ANNUAL PEDAGOGICAL PLAN FOR LEADING LEARNING

SCHOOL NAME	:	**CHHOTU RAM PUBLIC SCHOOL**
ADDRESS	:	**MAIN ROAD, BAKHTAWARPUR, DELHI-110036**
AFFILIATION NUMBER	:	**2730660**
SCHOOL CODE	:	**85076**
UDISE NUMBER	:	**07010300406**
REGION	:	**DELHI WEST**
CLUSTER	:	**XX**
NAME OF PRINCIPAL	:	**HARENDER KUMAR YADAV**
Email ID (Principal)	:	**hyadav.kumar@yahoo.com**
Email ID (School)	:	**crpsdelhi@yahoo.com**
ACADEMIC SESSION	:	**2024-25**

COMMITTEE MEMBERS OF THE ANNUAL PEDAGOGICAL PLAN

SL. NO	NAME OF THE MEMBERS	DESIGNATION
1.	MR. HARENDER KUMAR YADAV	PRINCIPAL
2.	MS. JYOTI DALAL	CO-ORDINATOR
3.	MR. PUSHPENDRA MEENA	PGT
4.	MS. DIVYA KAPOOR	TGT
5.	MS. GEETIKA PARVANDA	TGT
6.	MS. RASHI	TGT

VISION STATEMENT OF THE SCHOOL:

- ✦ To recognize and to bring forth the hidden potentialities of our students for an all-round development of their personality

- ✦ Innovation is given primary importance and is practiced by encouraging students to participate in various competitions.

- ✦ All round development of personality is being given more importance by encouraging them to participate in sports, art, literary works, drawings etc.

❖ BASIC INFORMATION OF SCHOOL / CULTURE OF SCHOOL

The establishment comes under Delhi District North-West, Block Alipur, DDE Zone-IX, Shalimar Bagh and is active in the field of education since 1993. The establishment is giving continuously100% result in Secondary School Examination since 2013 and 100% result in Senior School Examination since 2018.The establishment has been built in approx. 02-acre land equipped with all facilities essential for the better physical as well as mental development of a child.

❖ VISION / MISSION / FOCUS OF SCHOOL

The establishment works on to give visibility to the competencies and contribution of young children in a way that challenges us to move beyond traditional checklists. The establishment deepens engagement with families as partners in their children's learning. The establishment values, promotes and celebrates respect for diversity, equity and inclusion. The establishment engages educators in thinking about environments, experiences, and the daily life of the classroom in ways that will challenge and meet up with children's lively minds. The establishment avails the environment in which educator and pupil study and articulate play and inquiry as learning, the sole motto of the establishment is to develop a culture of reflective practice so that professional development happens day after day in the classroom as the establishment works with children and each other.

❖ SCHOOL PLANNER 2024

CLUB ACTIVITIES

"MARY-COM CLUB"		
12 APRIL 2024	:	KABADDI
27 APRIL2024	:	PRIMARY ATHLETIC MEET
10 MAY 2024	:	VOLLEYBALL
06 JULY 2024	:	THROWBALL
02 DECEMBER 2024	:	ANNUAL SPORTS DAY
02-07 DECEMBER 2024	:	FIT INDIA WEEK

"EINSTEIN CLUB"		
25 APRIL 2024	:	MALARIA SANRAKSHANA
20 JUY 2024	:	LET'S KNOW ABOUT ENVIRONMENT
02-07 SEPTEMBER 2024	:	NATIONAL NUTRITION WEEK
09 NOVEMBER 2024	:	INTERNATIONAL SCIENCE DAY
31 DECEMBER 2024	:	ANNUAL EXHIBITION

"RAMANUJAN CLUB"		
26 APRIL 2024	:	WORLD INTELLECTUAL PROPERTY DAY
15 JULY 2024	:	WORLD YOUTH SKILL DAY
21 OCTOBER 2024	:	CELEBRATION OF MIND ACTIVITIES
16 - 21 DECEMBER 2024	:	GANIT WEEK
31 DECEMBER 2024	:	ANNUAL EXHIBITION
AS PER CBSE GUIDELINES	:	ARYABHATTA GANIT CHALLANGE

"LINGUISTIC CLUB"		
16 APRIL 2024	:	JUST A MINUTE
23 JULY 2024	:	STORY ENACTMENT
26 OCTOBER 2024	:	AD-MAD-SHOW
21 JANUARY 2025	:	SPELATHON

"ECO CLUB (GREEN LAND)"

22 APRIL 2024	:	EARTH DAY CELEBRATION
05 JUNE 2024	:	POSTER MAKING COMPETITION
13 AUGUST 2024	:	TREE PLANTATION DRIVE
28 OCTOBER 2024	:	SAY NO TO FIRE CRACKERS CAMPAIGN
31 DECEMBER 2024	:	ANNUAL EXHIBITION

"KALADEERGHA"

15 APRIL 2024	:	WORLD ART DAY
06 JULY 2024	:	POSTER MAKING COMPETITION
24 AUGUST 2024	:	ACTIVITIES FOR JANMASHTAMI
05 OCTOBER 2024	:	BEST OUT OF WASTE
27NOVEMBER 2024	:	RANGOLI COMPETITION
13 DECEMBER 2024	:	PAINTING COMPETITION
21 DECEMBER 2024	:	ACTIVITIES FOR CHRISTMAS
31 DECEMBER 2024	:	ART EXHIBITION

"MINILAND & STARLAND"

01 APRIL 2024	:	WELCOME PARTY
12 APRIL 2024	:	BAISAKHI CELEBRATION
06-27 APRIL 2024	:	COLOURS DAY
11 MAY 2024	:	MOTHERS' DAY CELEBRATION
06-27 JULY 2024	:	HEALTHY WEEK (EVERY SATURDAY)
29 JULY 2024	:	NATIONAL TIGER DAY
14 AUGUST 2024	:	INDEPENDENCE DAY
17 AUGUST 2024	:	RAKSHA BANDHAN
24 AUGUST 2024	:	JANMASHTMI CELEBRATION
07 SEPTEMBER 2024	:	GANESH CHATURTHI
14 SEPTEMBER 2024	:	RHYMES/STORY TELLING COMPETITION
09 OCTOBER 2024	:	RAMLEELA PLAY
30 OCTOBER 2024	:	DEEPAWALI CELEBRATION
09 NOVEMBER 2024	:	SPORTS DAY
14 NOVEMBER 2024	:	GRAND PARENT'S DAY
23 NOVEMBER 2024	:	FANCY DRESS COMPETITION
24 DECEMBER 2024	:	CHRISTMAS CELEBRATION
13 JANUARY 2025	:	LOHRI CELEBRATION

"LIBRARY"

20 APRIL 2024	:	SLOGAN WRITING AND POSTER MAKING
13 MAY 2024	:	BUILDING THE STORY PYRAMID
11 AUGUST 2024 MAKING	:	LIBRARY FOUNDATION WEEK/BOOK COVER AND COLLAGE
12 OCTOBER 2024	:	ESSAY COMPETITION 'WHY I LOVE MY LIBRARY?'
17 NOVEMBER 2024	:	NATIONAL LIBRARY WEEK/BOOK REVIEW
23 DECEMBER 2024	:	KNOW YOUR AUTHOR/TRAIN JOURNEY IN SCHOOL JOURNEY

"NATRAJ CLUB"

