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| **School Leadership Academy, Nagaland**  |
| **Case Study** |
|  **Collaborative Responsibility** |

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|  **Smt. R. Mhonlumi Yanthan, Vice Principal**  |

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**Collaborative Responsibility**

**Key Area-6: Leading Partnership**

**INTRODUCTION**

This Case Study presents the challenges faced by serving school leaders in Nagaland. The Case study is linked to one of the Key Area given in the Handbook for 30 Days School Leadership Development Programme developed by NCSL, NIEPA, New Delhi. The case study describes a problem faced by the school and the strategies used by the School Head to resolve it.

**SCHOOL PROFILE**

**Name of School Head:** Smt. R. Mhonlumi Yanthan, Vice Principal

**School Name:** GHSS Wokha

**Location:** Wokha, Nagaland

**Phone Number:** 9366297230

**Email Id:** ghsswokha612@gmail.com

**School Data for Academic year 2023-24**

**Number of students in Secondary** 231

**Number of students in Higher Secondary** 357

**Total Number of Students** 538

**Number of Teaching Staff** 47

**Number of Non-teaching Staff** 18

**The Present Scenario of the School**

**Strengths:**

Apart from academic lessons, the students have the opportunity to be part of different clubs in the school. The school has NCC, Eco Club, Music Club etc. the school also has a very spacious reading room with varieties of books available for the students to read whenever they want. The school is located in the middle of Wokha town which makes accessibility convenient for everyone.

**Weaknesses:**

One drawback of the school is that the school building is very old and is in dire need for a new building. The school building being very old portrays a poor image of the school.

**Opportunity:**

When the school fees in private schools are skyrocketing ever year, education is free in government schools, which acts as a catalyst to attract more students.

**Threat Analysis:**

Parents prefer private schools rather than government schools for their children’s education, which is a major challenge and threat for the institution.

**PROBLEM: Poor Performance of Class 12 students**

After the midterm exam in GHSS Wokha, the Vice-Principal, Mhonlumi Yanthan, flipped through the progress cards of the students and was alarmed to see the poor performance of Class 12 students. It worried her so much that she investigated further and found out that even the attendance of the students have dropped dramatically. Her instinct was that this was linked to their lack of home study habits and lack of monitoring at home. She realized that this was a problem she alone will not be able to solve. Hence, she decided to collaborate with the SMDC members and the teachers of her school to find ways to understand the cause of the poor performance of the students and also to find ways to improve the learning of the students.

**INTERVENTION**

The Vice-Principal, Mhonlumi Yanthan decided to talk to the SMDC members and the teachers, for which she called for a meeting on a Saturday afternoon which is half working day for the school. In the meeting she shared her observations and concerns about the performance of the students in class 12. She also requested the support of the SMDC and teachers to get more information about the students. The meeting was very successful as the SMDC members and the teachers agreed to support her plan of action to improve the performance of the students. Her plan of action had two things to do.

The two things were:

1. **Requested teachers to sit one-on-one with the students of class 12 and understand their backgrounds and the impact that this may have on their studies.**
2. **Talk to the parents/guardians to understand about the study habits of the students at home and the support the parents were providing to the students.**

The teachers on the advice of the school head had one-on-one talk with the students after class hours to understand the backgrounds of the students. The teachers also contacted the parents/guardians through phone and also visited to the homes of the students along with the SMDC members to understand the study habits of the students at home and the support the parents/guardians were providing to the students.

Through this exercise the Mhonlumi Yanthan found out that most of the students were staying with their guardians and they did not maintain any study hour at home. She also understood that in the diverse landscape of education, no two learners are the same. Students bring unique abilities, challenges and backgrounds to the classroom.

To ensure equitable learning experiences and better learning outcomes, Mhonlumi Yanthan decided to conduct case studies of four different types of learner from Class 12 and mentor them in partnership with the teachers and parents/guardians.

1. **Slow Learner:** Nchum lives with his sister since his parents live in Akuk village far away from Wokha town. He is a slow learner. He is regular and disciplined in the school but he takes time in understand lesson concepts. His foundation is good as he studied from classes 2-8 in Dimapur in a private school. However, he doesn’t maintain a study timetable. His normal practice was to just spend few minutes studying so that he can spend more time playing mobile games
2. **Average Learner**: Abeni is an orphan who lost her mother when she was eight months old and then her father in 2020. She lives with her paternal aunt along with her elder brother. She is smart and learns fast but according to her she forgets easily. She looks after household work. Her aunt is not able to give time to guide her in her studies.
3. **Fast Learner**: Zuchobeni is a smart student who is good at her studies. Her favourite subjects are Political Science and History. She lives with her step sister with whom she shares a good relationship. She loves to take part in activities. Her parents live in Lakhuti Village. She maintains a study hour every day however, she makes careless errors while writing.
4. **Differently-abled Learner**: Yithenbeni is an introvert who takes time to reply. She is shy and passive. She is good at her studies but her handwriting is poor and does not speak fluently. She cannot use her right arm and leg properly since birth and her eyesight is also affected.

 **THE OUTCOME**

Mhonlumi Yanthan shared her findings with the respective subject teachers and parents/guardians and requested for their support and feedback. The mission took flight!

**Action in the School:**

For slow learners in the school Mhonlumi Yanthan introduced personalized learning plans based on individual assessment. Dedicated mentors from the teachers were assigned for regular one-on-one sessions, focusing on breaking down complex topics and reinforcing fundamental concepts. The outcome of this intervention was that there was significant improvement in comprehension and increased participation in school activities by the students.

For the average learners, the vice principal adopted a differentiated instruction approach where the teachers were advised to integrated group activities in all the subjects and use different methods of teaching with hands on activities in the classroom. The outcome of this approach was that there was significant improvement in academic performance.

 For the fast learners she provided enriched learning opportunities beyond the standard curriculum and textbook. For this she instructed the teachers to encourage the students to undertake independent projects and also paired fast learners with other learners for peer support and peer learning where the fast learners would acts as a mentor to the slow or average learners. The outcome of the action led to the development of critical thinking and knowledge sharing among the students which further improved the overall performance of the students not only in class 12 but also in the whole school.

 For the differently-abled students, Mhonlumi Yanthan directed the teachers to conduct assessment to determine individual needs and preferences of the students. Based on their findings the teachers were asked to ensure accessibility through adaptive technology like using calculators in mathematics, audio-visual aids and Teaching Learning Materials relevant to the subject and give a little extra time and attention to students with learning disability. The outcome of this action was that the students improved their confidence and in learning their lessons.

**Action at Home:**

The parents/guardians were briefed about their child and requested them to support in maintaining study time at home and provide whatever support they can as most of the parents and guardians were economically poor and uneducated.

**CONCLUSION**

School leaders should be able to work in partnership with all the stakeholders in education because managing a school is not one man army. The initiative taken by Mhonlumi Yanthan, Vice principal of GHSS, Wokha brings out the quality of an effective leader working in collaboration with her staff and community. Her actions not only improved the performance of the students but also brought the stake holders together to actively participate in the education of the children. 21st century School Leaders should be proactive with ability to work with others even if the situation is unfavourable like uneducated parents.

**Reflective Questions:**

* If you were Mhonlumi Yanthan, what would you do next?
* You have data and have analyzed it to see that there are clear patterns of data related to each learner type. How do you now scale this pilot into a whole class strategy? What are the steps you need to take?
* Plan and execute your mentoring strategy and how to implement this by partnering with different stakeholders and how to track the impact of your strategy on the students’ performance.