

Annual Pedagogical Plan for Leading Learning

SCHOOL NAME : PLACID VIDYA VIHAR SR.SEC.SCHOOL, CHETHIPUZHA

DISTRICT : KOTTAYAM

STATE : KERALA

AFFILIATION : 930183

ACADEMIC SESSION : 2022-23

PRINCIPAL'S NAME : FR. SCARIA ETHIRETT CMI

PLACID VIDYA VIHAR SR. SEC. SCHOOL

The CBSE wing of the Kristu Jyoti Group, Placid Vidya Vihar bears the name of the illustrious and learned sanyasi priest Very Rev. DDDr. Placid Joseph Podipara CMI.

Initially, conceived as an LP School - a feeder school for Kristu Jyoti High School, Placid gained its independent existence in 1988 and today is among the best CBSE schools in the State. It has proudly received the British Council International Dimension in Schools (IDS; formerly ISA - International School Award) accreditation for to consecutive terms for nurturing global citizenship in young people and enriching teaching and learning.

OUR VISION

To mould confident, future ready global citizens nurtured in love and instilled with humane values, capable of steering a positive and progressive course for a fast changing world.

OUR MISSION

To provide high quality education that teaches the generation to respect the roots while aiming for the stars. To instill tolerance, diligence and love for humanity in every student.

QUALITY POLICY

The Kristu Jyoti group of Educational Institutions strives to achieve academic excellence through a futuristic outlook in a well disciplined environment. The group painstakingly maintains its institutions as effective human resource development centers by continuously and comprehensively improving the quality of the education it imparts. The Kristu Jyoti group is intent on equipping its beneficiaries to face the challenges of an unpredictable future in an ever changing global scenario, providing international standards of excellence in all our academic endeavors. We help our student community to draw on discipline, motivation and self direction to reach their fullest potential. Encircled in a halo of spirituality and enshrined in the lap of nature the Kristu Jyoti campus nurtures its students for social and personal fulfillment.

Rating Scale for assessing the current status of Practicing Pedagogical Leadership for leading learning.

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 mechanism with the faculty, that suit the context of the school, in order to identify their professional needs (e.g. Co-create rubrics, checklist, rating scale with faculty).			✓		
	Use these Co-constructed mechanisms on regular basis.			✓		
	Engage in a dialogue with 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, trainings 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 teachers seminars where best practices are shared across grade levels and subjects.		✓			
	Create learning groups within the school and if possible, with other schools, where teachers discuss and deliberate 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.	✓				
	Engage with teachers to deconstruct what student-centered learning processes look like in a classroom and the 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 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 the impact look like ?
<p>Actionable 1-</p> <p>Ascertain the needs for professional development through collaborative practices.</p> <p><i>Sub-actionable- Engage in a dialogue with individual teachers to identify individual needs is occasionally practiced</i></p>	<p>Encourage individual discussions with the teachers to identify their specific needs for their professional development and for the overall development of the students.</p>	<p>Encourage teachers to have an open discussion with the Head of the Institution about their individual requirements.</p>	<p>Principal and Vice Principal</p>	<p>1st June 2022-31st July 2022</p>	<p>The management will be able to identify individual teacher requirements and can have a better understanding about their needs .</p>

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?
<p>Actionable 2-Create opportunities for continuous and comprehensive professional learning</p> <p>Sub-actionable-create learning groups within the school and if possible with other schools where teachers discuss and deliberate on educational discourse is almost never practiced.</p>	<p>1. Make it a practice to have a regular Subject Council meeting to deliberate on educational discourse.</p> <p>2.Deliberate on improving teaching-learning process.</p>	<p>1. Subject Council Convenors must convene regular and special meetings to deliberate on matters of educational discourse.</p> <p>2. Make a cluster of neighboring schools</p>	<p>Subject Council Convenors, Principal and Vice Principal</p> <p>Principal</p> <p>Vice Principal</p> <p>Coordinators</p>	<p>Before 30th of every month ,starting from 1st July 2022</p> <p>1st meeting -2022- August 20th-Saturday</p>	<p>Teachers will be able to improve their professional competency at least by 50%</p> <p>Teachers will get a chance to understand and adopt best practices of neighboring schools.</p>