APRIL 2024	:	SOLO SINGING COMPETITION
JULY 2024	:	LIGHT AND DEVOTIONAL SONGS
AUGUST 2024	:	PATRIOTIC GROUP SINGING COMPETITION
OCTOBER 2024	:	FOLK SONG SINGING COMPETITION
NOVEMBER 2024	:	INDIAN CLASSICAL MUSIC COMPETITION
DECEMBER 2024	:	INSTRUMENTS PLAYING COMPETITION

❖ PROMOTION OF INNOVATIVE PEDAGOGY

The establishment targets at excellence in the scholastic as well as co-scholastic areas:

- ➤ Smart Classes with digital content
- ➤ Separate Classes (after school hours) as per the need of the students as follow:
  - ✓ Gifted Child
  - ✓ Moderate Child and
  - ✓ Slow to response Child
- ➤ Regular Periods in Computer Lab (with a good strength of 45 PCs)
- ➤ Regular Practical Classes in Labs (Physics, Chemistry, Biology, Mathematics, History, Geography and Language)
- ➤ Art & Craft
- ➤ Regular Aerobic and Yoga Classes
- ➤ Regular Physical and Sports Activities (Participation of each student)
- ➤ Regular Music Classes

❖ NO. OF STUDENT CLASS WISE

CLASS	NO. OF STUDENT
FOUNDATION LEVEL (PRE-SCHOOL - II)	
PREPARATORY (III-V)	
MIDDLE LEVEL (VI-VIII)	
SECONDARY LEVEL (IX-XII)	

❖ SUBJECT RECORD IN SCHOOL

➤ FOUNDATION LEVEL (PRE-SCHOOL TO 2nd)

1. HINDI
2. ENGLISH
3. MATHEMATICS
4. CO-SCHOLASTIC
   a. DRAWING
   b. GAMES
   c. MUSIC / DANCE

➤ PREPRATORY LEVEL (3rd TO 5th)

SCHOLASTICS

1) LANGUAGE (HINDI/ENGLISH)
2) MAIN (MATHEMATICS/EVS/SCIENCE/S.ST.)
3) SKILL SUBJECT –COMPUTER

CO-SCHOLASTIC

1) ART EDUCATION (DRAWING AND PAINTING)
2) PHYSICAL AND HEALTH EDUCATION (SPORTS AND YOGA)

➤ MIDDLE LEVEL (6th TO 8th)

SCHOLASTICS

1) LANGUAGE (HINDI/ENGLISH/ SANSKRIT)
2) MAIN (MATHEMATICS/SCIENCE/S.ST.)
3) SKILL SUBJECT –COMPUTER

CO-SCHOLASTIC

1) ART EDUCATION (DRAWING AND PAINTING)
2) PHYSICAL AND HEALTH EDUCATION (SPORTS AND YOGA)

➤ SECONDARY LEVEL (9th TO 12th)

SCHOLASTICS (9th TO 10th)

1) LANGUAGE (HINDI/ENGLISH)
2) MAIN (MATHEMATICS/SCIENCE/S.ST)
3) ADDITIONAL SUBJECT – PAINTING (049)
4) SKILL SUBJECT –ARTIFICIAL INTELLIGENCE (CODE-417)

CO-SCHOLASTIC (9th TO 10th)

1) ART EDUCATION (PAINTING CODE-502)
2) PHYSICAL AND HEALTH EDUCATION (SPORTS AND YOGA)

SCHOLASTICS (11th TO 12th)

1) **LANGUAGE-** HINDI ELECTIVE / ENGLISH CORE
2) **HUMANITIES-** MAIN SUBJECTS (ECONOMICS, HISTORY, GEOGRAPHY, POLITICAL SCIENCE, PAINTING)
3) **COMMERCE-** MAIN SUBJECTS (ACCOUNTANCY, ECONOMICS, BUSINESS STUDIES, MATHEMATICS, INFORMATICS PRACTICES)
4) **SCIENCE-** MAIN SUBJECTS (PHYSICS, CHEMISTRY, BIOLOGY, MATHEMATICS, COMPUTER SCIENCE)
5) **ADDITIONAL SUBJECT-** PHYSICAL EDUCATION

CO-SCHOLASTIC (11th TO 12th)

1) GENERAL STUDIES (CODE-501)
2) ART EDUCATION (CODE-502)
3) PHYSICAL AND HEALTH EDUCATION (CODE-503)

❖ Strength of the School:

- Collaborative work culture amongst faculty.
- Well-equipped labs (Geography, Language, Computer, Physics, Chemistry, Biology and Mathematics).
- Well-equipped and spacious Library containing Newsletters, Magazines and Fictional and Non-Fictional Books (Bilingual).
- Good ambience and peaceful environment.
- Good transport facilities.
- Cordial relationship with the stakeholders.
- Good understanding and co- operation amongst staff.
- Availability of sanitizing machines (installed at every entrance).
- Availability of potable tap water (Purified).
- Rain Water Harvesting System.
- Good parent – teacher rapport.
- Smart Classes with latest prescribed content by NCERT and CBSE.
- Art-Integrated Activity, Art & Craft, Music Classes (Vocal and Instrumental).
- Sports Activities with separate fields and tracks (Athletics, Kho-Kho, Basketball, Volleyball, Throw ball, Kabaddi, football).
- Regular Fitness and Wellness Classes under supervision of Experts (Yoga, Aerobics etc.)
- Routine Medical Check-up of students (Monthly)
- Regular assessment of Physical Fitness through 'Fit India Mobile App'.

❖ Opportunities:

