As per the National Education Policy 2020 Tripura constituted 126 school complexes covering 1440+ Schools in two Districts, Dhalai (only Aspirational District) and South. The process is going on to expand and the formation of complexes in the other remaining Districts. SLA Tripura has taken the initiative to build the capacity of the complex leaders. The following is a module prepared by Partha Pratim Acharya, Co-ordinator, SLA and OSD, SCERT, Tripura. For the help of the facilitator some attachments are also given with the module.

Module: School Complexes and Their Role as School Complex Leaders

Duration: 2 Hours

Objective:

To equip Headmasters (HMs) with the knowledge and skills to effectively lead school complexes, ensuring a collaborative and resource-sharing environment that aligns with the guidelines of the National Education Policy (NEP) 2020.

Agenda:

1. **Introduction to School Complexes (15 minutes)**
   o Definition and significance
   o Structure and composition
   o NEP 2020 guidelines on school complexes
2. **Role and Responsibilities of School Complex Leaders (20 minutes)**
   o Leadership and governance
   o Building and managing School Complex Management Committees (SCMCs)
   o Collaboration and resource sharing
3. **Benefits and Challenges of School Complexes (20 minutes)**
   o Advantages of school complexes
   o Common challenges and solutions
   o Case studies and best practices
4. **Evidence-Based School Review Practices (30 minutes)**
   o Differentiating evidence from supposition
   o Methods of evidence collection: Learning walks, classroom observations, stakeholder interviews, and document reviews
   o Triangulation of evidence
5. **Interactive Activities and Role Play (35 minutes)**
   o Group discussion and role play: Conducting school reviews
   o Mock interviews with stakeholders
   o Rating and debriefing sessions

Detailed Content:

1. Introduction to School Complexes (15 minutes)

- **What is a School Complex?**

- o A cluster of geographically proximate schools that collaborate to share resources and support each other.
- o Each state/district may have its own model for school complexes.
- **Structure and Composition:**
  - o Comprised of primary, middle, secondary, and higher secondary schools.
  - o Usually, these schools are within walking distance of each other.
- **NEP 2020 Guidelines:**
  - o Emphasizes the importance of school complexes for resource sharing and providing a continuous education journey from primary to higher secondary.

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2. Role and Responsibilities of School Complex Leaders (20 minutes)

- **Leadership and Governance:**
  - o Coordinating between schools within the complex.
  - o Ensuring effective communication and collaboration.
- **Building and Managing SCMCs:**
  - o Composition: School heads, teacher representatives, local community members, and parents.
  - o Roles: Governance, monitoring support, and fostering innovation.
- **Collaboration and Resource Sharing:**
  - o Sharing teachers, labs, sports facilities, and other resources.
  - o Organizing joint training sessions and professional development.

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3. Benefits and Challenges of School Complexes (20 minutes)

- **Advantages:**
  - o Enhanced resource utilization.
  - o Improved student outcomes through shared expertise.
  - o Strengthened community engagement.
- **Challenges:**
  - o Coordination difficulties.
  - o Uneven distribution of resources.
  - o Resistance to change.
- **Case Studies and Best Practices:**
  - o Examples of successful school complexes.
  - o Strategies for overcoming common challenges.

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4. Evidence-Based School Review Practices (30 minutes)

- **Differentiating Evidence from Supposition:**
  - o Evidence: Specific, objective facts.
  - o Supposition: Beliefs held without proof.
- **Methods of Evidence Collection:**
  - o **Learning Walks:** Observing school premises and activities.

- o **Classroom Observations:** Focusing on student engagement and learning.
- o **Stakeholder Interviews:** Engaging with students, teachers, parents, and community members.
- o **Document Reviews:** Analyzing school records and student work.
- **Triangulation of Evidence:**
  - o Combining data from multiple sources to ensure accuracy and reliability.

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5. Interactive Activities and Role Play (35 minutes)

- **Group Discussion and Role Play:**
  - o Form groups to simulate school review processes.
  - o Assign roles: interviewers, students, teachers, and parents.
  - o Conduct mock interviews and gather evidence.
- **Mock Interviews with Stakeholders:**
  - o Practice asking open-ended questions and follow-up inquiries.
  - o Focus on understanding school practices rather than fault-finding.
- **Rating and Debriefing Sessions:**
  - o Observe and rate classroom activities.
  - o Debriefing: Discuss findings and determine ratings based on evidence.