Actionable 4					
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?
<p>Actionable 3-</p> <p>Empower teachers to become agents of change</p> <p><i>Sub actionable-Develop teachers capacity to undertake Action Research is never practiced.</i></p>	<p>Training sessions on Action Research must be conducted</p>	<p>Expert resource persons must be invited and workshops must be conducted.</p>	<p>Principal and Vice Principal and Counsellors..</p>	<p>July 2-2022</p> <p>September 3-2022</p>	<p>It will increase the efficiency of every teacher to conduct action researches for the betterment of the school and the student community.</p>

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 ?
<p><u>Actionable 2</u></p> <p>Support student learning.</p> <p>a. Encouraging buddy support or peer learning and child-to-child co-operation is almost never practiced.</p> <p>b. Using positive behaviour and support strategies to address behaviour issues is rarely practiced.</p>	<p>At the beginning of the academic year each class will be divided into groups of 5 each. At least two tasks per subject for one term should be given as group work.</p> <p>Behavioral training on an ongoing basis.</p>	<p>Evaluation of group task, in the form of presentations, hard copy submission or art integrated activities, which will be duly graded using relative grading.</p> <p>Through training programmes.</p>	<p>Class teacher and subject teachers.</p> <p>Counselling department</p>	<p>Will have 2 group tasks per subject for each term.</p> <ul style="list-style-type: none"> • First task will be submitted or presented on 1st August 2022 • Second task will be on 20th September 2022 • Third task will be on 28th October 2022 • Fourth task will be on 6th January. <p>This will be an ongoing activity in the academic year from June 2022 to March 2023 on quarterly basis.</p>	<p>All the students will be encouraged to work together as a group and improve learning.</p> <ul style="list-style-type: none"> • All the students will be given positive behavioural orientation. • It will encourage students' motivation and engagement in learning.

RATING SCALE

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.	√				

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 the impact look like?
<p>Actionable 1: Developing professional learning communities for sharing ideas and innovations is almost never practiced</p> <p>Actionable 2: Almost never provide opportunities to work on projects dealing with real world problems.</p>	<p>Create a professional learning community for each subject involving all the teachers from classes 1-12.</p> <p>Encourage students to take up the real life problems as their assignments.</p>	<p>Subject groups to be created on Microsoft Teams and on Whatsapp where teachers will share videos, links, tutorials, or any subject related content so as to enhance and amplify the teaching learning process. Each teacher will share at least one post per week.</p> <p>Students of class 11 will be asked to find some pressing issues / real life problems in school locality , to be taken as their Project work. The students will also be encouraged to find practical solutions for the issues.</p>	<p>All the teachers.</p> <p>Students and teachers</p>	<p>First online meeting July 20th 2022</p> <p>Second offline meeting 29th October 2022</p> <p>Third offline meeting 4th February 2023</p> <p>A field trip in the month of October along with the concerned subject teachers</p>	<p>All the teachers will grow as they share their expertise. Teachers' collaboration will open up doors for personal and professional growth, which will lead to improved students' outcome.</p> <p>Students will feel that they are part of the society, will be involved in the issues of the real world. Service mindedness will be inculcated and students will be prepared to face the real challenges in the world outside.</p>