- ➢ Professional Upgradation is a continuous process in the school.
- ➢ Abilities of teaching faculty are strengthened through vigorous training programmes.
- ➢ Freedom to carry out innovative ideas for the encouragement of the students.
- ➢ Students are encouraged to come forward with innovative ideas and also rewarded for their extrovert attitude.
- ➢ Regular House and Club Meeting to generate better understanding to cope with the innovative ideas.
- ➢ Regular Meetings of House and Club Incharges with the HOS to regulate the instructions
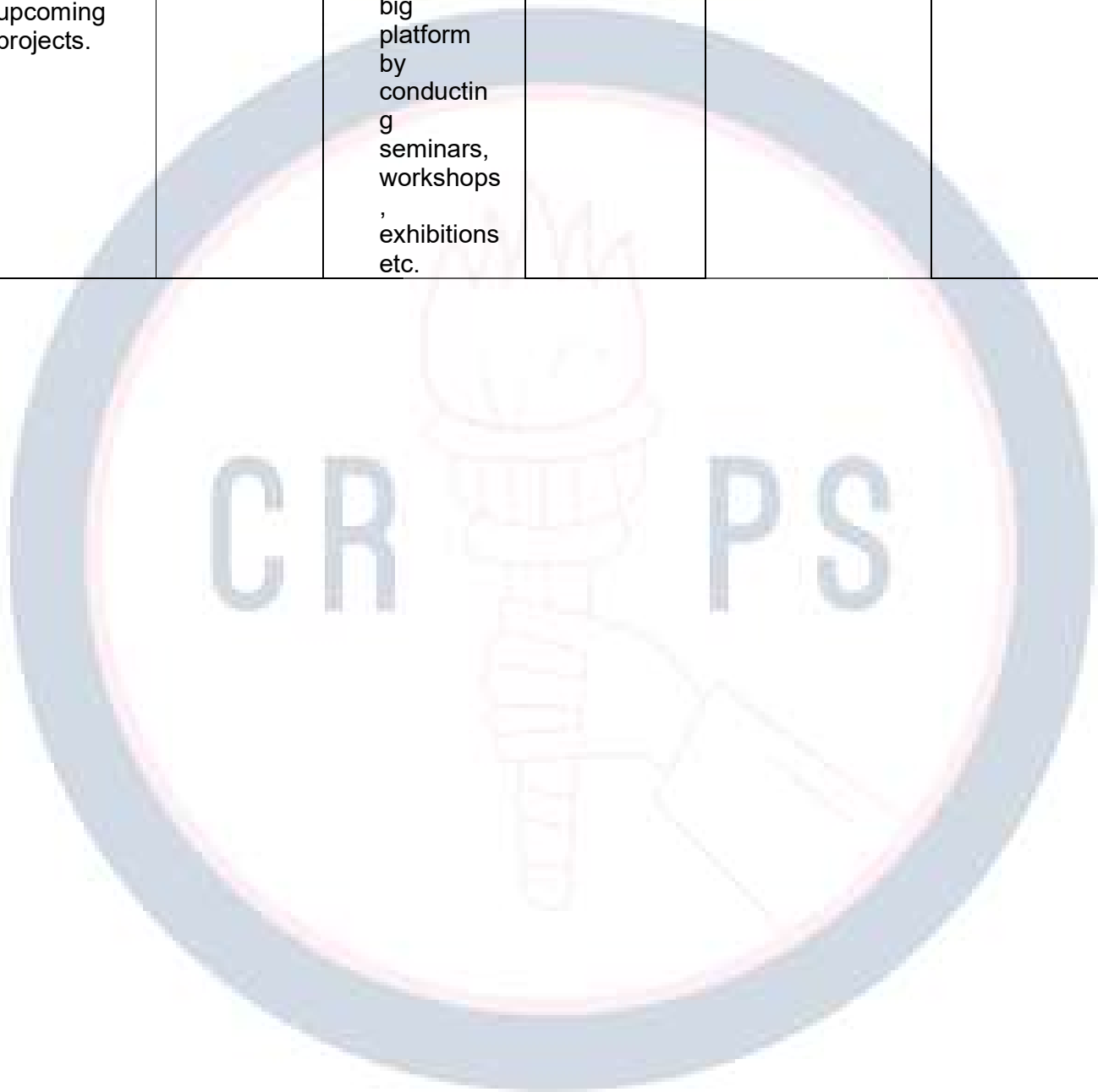
DESCRIPTOR 1: ENGAGING IN TEACHERS' PROFESSIONAL DEVELOPMENT

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the time line for implementation?**	**What will be the impact look like?**
Actionable1: Encouraging virtual and offline trainings, workshops and webinars based on identified schools' needs proposed by NCERT and CBSE. **Actionable 2:** Engage in a dialogue with individual teachers to identify needs and the way ahead. **Actionable 3:** Establishing subject wise committees of Teachers and Students for getting the feedback on current Teaching Learning Process and Skills. Also identify specific needs of Teachers and Students. **Actionable4:** The teachers (attending the workshops) prepare detailed reports and share the outputs with the rest of the teaching faculty.	To encourage teachers to enroll for online workshops to improve day-to-day ways of working that involves professional learning and constructivist pedagogy.	❖ Teachers will be encouraged to learn new digital techniques and to prepare rubrics for the assessment. ❖ Teachers will be encouraged to follow the Curriculum prescribed by CBSE on regular basis to know more about NEP2020. ❖ Modify rubrics based on usage and need.	Principal and the Authorized Committee Members.	w.e.f. 01st April 2024 to 31st June 2024	❖ Teachers will be able to implement NEP2020 effectively. ❖ All teachers will use rubrics to determine the attainment of learning outcomes.

DESCRIPTOR 2: INITIATING INNOVATIONS IN SCHOOLS

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will be the impact look like?
Actionable 1: Organising Monthly Activities in different subjects to make them more informative and interested with a blend of Digital Content. **Actionable 2:** Ensure that it is working efficiently and have regular mentor – teacher meetings. **Actionable 3:** Provide opportunities for students to work on projects dealing with real world problems through design thinking for innovation in the School Labs. **Actionable 4:** To	❖ We need to promote a positive mindset where failure is seen as a stepping stone to success. ❖ We need to develop a professional learning community for sharing ideas and innovations.	❖ Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experience at work place. ❖ Showcase the innovations in the websites, local newspaper, other mass media sources. ❖ Encourage parents to appreciate and co-operate with their children and school. ❖ To provide incentives and show appreciation by giving away certificates and medals etc. ❖ Encourag	School head, Subject teachers, Mentors, and Subject Coordinator.	Starting from 01st April 2024 to 31st March 2024	❖ The students will feel free to come forward to use their mind in a positive way. ❖ It will inspire students to develop new ideas for the projects. ❖ A minimum of 5 innovative ideas to be sent for each of the competitions organized by Zonal, District, State, and National levels.

encourage student for field work to understand the local problems and take it as a theme for their upcoming projects.		e and support teachers to try out new ideas. To provide students and teachers a big platform by conducting seminars, workshops , exhibitions etc.		

DESCRIPTOR 3: LEADING THE TEACHING – LEARNING PROCESS

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will be the impact look like?
Actionable 1: Create a common understanding that the purpose of teaching learning is to make students future ready. **Actionable 2:** Encourage teachers to have a better understanding of what is an effective teaching learning process in the classroom. **Actionable 3:** To share the good academic practices of the Member Schools of Hubs of Learning with the faculty of the school for overall improvement of the teaching learning process. **Actionable 4:** Co- construct mechanisms with teachers that would help evaluate classroom practices.	We have planned exchange programs for teachers and support teachers to undertake innovative and research based pedagogical practices to improve student's learning.	❖ Guide teachers on how to establish their SMART goals. ❖ To have exchange programs with Member Schools of Hubs of Learning. ❖ Actively participate in online seminars.	Principal and Subject Committee	Starting from 01st April 2024 to 31st March 2024	❖ Few of our teachers will visit Member Schools of Hubs of Learning and learn some good practices. ❖ Best practices of those schools will be followed. ❖ Two of our teachers will have online discussion with those schools to learn their teaching learning process. ❖ New shared methods of pedagogy will bring a total positive change.

DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

Step 1	Step 2	Step 3	Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will be the impact look like?
Actionable 1: We create opportunities for staff's and students' well-being. **Actionable 2:** We establish an open door policy and transparentcommunication amongst stakeholders. **Actionable 3:** Efforts are taken to develop pre-vocational and vocational skills and physical and health education through an integrated curriculum. **Actionable 4:** To invite speakers on talks related to joyful learning, managing stress and on creating an atmosphere of 'Anger Free and Peaceful Learning' to improve the quality of learning.	❖ We need to provide challenging opportunities for students to imbibe knowledge through experiential, innovative and collaborative methods. ❖ Listen actively to and support suggestions, ideas and comments provided by teachers and students. ❖ Guide teachers to utilize data for effective planning and instructional plans.	❖ Encourage inclusive and competency based learning. ❖ Educationists and experts may be called to develop the learning skills and habits. ❖ Implementation of 21st century skills of learning along with the NEP 2020. Practical learning should be encouraged,so, proper time table should be prepared for full utilization of labs. ❖ Celebrate success stories with the larger school community Set high expectations for students and communicate these effectively.	Principal,Teachers, Mentor, Parents and Local administrator.	Starting from 01st April 2024 to 31st March 2024	❖ Quality of learning will be improved and at the same time quantitative result will also improve. ❖ Schoolaverage will also go at a high level if learning is more joyful and stress free. ❖ Design innovative ways to engage parents in their child's learning journey.

DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE

STEP 1	STEP 2	STEP 3	Who is responsible?	STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?		What is the time line for implementation?	What will the impact look like?
Actionable 1: Formulate inclusive policies and structures. Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners. **Actionable 2:** Teachers are trained to formulate a school improvement plan with short-term and long – term goals. **Actionable 3:** Teachers are trained to make a group presentation using resources available in school. It will focus on the special educational needs of each category of students and teaching strategies to be adopted to accommodate them. **Actionable 4:** To identify	❖ Improve teachers' knowledge and skills in supporting students with special needs in the teaching learning process. ❖ Focus on children facing learning difficulties and utilizing data from learning outcomes of each child to build a student profile. ❖ It can support the learning needs of the students to make learning personalized within the classroom. ❖ Improve teachers' knowledge using	❖ Provide teachers opportunity to work in teams, share ideas & reflect on best practices. ❖ Identify suitable resource persons. ❖ Use ICT digital resources and assistive technology to provide experiences to children. ❖ It could be effectively employed to make every student learn as per NEP 2020. ❖ Use positive behavior and support strategies to address behavioural issues. ❖ Teachers regularly review the learning outcomes, instruction to support curricular goals of	Principal, teachers, stakeholders and mentors.	Final draft 1st Dec 2022 to 15th Jan 2024. Implementation: 16th Jan 2024.	❖ All teachers will be trained in inclusive practices. ❖ All teachers will get ample opportunities to upgrade their skills and will be responsive to the needs of learners. ❖ All teachers will be able to identify and experience learning difficulties and how the changes will impact student learning. ❖ Enhance engagement and value the achievement of all learners. ❖ Teachers will learn

the slow learners and give them academic support for better performance and to boost their confidence.	DIKSHA, NISHTHA app. ❖ Complete competency based education and art integrated teaching.	students. ❖ All the teachers in the school undergo training from CBSE to learn behavior and emotional problems of the children which helps to focus on educational needs. ❖ Maintain a profile of each student. ❖ Case study of each children helps child in additional learning and designing activities to increase participation in class.			to become a conceptual artist who molds knowledge, feelings, thoughts, sensation and experience into an active and activating educational process.

DESCRIPTOR 6: BECOMING AND BEING A 'SELF-AWARE' LEADER

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable 1: To create SMART Goals. **Actionable 2:** To create a personal vision and check how my personal vision is perceived by all stakeholders of the school. **Actionable 3:** To merge my own personalvision with the vision of the institution, stakeholders and school leaders **Actionable 4:** To involve all the stakeholdersin every decision of the institution and enhance myself as a great 'Pedagogical leader'.	❖ To repose and build trust from amongst all the functionaries of the school and the society. ❖ Tomake myself have a better understanding of the tools liketo identify the strengths and weaknesses of the school.	❖ Taking feedback from time to time and rectifying the same by taking along with me all involved in the smooth functioning of the institution. ❖ By assessing the academic performance improvement as per the various descriptors.	Principal, Teachers and Stakeholders.	Starting from November 2022 for three months which will be January 2024	❖ By creating personal development plan and enhancing myself as a pedagogical leader. ❖ The school will be a 'School with a difference' and an enjoyable place to work for students as well as the stakeholders.

DESCRIPTOR 7: ENGLISH SPEAKING ENVIRONMENT

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable 1: 80% of the total no. of students and 20% of the total no. of teachers are not communicating in English.	❖ Make English Zone to the entire premises. ❖ Availing communication class to the students and workshop for teachers. ❖ A strict monitoring. ❖ Practice of fine on defaulters.	❖ Encouraging and improving reciprocally. ❖ Every Saturday in the first half of the day for the students and the second half for the teachers. ❖ Observation through CCTV, Class Monitors, Prefects and Teachers. ❖ Rs. 5/- to Rs. 100/- (increasing with every next mistake)	Principal, Teachers and Stakeholders.	Starting from 01st April 2024 to 31st March 2024	❖ 0% verbal clashes, 0% language violation and 0% local dialect in practice in school premises. ❖ A habit of using sophisticated language will be cultivated. ❖ Concept of English Medium School will be realized. ❖ Due to fear of monetary punishment efforts will be put at

DESCRIPTOR 8: LEARNING BY DOING CONCEPT OF EDUCATION (SUBJECT WISE)

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable 1: 70% ratio of the base of the present education (being practised) is completely theory based that makes students less interested in studies.	❖ Blend of 30 (Theory) + 70 (Activity) of subject matter should be targeted. ❖ Concepts through worksheets, projects, assignments and other productive activities should be accomplished. ❖ Short period and single topic based activity.	❖ Teachers will prepare their activities in advance for a period of one month (Month wise). ❖ Prompt evaluation and correction with valuables, the errors should be rectified. ❖ Teachers will encourage students for different activities.	Principal, Teachers and Stakeholders.	Every month for different activities (Repetitions should be avoided to keep the interest of students alive for next activities).	❖ Bookish knowledge will be rationalized. ❖ Ability to connect concepts with day to day life. ❖ Allow to see a thing with different angles.

DESCRIPTOR 9: DIRECTIVITY IN THE CLASS

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable 1: 50% of the total no. of the Teachers have poor control in the classroom.	❖ Assisting such teachers to inculcate mastery in the classroom. ❖ Assistance to such teachers in form of being subjective as well as objective. ❖ Monitoring on such teachers maintaining no respectful gap with the students	❖ Demanding planning of such teachers in advance and making desirable changes into it. ❖ Monitoring such teachers to observe the class discipline of the class control of them. ❖ Taking necessary actions against such teachers not maintaining decorum of Teacher-Student relationship.	Principal, Teachers and Stakeholders.	Starting w.e.f. 01st April 2024 to 30th April 2024 (afterward needful replacement will be made of such teachers)	❖ The well known proverb 'Creativity Needs Solitude' will be realized. ❖ The calm environment will let students be more focused on their aim. ❖ The desired gap between a teacher and student will be there.

DESCRIPTOR 10: UTILISATION OF AVAILABLE RESOURCES

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the time line for implementation?**	**What will the impact look like?**
Actionable 1: Least utility of the resources in the classrooms, labs and overall school premises.	❖ Full functioning and use of labs, classroom equipment and other usable things be made a part of the studies. ❖ Connecting the common things to the purposeful studies with striking fusions.	❖ Teachers will connect different things with their lesson plan. ❖ Teachers will be more focused with their contents. ❖ Students and Teachers will be interested in developing a sense of turning things into their profits.	Principal, Teachers and Stakeholders.	Every month (01st Day to 30th Day)	❖ School will show interest in availing more useful resources for the purpose of learning. ❖ Parents will also be well satisfied with the efforts put forth by the students and teachers.

