Annual Pedagogical Plan for Leading Learning

School Name: MODERN SCHOOL SEC 17 FARIDABAD

Affiliation / UDISE Number: 530012 / 06191610706

Academic Session: 2024-25

Principal's Name: MRS. NEELIMA JAIN

School's Vision Statement:
Our vision is of a natural, holistic, student-centered learning environment that empowers and inspires our students to be creative, innovative and great leaders.

School's Values:
Modern School's future is being shaped by the core values that have defined our past: academic freedom, tolerance, and experimentation.

Areas of strengths:
1. Strong Academic Programs: Excellent Board Result and Implementation of NEP 2020 and NCF 2022-23
2. Known for Sports Achievements: 9 Acre of school land with all types of gaming facility. Swimming Pool, Synthetic Basket Ball Court, Table Tennis, Cricket, Football, Volleyball.
3. Participation of students in curricular and co-curricular activities and getting recognition at national level.

Areas of improvements:
1. Implementation of more recent pedagogies like Interdisciplinary Lesson Plans & Integration of Story Telling
2. More involvement of students in the ATL projects of National and International levels
3. Inculcating Indian value system among students.

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 timeline for implementation?	What will the impact look like?
Actionable: Create Opportunities for continuous and comprehensive learning. Hold teachers seminars where best practices are shared across grade levels and subjects. Frequently Practice**d** .	To introduce teacher's seminar to build conceptual understanding of collaborative thinking, Experiential Learning, Story Telling, Sports Integration, ICT usage and Interdisciplinary lessons.	Departmental volunteer teaches will be elected who will prepare reading material on their respective subjects quoting related examples. They will provide reading material to all and conduct seminar. Attendance will be mandatory for all.	Dr. Mrs. Vipula Sharma Vice Principal Co-ordinators Under the guidance of Principal Ma'am	April 2024 – September 2024	Teachers will be happy after interaction with each other at the end of seminars. Collaborative learning will takes place among teachers. Teachers will be able to use the newest approach and technology in the classes to get good result.

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 timeline for implementation?**	**What will the impact look like?**
<u>**Actionable:**</u> Creating a culture of Innovation. Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill set to work together. Occasionally practiced	.We need to create few platforms in the school where such collaborations can takes place.	• Interdisciplinary lesson plans • Departmental meetings (Fortnightly) • Micro-teaching • Projects in ATL (for students) • Creating of clubs (for students)	- Vice Principal - Coordinators Under guidance of Principal Ma'am	April 2024 to September 2024	- A culture will be developed where teachers and students will work in collaborations. - Bonding and trust will increase among teachers and students - Teaching-Learning will be more enjoyable

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 timeline for implementation?	What will the impact look like?
Actionable: Create a conducive environment for learning. Support teachers to undertake innovative and research based pedagogical practices to improve student learning. Frequently Used	Develop a shared understanding of teaching and learning. Encourage Peer learning, Competency based learning.	Class environment would be made much more conducive for peer teaching learning, More competency based questions would be introduced in the question papers. Guide the teachers for establishing Smart Goals.	Principal and Vice Principal, Headmistresses, Academic Coordinators and HODs	April 2024 – September 2024	Focus would shift from content based to competency based learning. From rote learning to concept clearance.

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 the impact look like?
Actionable: Creating 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. Frequently Practiced	Encourage teachers to deeper learning Providing constructive feedback	- Encourage teachers and students to create positivity and empathy. - Provide a psychologically safe, fair and transparent environment. - Be a role model for teachers and students.	Principal , Vice Principal, Co-ordinators	April 2024 – September 2024	Safe and calm environment, healthy study pattern and real education.

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 timeline for implementation?	What will the impact look like?
Actionable: Formulate Inclusive Policies and structures. Build knowledge and skill to teach a diverse group of learners through continuous professional development. Frequently Practiced	To aware teachers and students regarding inclusive culture which fosters a sense of belonging and promotes mutual respect amongst each other.	- By using a variety of instructional formats - By developing a positive attitude towards diversity through seminars and workshops - Leadership emphasizing on interconnectivity and team work.	Principal Vice-Principal Co-ordinators	April 2024 – September 2024	- Respect and Empathy amongst each other - Cross culture and cross functional collaboration will benefit the stakeholders of the institution - Feedback will be generated for continuous improvement and betterment of all stakeholders of the institution.

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

Step 1: Where are we now as a school?

Rate yourself on a 5-point rating scale for each of the actionable-s under every descriptor of Layer 2 of the Framework for Pedagogical Leadership for Leading Learning. This exercise needs to be taken up by the principal as a collective effort by engaging teachers, school management, students and parents, wherever applicable.

The word 'practice' used in the rating scale refers to the extent of engagement with each actionable. It would mean:

- The way of doing leadership
- Frequency of action
- Sustaining the action
- Achieving the results

Use the following rating scale to measure to measure the current practice of the school:

1. Never practiced

2. Almost never practiced

3. Occasionally / sometimes practiced

4. Frequently practiced

5. Practice is fully embedded

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 the 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	Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.				√	

Actionable	Sub-points in the actionable	1	2	3	4	5
and comprehensive professional learning.	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 teacher 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-centred 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 2: Initiating 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 steppingstone to success.				√	

		1	2	3	4	5
	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 discussions 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 is free from rigid subject boundaries.			√		
	Encourage inquiry-based learning by building critical thinking and problem-solving approach.			√		
	Focus on competency building by encouraging application 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 from 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 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 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 safeguarding, health and safety, cyber safety, behaviour 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, 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 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.				√	

		1	2	3	4	5
	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 being 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 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.					√