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 collaboratively.				✓	
	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, wherever possible.			✓		
	Demonstrate to teachers what outstanding practice looks like by co-teaching with them.			✓		
	Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students.			✓		
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					
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?
<p><u>Actionable 1</u></p> <p>Provide challenging opportunities for students to learn experientially, innovatively and collaboratively are Sometimes / occasionally practiced.</p>	<p>Promote more professional development programmes for teachers based on experiential learning and equip them to cater students' need with more innovative and collaborative teaching-learning process.</p> <p>Introduce varied activities for the students to learn the concept experientially, innovatively and collaboratively.</p>	<p>a) Encourage teachers to attend training programmes based on experiential leaning (respective subjects) under COE, DIKSHA, NISHTHA and other online tutorials based on innovations. b)Support teachers to foster creativity in their classroom practices.</p> <p>Enhance student's learning with different learning practices like lab work, experiments, field study, role play, PowerPoint presentation etc. collaboratively.</p>	<p>Teachers Principal Vice- principal.</p> <p>Subject-convenors subject Teachers</p>	<p>July 1st 2022-July 31st 2022.</p> <p>June 1st 2022 to March 10th 2023.</p> <p>June 1st 2022 to March 10th 2023.</p>	<p>Teachers will be equipped with new innovative practices making teaching learning more effective.</p> <p>Students will be able to explore, do research and will have a better understanding of the concepts.</p> <p>Students will come up with unique solutions; it will also develop their responses necessary to deal with the future challenges.</p>

Actionable 2					
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?
<p><u>Actionable 2</u></p> <p>Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates is occasionally or sometimes practiced.</p>	<p>Create a core committee of teachers to set norms for sharing innovative experiences.</p>	<p>Teachers can be grouped based on their subject or section. The innovative methods, ideas and strategies regarding curricular and co-curricular activities can be discussed by each group, which should be further forwarded to the core - committee for approval. If found effective, these best practices can be shared to other groups. Rubrics to be generated for assessing the effectiveness of the practices.</p>	<p>Vice-principal Coordinators Subject convenors Teachers Counselling department</p>	<p>July 1st 2022 to March 10th 2023. (Every Month)</p>	<p>Teachers will be able to learn new, innovative ways to try in their classrooms. It will be a great way to encourage teacher leadership and collaboration. It will bring a change in the learning culture; contribute to school improvement and students' success.</p>

RATING SCALE						
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 stake holders.					✓
	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 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 stake holders.	Establish an open – door policy and transparent communication amongst stake holders.					
	Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety cyber safety, behaviour management.				✓	

	Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stake holders.				✓	
	Minimize disruptions to classroom instructional time by monitoring the amount of time spent by the 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, student 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 assessment as feedback and as an opportunity to learn.				✓	
	Develop students' ability to reflect on their 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 innovations 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 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 time line for implementation?	What will the impact look like?
<p><u>Actionable 1</u></p> <p>Provide challenging opportunities for students to learn experientially, innovatively and collaboratively are Sometimes / occasionally practiced.</p>	<p>Promote more professional development programmes for teachers based on experiential learning and equip them to cater students' need with more innovative and collaborative teaching-learning process.</p> <p>Introduce varied activities for the students to learn the concept experientially, innovatively and collaboratively.</p>	<p>Encourage teachers to attend training programmes based on experiential learning (respective subjects) under COE, DIKSHA, NISHTHA and other online tutorials based on innovations.</p> <p>Support teachers to foster creativity in their classroom practices.</p> <p>Enhance student's learning with different learning practices like lab work, experiments, field study, role play, PowerPoint presentation etc. collaboratively.</p>	<p>Teachers</p> <p>Principal</p> <p>Vice- principal.</p> <p>Subject-convenors subject Teachers</p>	<p>July 1st 2022 to March 10th 2023.</p> <p>July 1st 2022 to March 10th 2023.</p> <p>July 1st 2022 to March 10th 2023.</p>	<p>Teachers will be equipped with new innovative practices making teaching learning more effective.</p> <p>Students will be able to explore, do research and will have a better understanding of the concepts.</p> <p>Students will come up with unique solutions; it will also develop their responses necessary to deal with the future challenges.</p>