DESCRIPTOR 11: CLASSROOM, SOCIETY, COUNTRY AND WORLD

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will we achieve what we want to do?**	**Who is responsible?**	**What is the time line for implementation?**	**What will the impact look like?**
<u>**Actionable 1:**</u> Students are less informed about their surrounding namely; Classroom, Society, Country and World.	❖ Lessons will comprise different aspects related to the surrounding instead of a dry lecture. ❖ A direct connectivity of their learning inside four walls of classroom with that of the outside in the world.	❖ Teachers will share elementary level connectivity of their knowledge with the students abut their subject and its gravity in the world. ❖ A few interaction sessions will be organized in various contexts of the subject matter.	Principal, Teachers and Stakeholders.	Every month (01st Day to 30th Day)	❖ Students will be more social cultural, economical and political mature. ❖ Dry education will turn out to be valued education.

DESCRIPTOR 12: CONDUCT OF TEACHER WITH STUDENT

| STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable 1: Laid down attitude regarding welfare of students.	❖ Career oriented session to be conducted (subject wise) ❖ Counseling sessions (subject wise) ❖ Moral Education (subject wise) ❖ Virtual/Real interaction with distinguished persons.	❖ Promoting internal or external resource-persons for the cause.	Principal, Teachers and Stakeholders.	Weekly throughout the academic session (01st April 2024 to 31st March 2024)	❖ Students will be more focused in studies. ❖ Students will feel stress-free. ❖ Students will learn to respect and value their culture. ❖ These will save the time of students from unproductive activities.

RATING SCALE

DESCRIPTOR 1: ENGAGING IN TEACHERS' PROFESSIONAL DEVELOPMENT

Actionable	Sub – points in the actionable	1	2	3	4	5
Ascertain the needs for professional development through collaborative practices	Co-construct mechanisms with faculty, that suit the context of the school, in order to identify their professional needs (e.g.: co-create rubrics, checklists, rating scales with faculty).					
	Use these co-constructed mechanisms on a regular basis.					
	Engage in a dialogue with individual teachers to identify individual needs and the way forward.					
	Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs.					
	Establish SMART targets for teachers.					
Create opportunities for continuous and comprehensive professional learning	Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.					
	Organize in-school workshops, training and talks calling experts and also by the school leaders that are based on identified school needs.					
	Encourage teachers to enroll for online professional courses for advanced learning.					
	Hold teacher seminars where best practices shared across grade levels and subjects.					
	Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliver it on educational discourse.					
	Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric.					
Promote reflective thinking and meta cognitive thinking practices among teachers	Develop day-to-day ways of working in the school that embed the professional learning and constructivist pedagogy.					
	Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.					
	Encourage with teachers to deconstruct what student-centred learning processes look like in a classroom and a role of a teacher in such a classroom.					
	Challenge teachers to continually examine the extent to which their practices support student learning.					
Empower teachers to become agents of change	Believe in teachers' ability to seek and provide solutions					
	Practice distributed leadership to improve overall school systems, processes, and environment.					
	Create a collaborative culture in the school for teachers to work together.					
	Encourage teachers to identify areas of the school where change could be brought through Action Research.					
	Develop teachers' capacity to undertake Action Research.					

DESCRIPTOR 2: INITIALING INNOVATIONS IN THE SCHOOL

Actionable	Sub – points in the actionable	1	2	3	4	5
Creating a culture of innovation	Build expertise, knowledge and necessary skills of teachers and students.					
	Provide the freedom to explore and the time for ideas to incubate and develop.					
	Allow flexibility and risk – taking with no fear of judgement.					
	Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.					
	Promote a growth mindset where failure is seen as a stepping to success.					
	Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning.					
Expand the perspectives of teachers to implement innovative pedagogies.	Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.					
	Develop professional learning communities for sharing ideas, best practices, and innovation.					
	Encourage and support teachers to try out new ideas.					
	Encourage collaboration and set aside time for planning.					
	Lead discussion on alternative practices and their relative merits.					
	Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.					
	Explore technology platforms, tools, gamifications and applications for enhancing instructional practices such as blended and flipped learning.					
Create opportunities for student learning and innovation	Allow for exciting juxtaposition of ideas that if free from rigid subject boundaries.					
	Encourage inquiry- based learning by building critical thinking and problem – solving approach.					
	Focus on competency building by encouraging applications of concepts, experiential and hands – on learning through innovations.					
	Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.					
	Give voice to student ideas encouraging them to take initiatives at school.					
	Widen students' perspectives and horizons by inviting experts for different fields.					
	Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.					
	Develop skills and behaviours needed for					

	innovations and encourage self – reliance by providing opportunities like genius hour, coding hour, STEM lab and online/digital platforms.				
Build teacher competency in using data to inform TLP	Assist teachers in understanding the importance of student assessment for improving learning.				
	Focus on assessments for and as learning.				
	Handhold teachers to interpret,analyse and use student data effectively to design the next steps of learning and support for students.				
	Collaborate with teachers while interpreting the data on student assessment to design action research programmes.				
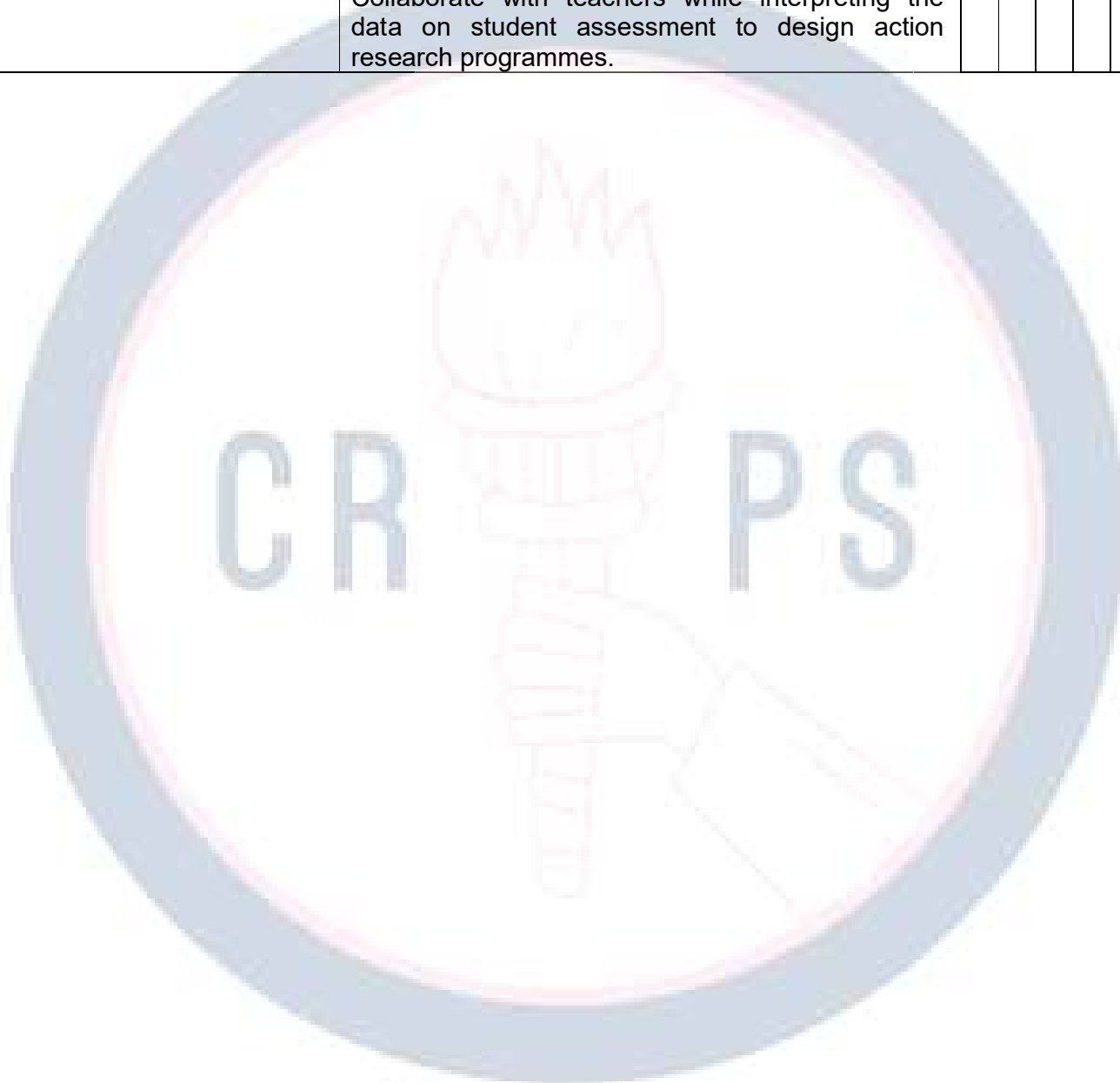
DESCRIPTOR 3: LEADING THE TEACHING – LEARNING PROCESS

