge, and skills in the trait.
- A learning resource center can be created and students can voluntarily donate books along with teachers and others in collaboration to develop a culture of reading and recreation together.
- The community service projects for the students of the school can be highly experiential students and will guide them to acquire the desired skills and concepts informally. So, collaborating with the community can prove beneficial for seniors, families, school staff, community members, and, most important, the students of the school.

**Hands-on learning to Increase Math and Reading Skills by the students in the school:**

- Collaborative teams can be created to use community resources to reinforce students' Literacy and Numeracy skills.

- The student partnerships can be used to develop numeracy and literacy clubs on the school premises. Students in literacy and numeracy classes can often visit the club to do projects after school.
- On different occasions, Officers of the department can schedule visits to the students.
- Suggestions by the visiting officers for developmental partnerships with the club to improve students' math and reading skills can be worked out. Students understood how they would use math and reading every day in the real world, and the purpose of going to school and learning would be more meaningful.

Therefore, the planned program with the students would engage them in hands-on activities to strengthen math and reading skills. Each day a group of 10 students visits the club. Students learn how to read a set of directions to build a model boat/house, set a measured course up the river/canal, and measure wood to design a chair.

They visit a school for students with special needs, visit the SDM/DCs office, and observe the types of jobs available to people with a good education.

Only a student should be selected for attending the club to participate who maintains good attendance, a positive attitude, average or better grades, a teacher's recommendation, and a parent willing to visit the special club for extra skill achievement of their wards.

## **L) Summary**

In this module, we discussed the collaborative leadership integrated with the role of the head of the institutions in order to achieve the Foundational Literacy and Numeracy (NIPUN Bharat mission) by introducing Vidya-Praveshat the pre-school stage and NIPUN guidelines in classes one to three. We have included some reflective questions and videos for the deep learning of the concept. We hope that you will produce your own innovative ideas as school heads in order to make the mission successful so that universal FLN is achieved as per the deadlines.

## **M) Assessment of Learning:**

a) The FLN mission is to be achieved by the year 2026. What are the suggestive measures that you need to take to implement FLN in your institute?

b) What is your understanding of Vidya-Praveh as an HOI? Write in detail.

c) Give an example/case study to describe the shared vision as one of the special traits of a collaborative leader?

d) Social and electronic media has an important role in public awareness about the NIPUN Bharat Mission. How will you use the media to successfully achieve the goal?

<b>Time Slot</b>	<b>Theme</b>	<b>Duration</b>
<b>Module: Collaborative Leadership for Making FLN a Reality in J&amp;K</b>		
10:00 - 11:00	Why Collaborative Leadership in Schools?	60 min
11:00 - 11:10	Energizer	10 min
11:10 - 12:00	Role of HOIs as Collaborative Leaders	50 min
12:00 - 01:00	Foundational Literacy & Numeracy	60 min
1:00 - 2:00	BREAK	60 min
2:00 - 3:00	Collaborating of HOIs with Community	60 min
3:00 - 4:00	Making NIPUN Bharat Mission in J&K	60 min

**N) Schedule for training:**

**o) Sources:**

Preparing teachers and developing school leaders for the 21<sup>st</sup> century.(Edited by Andreas Schleicher)  
 Programme on school leadership and management PSLM.(NCSL NEIPA)  
 Notes from Professor CharuMalik.(NCSL NEIPA)  
 Seven Habits of highly effective people. (Stephen Covey)  
 Organizational Behaviour. (Stephen Robins)  
 Basic information on Epstein’s 6 types of involvement  
 Education for sustainable development document by MOE.  
 Vidya Pravesh Module.  
 NIPUN Bharat guidelines.  
 NEP-2020  
 SARTHAQ-1  
 NISHTHA Module on FLN