Actionable 2					
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?
<p><u>Actionable 2</u></p> <p>Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates is occasionally or sometimes practiced.</p>	<p>Create a core committee of teachers to set norms for sharing innovative experiences.</p>	<p>Teachers can be grouped based on their subject or section. The innovative methods, ideas and strategies regarding curricular and co-curricular activities can be discussed by each group, which should be further forwarded to the core - committee for approval. If found effective, these best practices can be shared to other groups.</p> <p>Rubrics to be generated for assessing the effectiveness of the practices.</p>	<p>Vice-principal</p> <p>Coordinators</p> <p>Subject convenors</p> <p>Teachers</p> <p>Counselling department</p>	<p>July 1st 2022 to March 10th 2023. (One meeting Every Month)</p>	<p>Teachers will be able to learn new, innovative ways to try in their classrooms. It will be a great way to encourage teacher leadership and collaboration. It will bring a change in the learning culture; contribute to school improvement and students' success.</p>

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.				✓	
	Practise 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 individualized learning.				✓	
	Use ICT, digital resources and assistive technology to provide meaningful learning experience to children.					✓
	Use positive behaviour and support strategies to address behaviour issues.		✓			

Descriptor 5: Building an inclusive 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 time line for implementation?	What will the impact look like?
<p><u>Actionable 1</u></p> <p><u>Adopt inclusive teaching practices.</u></p> <p>a. Improvisation through innovative strategies is almost never practiced.</p> <p>b. Differentiated instruction and Universal Design of Learning are almost never practiced to provide greater access to curriculum.</p>	<p>Teachers attend competency- based education and Art Integration teaching practice courses to empower themselves.</p> <p>Arrange seminars/ workshops for the teachers to get updated with Universal design of learning.</p>	<ul style="list-style-type: none"> A committee will be formed to arrange trainings. Teachers will attend seminars, workshops, develop mass media activities and materials that emphasize the value of inclusive education and submit course certificates. Teachers will be provided with necessary course materials regarding differentiated instruction. Teachers will be encouraged to take up regular online sessions/courses on Universal Design of learning. 	<p>Course in charge and Counselling department.</p> <p>Vice principal and Counselling department</p>	<p>Will be held on the first Saturdays of July 2022 September 2022 and December 2022.</p> <p>To be held on the last Saturdays of the months of July 2022 and October 2022.</p>	<p>All the teachers will be able to practice innovative strategies in the classroom.</p> <ul style="list-style-type: none"> All the teachers will attend online certificate courses. All the teachers will be able to adopt inclusive practices.

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 ?
<p><u>Actionable 2</u></p> <p>Support student learning.</p> <p>a. Encouraging buddy support or peer learning and child-to-child co-operation is almost never practiced.</p> <p>b. Using positive behaviour and support strategies to address behaviour issues is rarely practiced.</p>	<p>At the beginning of the academic year each class will be divided into groups of 5 each. At least two tasks per subject for one term should be given as group work.</p> <p>Behavioral training on an ongoing basis.</p>	<p>Evaluation of group task, in the form of presentations, hard copy submission or art integrated activities, which will be duly graded using relative grading.</p> <p>Through training programmes.</p>	<p>Class teacher and subject teachers.</p> <p>Counselling department</p>	<p>Will have 2 group tasks per subject for each term.</p> <ul style="list-style-type: none"> • First task will be submitted or presented on 1st August 2022 • Second task will be on 20th September 2022 • Third task will be on 28th October 2022 • Fourth task will be on 6th January. <p>This will be an ongoing activity in the academic year from June 2022 to March 2023 on quarterly basis.</p>	<p>All the students will be encouraged to work together as a group and improve learning.</p> <ul style="list-style-type: none"> • All the students will be given positive behavioural orientation. • It will encourage students' motivation and engagement in learning.