Actionable	Sub – points in the actionable	1	2	3	4	5
Develop a shared understanding of teaching-learning	Create a common understanding that the purpose of teaching learning is to make students future ready.					
	Dialogue with teachers to deconstruct theories of learning.					
	Encourage teachers to develop what good teaching and learning would look like in the classroom.					
	Co-construct mechanisms, with teachers, that would help evaluate classroom practices.					
Create a conducive environment for learning.	Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.					
	Encourage teachers to plan lessons collaborative.					
	Support teachers to undertake innovative and research based pedagogical practices to improve student learning.					
	Encourage students to reflect on their learning, areas of strength and development.					
	Create a culture that helps students to learn with joy and not fear.					
	Provide adequate resources for students to learn.					
	Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future- focused skills.					
	Promote learning experiences outside the classroom through experiential learning.					
Encourage teachers to become reflective practitioners	Assist teachers to establish their own SMART goals for teaching-learning, with particular focus on developing self-aware learners.					
	Guide teachers on how to achieve their SMART goals.					
	Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.					
	Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, where ever possible.					
	Demonstrate to teachers what out standing practice looks like by co-teaching with them.					
	Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students.					

DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

Actionable	Sub – points in the actionable	1	2	3	4	5
Create the 'social glue' by building a culture of trust and self-improvement	Engage actively with staff and students, in a fair and transparent manner, to understand individual teachers and students.					
	Practice the habit of 'understand others and seeking to be understood by others'.					
	Encourage positivity and empathy among stakeholders.					
	Create opportunities for staff and students' wellbeing.					
	Celebrate success stories with the larger school community.					
	Provide a 'psychologically safe' environment where failures (unsuccessful practices) are perceived as learning opportunities.					
	Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.					
	Be a role model for teachers and students and demonstrate that a principal is a life-long learner.					
Develop policies and systems that support a culture of learning by including all stakeholders	Establish an open – door policy and transparent communication amongst stakeholders.					
	Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safe guarding, health and safety, cyber safety, behavior management etc.					
	Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.					
	Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on non – instructional activities or out of school(official) assignments.					
	Hold students, teachers, and para teachers accountable by being transparent.					
	Regularly invite stakeholders (students, teachers, parents, and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, students' achievements and areas of academic concern, if any.					
	Ensure decisions are backed by research and are data driven.					
Keep students at the heart of the learning culture	Set high expectations for students and communicate these effectively.					
	Provide challenging opportunities for students to learn experientially, innovatively, and collaboratively.					
	Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.					
	Encourage students to use assessments as feedback and as an opportunity to learn.					
	Develop students' ability to reflect on their own strengths and areas of development across subjects.					
	Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.					

	Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.				
Encourage teachers to deepen learning.	Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.				
	Support and build a climate for adopting innovative instructional strategies for effective learning.				
	Establish norms for sharing best practices and innovation in the school that lead to healthy and constructive academic debates.				
	Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in the classrooms to enrich the learning experience of students.				
	Guide teachers to utilize data for effective planning and execution of instructional plans.				
Make parents active partners in the educational journey of their child	Design innovative ways to engage parents in their child's learning journey.				
	Engage parents to collaborate and participate in various school activities.				
	Hold workshops and seminars on parenting and other relevant topics.				
	Invite parents to address students on their chosen careers or areas of expertise.				
	Create Parent Groups that work with the school principal on improving and strengthening school systems.				

DESCRIPTOR 5: BUILDING AN INCLUSIVE CULTURE

Actionable	Sub – points in the actionable	1	2	3	4	5
Create an environment of acceptance	Establish shared beliefs of respect and care.					
	Celebrate differences as natural human diversity and treat them as an opportunity to learn.					
	Promote social interactions among students and with teachers.					
	Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents and the community.					
	Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.					
Formulate inclusive policies and structures	Build knowledge and skill to teach a diverse group of learners through continuous professional development.					
	Optimum utilization of material and human resources.					
	Enhance engagement and value the achievement of all learners.					
	Emphasize group processes and a problem –solving approach.					
	Practice distributed leadership that seeks to empower and inspire participatory decision - making.					
adopt inclusive teaching practices.	Provide teachers opportunity to work in teams, share ideas and reflect on best practices.					
	Evolve shared expectations for teachers to work together to improve learning outcomes of students.					
	Promote improvisation, risk taking and evolve innovative strategies.					
	Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum.					
	Monitor, track and support children who are at risk of exclusion, marginalization or underachievement.					
Support student learning.	Encourage buddy support or peer learning and child- to-child co-operation.					
	Encourage flexible grouping of students during learning.					
	Identify gaps, plan for early intervention and individualize learning.					
	Use ICT, digital resources and assistive technology to provide meaningful learning experience to children.					
	Use positive behavior and support strategies to address behavior issues.					

DESCRIPTOR 6: BECOMING AND BEGIN A 'SELF-AWARE' LEADER					
Actionable	1	2	3	4	5
Know yourself better by using tools like the Johari Window and identifying strengths and areas of development					
Self – assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layer 1 and 2 of the pedagogical leadership framework.					
Take feedback from teachers, students, parents and SMC on their perception of your work, value skills, dispositions across descriptors detailed in layers 1 and 2 of the pedagogical leadership framework.					
Analyze feedback received from stakeholders and map it to the self-analysis.					
Develop a Personal Development Plan to enhance yourself as a pedagogical leader.					