Materials Needed:

- Handouts: NEP 2020 guidelines, School Complex structure, SCMC roles, evidence collection methods.
- Role play scripts and scenarios.
- Rating booklets and checklists.
- Flipcharts, markers, and sticky notes for group activities.

Conclusion:

- Recap key points.
- Address any questions or concerns.
- Provide additional resources for further learning.

Follow-Up:

- Schedule a follow-up session to address implementation challenges.
- Encourage participants to share their experiences and insights on an ongoing basis through a WhatsApp group or similar platform.

Role of the Resource Person for Conducting the Training on School Complex Leadership
Overview
The resource person for this training session plays a crucial role in guiding school complex heads through understanding and implementing the concept of school complexes. This individual is responsible for delivering the training content effectively, facilitating discussions, and ensuring that the participants leave with a clear understanding of their roles and responsibilities.
Responsibilities

1. **Preparation and Planning**

   o **Understand the Module Content:** Thoroughly review and understand the module content, including objectives, key messages, and activities.

   o **Customize Training Materials:** Adapt the training materials to suit the specific needs of the participants, considering the local context and any unique challenges faced by the school complexes.

   o **Create a Training Schedule:** Develop a detailed schedule that outlines the flow of the session, including time allocations for each activity and discussion.

2. **Facilitation of Training Sessions**

   o **Introduction and Orientation:**

     ▪ Welcome the participants and introduce the objectives of the training session.

     ▪ Provide an overview of the module and explain the structure of the session.

     ▪ Establish ground rules and expectations for participation and engagement.

   o **Delivery of Content:**

     ▪ Present the theoretical aspects of school complexes, including their purpose, benefits, and governance structure as outlined in the NEP 2020.

     ▪ Explain the roles and responsibilities of school complex leaders and the School Complex Management Committee (SCMC).

   o **Interactive Activities:**

     ▪ Facilitate interactive activities such as evidence and supposition exercises, role-playing interviews, and classroom observations.

     ▪ Guide participants through reflective discussions and group activities to reinforce learning.

   o **Triangulation and Evidence Collection:**

     ▪ Demonstrate methods of evidence collection and the importance of triangulation in assessing school performance.

     ▪ Lead practical exercises on collecting and analyzing evidence from various sources.

3. **Engagement and Support**

   o **Encourage Participation:** Foster an inclusive environment where all participants feel comfortable sharing their thoughts and experiences.

   o **Address Questions and Concerns:** Be attentive to participants' questions and provide clear, concise answers. Offer support and clarification on complex topics.

   o **Provide Feedback:** Offer constructive feedback during activities and discussions to help participants understand key concepts better.

4. **Assessment and Evaluation**

   o **Monitor Progress:** Continuously assess participants' understanding through observations and interactions during activities.

   o **Debriefing Sessions:** Conduct debriefing sessions after each major activity to consolidate learning and address any misunderstandings.

   o **Summarize Key Points:** At the end of the training, summarize the key points covered and highlight the next steps for implementation.

5. **Post-Training Support**

   o **Resource Sharing:** Provide participants with additional resources, reading materials, and contact information for further support.

   o **Follow-Up:** Plan follow-up sessions or check-ins to ensure participants are applying what they have learned and to address any ongoing challenges.

Skills and Competencies

- **Subject Matter Expertise:** Deep understanding of the NEP 2020, school complex structures, and educational leadership.

- **Training and Facilitation Skills:** Ability to deliver engaging and effective training sessions, facilitate discussions, and manage group dynamics.

- **Communication Skills:** Excellent verbal and written communication skills to convey complex information clearly and concisely.

- **Interpersonal Skills:** Ability to build rapport with participants, create a supportive learning environment, and address diverse perspectives and needs.

- **Problem-Solving Skills:** Aptitude for addressing questions, resolving conflicts, and adapting the training to meet participants' needs.

The resource person plays a pivotal role in ensuring the success of the training session for school complex heads. By effectively preparing, facilitating, and supporting the participants, the resource person helps empower school leaders to implement the school complex model and drive continuous improvement in their educational communities.

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