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 ?
<p><u>Actionable 2</u></p> <p>Support student learning.</p> <p>a. Encouraging buddy support or peer learning and child-to-child co-operation is almost never practiced.</p> <p>b. Using positive behaviour and support strategies to address behaviour issues is rarely practiced.</p>	<p>At the beginning of the academic year each class will be divided into groups of 5 each. At least two tasks per subject for one term should be given as group work.</p> <p>Behavioral training on an ongoing basis.</p>	<p>Evaluation of group task, in the form of presentations, hard copy submission or art integrated activities, which will be duly graded using relative grading.</p> <p>Through training programmes.</p>	<p>Class teacher and subject teachers.</p> <p>Counselling department</p>	<p>Will have 2 group tasks per subject for each term.</p> <ul style="list-style-type: none"> • First task will be submitted or presented on 1st August 2022 • Second task will be on 20th September 2022 • Third task will be on 28th October 2022 • Fourth task will be on 6th January. <p>This will be an ongoing activity in the academic year from June 2022 to March 2023 on quarterly basis.</p>	<p>All the students will be encouraged to work together as a group and improve learning.</p> <ul style="list-style-type: none"> • All the students will be given positive behavioural orientation. • It will encourage students' motivation and engagement in learning.

Descriptor 6: Becoming and being a ‘self-aware’ leader					
<i>Actionable</i>	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 layers 1 and 2 of the pedagogical leadership framework.				✓	
Take feedback from teachers, students, parents and SMC on their perception of your work, values, 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.					✓

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 be achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
<p>Actionable 1: Occasionally take feedback from teachers, students, parents, SMC on their perception of your work, values, skills, disposition across descriptors detailed in layer 1 &2 of the pedagogical leadership framework.</p>	<p>The school leader will have a retrospective check on leadership values practiced by him involving all the stakeholders of the school.</p>	<p>A 360 degree feedback form based on leadership values demonstrated, will be developed and shared with all the stakeholders. With the received feedback the leader will align his self- will analysis with the perception of the school community. Thereafter, a personal Development plan will be actioned by the leader to improve his leadership practices.</p>	<p>Principal and all the stakeholders of the school.</p>	<p>Twice in a year in the month of August and November.</p>	<p>The school leader will become self-aware and will be engaged in his own personal and professional growth thus strengthening the pedagogical practices of the school.</p>

INSIGHTS

Descriptor	Insights after assessing the actionable – s
Engaging in teachers professional development	<ol style="list-style-type: none"> 1) Teachers are encouraged to enroll for online professional development courses. 2) Have a collaborative culture to work together 3) Rarely receive opportunities to observe and study different instructional practices of colleagues from the same school as well as from other schools.
Initiating innovations in the school	<ol style="list-style-type: none"> 1) Students are not given enough opportunities to work on projects dealing with the real world problems. 2) Rarely students are given freedom to explore new things. 3) Never practiced to develop professional learning communities for teachers to share innovations.
Leading the teaching learning process	<ol style="list-style-type: none"> 1) Acknowledges teachers as the learners of classroom instructional practices and encourages them to plan lessons collaboratively. 2) Lacks in promoting experiential learning practices. 3) Lacking in co- construction and collaborative efforts in developing mechanisms to evaluate classroom practices. 4) Encourages teachers to be reflective practitioners for professional self-development.
Developing a learning culture	<ol style="list-style-type: none"> 1) Encourages and supports teachers to try out new innovative classroom practices. 2) Lack in providing challenging opportunities for the students to learn on their own and through collaboration.
Building a culture of inclusion	<ol style="list-style-type: none"> 1) Encouraging buddy support or peer learning and child to child cooperation is rarely practiced. 2) Using positive behavior and support strategies to address behavior issues is rarely practiced. 3) Differentiated instruction and universal Design of learning are almost never practiced.
Becoming and being a self- aware leader	<ol style="list-style-type: none"> 1) Occasionally taken feedback from all the stakeholders on their perception of the leader's work, values, skills, dispositions as a pedagogical leader.