INSIGHTS

DESCRIPTOR	INSIGHTS AFTER ASSESSING THE ACTIONABLE–S
Engaging in teachers professional development	1. Encourage teachers to enroll for online professional courses for advanced learning. 2. Develop teachers' capacity to undertake Action Research. 3. Believe in teachers' ability to seek and provide solutions
Initiating innovations in the school	1. Give voice to student ideas encouraging them to take initiatives at school 2. Encourage and support teachers to try out new ideas. 3. Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning.
Leading the teaching learning process	1. Encourage teachers to plan lessons collaborative. 2. Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students. 3. Promote learning experiences outside the classroom through experiential learning.
Developing a learning culture	1. Encourage students to use assessments as feedback and as an opportunity to learn. 2. Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences. 3. Guide teachers to utilize data for effective planning and execution of instructional plans.
Building a culture of inclusion	1. Establish shared beliefs of respect and care. 2. Enhance engagement and value the achievement of all learners. 3. Emphasize group processes and a problem –solving approach.
Becoming and being a self- aware leader	1. Self – assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layer 1 and 2 of the pedagogical leadership framework. 2. Take feedback from teachers, students, parents and SMC on their perception of your work, value skills, dispositions across descriptors detailed in layers 1 and 2 of the pedagogical leadership framework. 3. Analyze feedback received from stakeholders and map it to the self-analysis.

PPC Meetings to develop APP

Date To Be Conducted On	Stakeholders To Be Consulted With	Discussions To Be Held For
30 APRIL	1. PARENTS 2. TEACHERS 3. PRINCIPAL 4. SCHOOL COMMITTEE MEMBERS	1. ANNUAL CURRICULAR & EXTRA CO-CURRICULAR TARGETS TO BE ACHIEVED 2. STUDENTS' MONTHLY PROGRESS REPORT
18 MAY	1. PARENTS 2. TEACHERS 3. PRINCIPAL 4. SCHOOL COMMITTEE MEMBERS	1. SUMMER CAMP 2. EXTRA ACTIVITIES DURING SUMMER CAMP 3. STUDENTS' MONTHLY PROGRESS REPORT
27 JULY	1. PARENTS 2. TEACHERS 3. PRINCIPAL 4. SCHOOL COMMITTEE MEMBERS	1. ZONAL LEVEL COMPETITION 2. COMPLETION OF SYLLABUS FOR THE MID TERM EXAMINATION
31 AUG.	1. PARENTS 2. TEACHERS 3. PRINCIPAL 4. SCHOOL COMMITTEE MEMBERS	1. MID TERM EXAMINATION REPORT 2. SYLLABUS FOR HALF YEARLY EXAMINATION

ACADEMIC RESOURCES

Name ofResource/s	Segment Pre-primary/Primary/Sec/Sr. Sec.	Usefulness
LIBRARY	1. SECONDARY 2. SENIOR SECONDARY	1. DEVELOPMENT OF READING HABITS AMONG STUDENTS
COMPOSITE SCIENCE LAB	1. PRIMARY 2. SECONDARY 3. SENIOR SECONDARY	1. PRACTICAL APPROACH TO THE CONTENTS OF BOOKS 2. LEARNING BY DOING
SMART CLASSES	1. PRE-PRIMARY 2. PRIMARY 3. SECONDARY 4. SENIOR SECONDARY	1. AUDIO – VISUAL LEARNING 2. BREAKING THE MONOTONOUS ROUTINE OF LEARNING.
COMPUTER LAB (JUNIOR)	1. PRE-PRIMARY 2. PRIMARY	1. MAKING STUDENTS TECHNOLOGY USERS
COMPUTER LAB (SENIOR)	1. SECONDARY 2. SENIOR SECONDARY	1. MAKING STUDENTS TECHNOLOGY USERS 2. INFORMATIC PRACTICES (SUBJECT) 3. INFORMATION TECHNOLOGY (VOCATIONAL SUBJECT)
GEOGRAPHY LAB	1. SENIOR SECONDARY	1. PRACTICALS 2. PROJECTS 3. ASSIGNMENTS 4. ACTIVITIES
MATHEMATICS LAB	1. PRIMARY 2. SECONDARY 3. SENIOR SECONDARY	1. PRACTICAL WORKS 2. PROJECTS 3. ASSIGNMENTS 4. ACTIVITIES
ART & CRAFT ROOM	1. PRIMARY 2. SECONDARY	1. DRAWING 2. PAINTING 3. OTHER CO-SCHOLASTIC ACTIVITIES
SPORTS ROOM	1. PRIMARY 2. SECONDARY 3. SENIOR SECONDARY	1. YOGA 2. FITNESS/WELLNESS 3. AEROBICS 4. SPORTS & GAMES

PEDAGOGICAL STRATEGIES

Student Needs Assessment Mechanism	No. of Students Identified for Remedial Class	No. of Students Identified for Enrichment Class
1. WORKSHEETS 2. PROJECTS 3. PRACTICALS 4. ORAL TEST 5. READING & WRITING SKILLS	75	75
Classroom Observation Schedule		

Classroom Observation Schedule	Frequency	Done By	Findings
EVERY SATURDAY	PERIOD WISE (IN EACH SUBJECT)	JYOTI DALAL CO-ORDINATOR	1. WORK COMPLETION 2. READING CAPACITY 3. HANDWRITING 4. BAG CHECKING 5. PHYSICAL APPEARANCE

TEACHER DEVELOPMENT PLAN

Activity	Method	Outcome
CAPACITY BUILDING PROGRAMME	ONLINE WORKSHOP	ACCELERATION IN TEACHING PROFICIENCY
CAPACITY BUILDING PROGRAMME	ONLINE WORKSHOP	ACCELERATION IN TEACHING PROFICIENCY

Teacher Training

Teacher Training Topic/Activity	Target Group	Learning Outcome
LIFE SKILLS	PGT, TGT, PRT	TRAINING HOW TO TEACH LIFE SKILLS TO THE STUDENTS
CAPACITY BUILDING	PGT, TGT, PRT	HOW TO EXECUTE THE TEACHING LEARNING PROCESS EFFECTIVELY
SUBJECT SPECIFIC WORKSHOP	PGT, TGT, PRT	HOW TO MAKE A CERTAIN SUBJECT MORE EFFECTIVE, INFORMATIVE AND INTERESTING
THE AWAKENED CITIZEN PROGRAMME	PGT, TGT, PRT	MORAL VALUES

WELLNESS ACTIVITES

Month/Week/Date	Type of Activity	Objective/s	Target Group
APRIL	MEDICAL CHECKUP	TO CHECK THE FITNESS OF CHILDREN AND TO MAKE THEM AWARE ABOUT THEIR HEALTH STATUS.	I TO XII
AUGUST	YOGA AND AEROBICS	TO MAKE INVOLVEMENT OF STUDENTS IN LIGHT EXERCISE &YOGASANAS & KRIYAS TO MAKE THEM MENTALLY AND PHYSICALLY FIT.	III TO XII
SEPTEMBER	SWATCHHTA PAKHWARA	TO INCULCATE THE LEADERSHIP QUALITY AMONG STUDENTS TO MAKE THEM FEEL AS ACTIVE MEMBERS OF SOCIETY THROUGH AWARENESS RALLYS ABOUT CLEANLINES.	III TO XII

Stakeholders	MethodsofCommunication	Ways of Involvement	Activities Planned
PARENTS	PARENTS TEACHER MEETING	VISIT SCHOOL AND INTRACTION AMONG THE STUDENTS, PARENTS AND TEACHERS	IN THE MONTH END
TEACHING STAFF	WEEKLY MEETING	PLANNING FOR THE IMPLEMENTATION OF LESSON PLANS ASSESSMENTS OF STUDENTS, ACTIVITIES, PROJECTS AND ASSIGNMENTS	EVERY SATURDAY
OTHER STAFF	MONTHLY MEETING	FOR THE CLEANLINESS, HAPPINESS AND OTHER ACTIVITIES IN SCHOOL	LAST WORKING DAY
SCHOOL MANAGING COMMITTEE	QUARTERLY MEETING	FOR THE RULES AND REGULATIONS APPLIED IN SCHOOL	ON SUNDAYS
BOARD	LETTERS, CIRCULARS	WEBSITE AND EMAILS	REGULAR
MEDIA	NEWSPAPER, MEGAZINES, FACEBOOK AND TWITTER	ONLINE	REGULAR

CONCEPT OF SCHOOL LEADERSHIP

❖ Schools are expected to improve reform and respond to the educational needs of children.

❖ Focus on restoring the faith in the school system and infusing it with dynamism and pro-active behaviour of leaders at the school level.

❖ Knowledge of school operations, management, finance, departmental regulations and state mandate are considered necessary, but not sufficient.

❖ Think and act beyond customary duties for increasing diversity of student population in terms of language culture, customs and beliefs.

❖ Low level (Learning) of children, even after attending school needs for a strong emphasis on the development of instructional skills of school heads to promote quality teaching and high levels of learning for all children.

❖ The need of shift from school effectiveness to school improvement.

❖ 25% of total effect on student learning comes from school leadership which is the 2nd most important factor influences it.

❖ A school leader is directly responsible for leading learning by creating a conducive environment for learning and developing teachers who can translate the schools vision into reality.

❖ Schooling process for ensuring student learning by undertaking the following but not limited to-

1. Taking initiatives and risks
2. Thinking out of the box
3. Managing resources
4. Creating a culture of change
5. Networking with people
6. Building relationships with teaches and staff
7. Communicating effectively
8. Inspiring and providing intellectual stimulation

4 CORE FUNCTIONS OF SCHOOL LEADERSHIP

INFLUENCE OTHER – CHARACTERIZED BY LEGITIMATE POWER AND AUTHORITY
1. Ability to change the behavior of others
2. Goals are achieved without authority, rewards or punishments.
3. Intentional control over stakeholders to achieve the goals.

DIRECTING OTHERS – GUIDE AND SUPPORT LEADERSHIP TERMS TO
1. Set goals
2. Solve problems on their own
3. Connect with other leadership teams
4. Engaging with self – check and evaluation mechanisms
5. Post goal completion.

EMPOWER OTHERS – TO ACHIEVE INSTITUTIONAL GOALS
1. Install enthusiasm
2. Trigger curiosity to think out of the box
3. Accept the ideas of others
4. Enable others to experience a sense of self-worth

WORKING WITH OTHERS
1. Meaningful interaction with others
2. Cordial relationship
3. Sense of shared purpose

DISTRIBUTED LEADERSHIP

A. **LEADERSHIP PLUS:** There are several individuals in a school that take on a leadership role to achieve goals. They could work in parallel or in sequence.
B. **PRACTICING LEADERSHIP:** The interactions among leaders, followers and their situations each influence the other. It analysis the "how" of what leaders do.

4 WAYS OF PRINCIPALS' LEADERSHIP STYLES

RESPONSIVE LEADERSHIP

A. Provides opportunities for collaboration
B. Optimally utilize available resources
C. Provide service to stakeholders
D. Use non-discriminatory approach and care
E. Facilitate peoples' development
F. Identify talent
G. Understand and address the needs
H. Aspirations and expectations of the students, teachers and parents
I. Addressing the social and emotional issues of children especially adolescents in the school.

RESPONSIBLE LEADERSHIP

A. Take responsibility for actions and decision made
B. Critical reflection of self, especially professional orientation
C. Develop own perspective on school leadership for leading learning
D. Develop school as learning organizations
E. Create working terms and partnerships

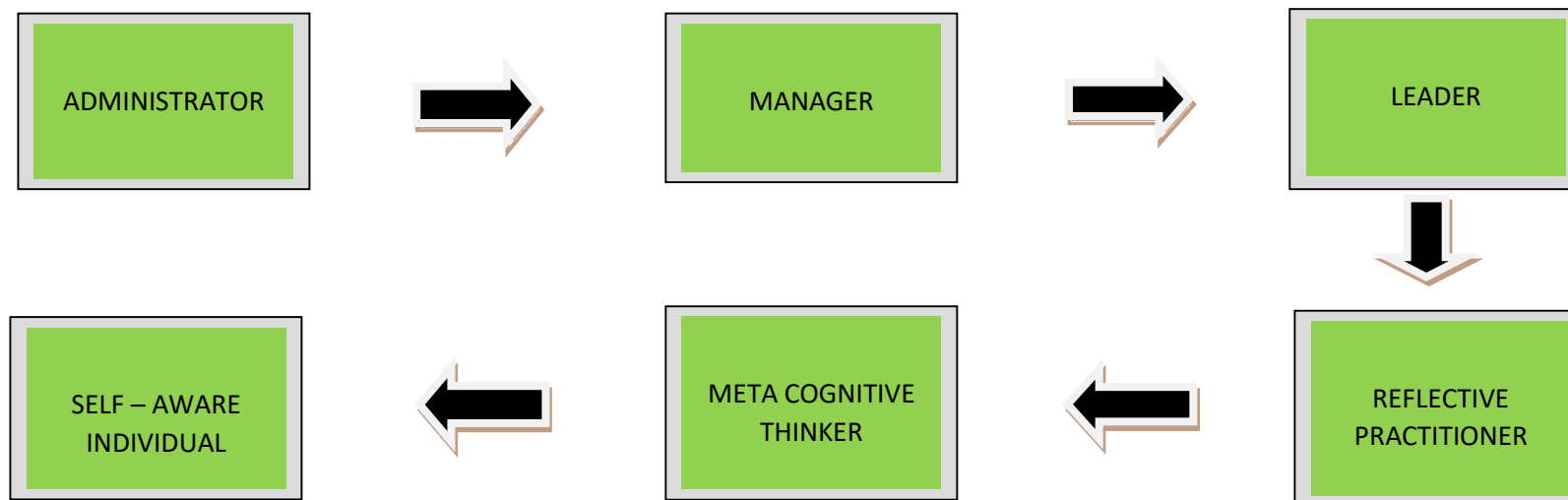F. Use innovations, best practices and good practices for school improvements.

INCLUSIVE LEADERSHIP

A. Believe that all children can learn
B. Have a small number of core priorities resolute leadership
C. Collective capacity
D. Strategize with precision intelligent accountability
E. All means all
    i. All children can learn
    ii. A small number of core priorities
    iii. Resolute leadership
    iv. Collective capacity
    v. Strategies with precision
    vi. Intelligent accountability

NETWORK LEADERSHIP

A. Leaders collectively merge into each other
B. Share responsibility
C. Act with shared vision
D. Take collective ownership
E. Create a culture of innovation and experimentation, spread innovation
F. Search talent
G. Share good practices

PRACTISING SCHOOL LEADERSHIP AS A MOVEMENT

ADMINISTRATOR	→	MANAGER	→	LEADER

SELF – AWARE INDIVIDUAL	←	META COGNITIVE THINKER	←	REFLECTIVE PRACTITIONER

PRACTISING SCHOOL LEADERSHIP AS A MOVEMENT

LEADERSHIP OF UNDERSTANDING	→	LEADERSHIP FOR ACTION	→	LEADERSHIP FOR REFLECTION