

Annual Pedagogical Plan for Leading Learning

School Name:-

*Air Force School Begumpet
Secunderabad*

Affiliation / UDISE Number:

3680005

Academic Session:

2024-25

Principal's Name:

Mrs. B Magdalene Roy

Formation of Pedagogical Planning Committee

Creating Vision:

The vision has and will always be to have maximum students oriented towards serving the nation as efficient, able and dignified Air warriors.

Mission:

To ensure and bring good education and culture within the financial reach of the personnel of the IAF, their children and families, without compromise on standards and quality of education.

Beliefs:

To provide healthy, liberal and sound education that promotes a holistic development. To also promote development of academic excellence, discipline, leadership qualities, personal character, integrity in particular and National Integration.

Values:

The best interest of the child is the primary concern which drives every person within the realm of the school to work towards all-round development of every student in a joyful atmosphere.

SWOT Analysis done to arrive at the priorities for APP:-

The committee consisted of all the HODs of the school and the CBSE in-charge teacher.

Meetings were held at regular intervals to decide upon the areas of strengths and weaknesses, areas that need special attention and then set priorities for the Annual Pedagogical Plan.

The APP has been formulated as per the 6 Descriptors laid out in Layer 2 of the Handbook. 3 actionable-s per Descriptor were selected for implementation.

The 5 steps given in the Manual, using the rating scale and insights were used while preparing the APP.

Role of the Stakeholders and Impact on APP

Role of the Stakeholders:-

The stakeholders taken into account for the preparation of APP were members of the School Management Committee, Principal, HODs, Subject Teachers and Parents.

The School Management Committee was in agreement with the vision shared by all the other stakeholders during the SMC meeting with APP as one of the agenda points.

The Principal had meetings with all the teachers. All the formalities to be followed for the working out of APP were explained. Then the Planning committee consisting of the Principal, HODs and Parents had a meeting to discuss and arrive at the priorities of APP. Thereafter meetings were held with only HODs to work out the 6 Descriptors and the 3 actionable per Descriptors were discussed and worked out in detail.

After discussion of each Descriptor and the corresponding 3 actionable-s the respective HODs conducted meetings (either offline or online) with the subject teachers for their ideas and inputs on the same. With the last Review and wind-up meeting was held with all staff members including office staff.

As explained above, the meetings of all the stakeholders at every stage of planning of APP will help in the furtherance of the goals and objectives as laid down in the Handbook for leading Learning – which states that a School Principal and /or the leadership teams work collaboratively with ALL stakeholders to shift towards making learning a part of the school's culture and ethos.

Impact:-

This collaborative work will help all the stakeholders to understand that they are part of a team, that works toward all – round development of the students.

School Management Committee members are made aware of their role in the planning and implementation of the APP and will extend support and thus impact the APP.

Principal is conscious of the fact that as a person in a leadership role she/he needs to take every stakeholder into confidence, impress upon each member to be a part of the process and bring about a change in the ethos and culture of the school which is to be a “learner”. The Principal then will impact the APP as an “aware” leader.

The teachers understand that they are the trend setters while shaping the future of their students. They are encouraged to develop themselves, be learners themselves as much as their students and also more than the students and come out with innovations and new strategies while working on their Pedagogies, which then have a profound impact on teaching-learning process.

Parents are now aware of the directions on the APP being taken by the school and in particular, the teachers of different subjects are present to help their wards grow into responsible and able citizens of our country .At the same time they also realize that they need to be learners themselves along with their wards and the school and hence will extend complete support to the school and become a part of the school APP.

Thus each stakeholder impacts the APP in whatever way possible, after being aware of the various aspects of APP.

3 Months Implementation Report – A Checklist

S.No	Date	Week	Activities Implemented	Reflection	Overall Report Implementation & Observation
1.	01 Nov – 01 Dec	4 th Week	Notebook Checklist	Monthly	<ul style="list-style-type: none"> Helps to identify the areas of strength. Helps to form the basis for need – analysis.
2.	Last working Day of every month 30 / 31 of every month.	4 th Week	HODs Meeting	Monthly	<ul style="list-style-type: none"> Create opportunities for staff and students' well –being. MOTIVATION FOR TEACHERS is mandatory. This should be done every month which helps to improve ones' own strengths. Subject teachers need to discuss and express their views.
3.	01 Nov – 15 Nov 16 Nov – 30 Nov	1st Week, 3rd Week	Book Reading	Fortnightly / Monthly	<ul style="list-style-type: none"> Develop interest in reading resources and referring book in library as well.
4.	30 th – 31 st of every month	4 th Week	Integrated Projects (All Subjects)	Monthly	<ul style="list-style-type: none"> Provides freedom to students to explore and the time to inculcate and develop ideas. Creates a culture that helps students to learn with collaboration of subjects.
5.	Monday to Saturday	Every week	Remedial Classes	Weekly	<ul style="list-style-type: none"> Will help students to improve in areas that require development.
6.	Every Saturday	Every week	Slip Test	Weekly	<ul style="list-style-type: none"> Will help to know – how much child has improved, where he/she needs to improve and the test reflects in students' academic improvement. Teachers can determine their work progress and skills in their practice.
7.	Every Day	Every day	Use of E-content	Daily	<ul style="list-style-type: none"> Help the students to be more confident and focused. Optimum utilization of technology to provide greater access to learning content in multiple and easily accessible platform.
8.	30 th – 31 st of	4 th Week	Lesson Plan –	Monthly	<ul style="list-style-type: none"> Development of team spirit and collaboration,

	every month		Planned Collaboratively		awareness of best practices, supportive learning environment.
9.	April – September – 1 st Term October – March – 2 nd Term	April – September and October - March	Exhibition / Innovation of Experiments Thinking maps, model making, debate, seminars, role –plays and creative writing skills.	Term – wise	<ul style="list-style-type: none"> Students exhibit creativity under the observation of teachers and know more about the subject and develop interest in subjects. All students will move towards perfection through this learning process. Enables the students to understand the concepts which help the students to be future ready.
10.	On the designated date	On the designated date	Celebrations of Functions	Annual	<ul style="list-style-type: none"> Promotes learning experiences outside the classroom through experiential learning, collaboration and communication.
11.	Every day / Daily Basis	Every day	Help a Friend / May I Help You	Daily	<ul style="list-style-type: none"> Creating a safe, positive, respectful and nurturing environment. Readiness of students to execute their duties in the school and help others to do the same, inside and outside school as well.
12.	Every day / Daily Basis	Every day	Buddy Support	Daily	<ul style="list-style-type: none"> Motivating all students to help each other irrespective of discrimination on any grounds. Will help students to develop collaborative nature, learning culture. Benefits of peer learning can be seen.
13.	April of Every Year	April of Every Year	Personality Test (MBTI)	Annual	<ul style="list-style-type: none"> Will be aware of personality a trait which in turn helps in personal improvement.
14.	April of Every Year	April of Every Year	Johari Window	Annual	<ul style="list-style-type: none"> Will be aware of strengths and areas of improvement as well as group dynamics. Will be on the road to being a self – aware Leader

ASSIGNMENT

School's Vision Statement: Air Force School Begumpet, Hyderabad which functions under the aegis of IAF Educational and Cultural Society has arrived at a shared vision, after consultation and deliberations with all its stakeholders namely SMC, members, Principal, Teachers and Student Council which may be stated as:

The dream and pride of every citizen of our great country India, needs to be centered around the desire to serve the nation and protect it from all external forces of threat. To this end, every student shall be groomed in a way that it is the passion of maximum students of Air Force School Begumpet, Hyderabad to join Armed Forces and in particular, The Indian Air Force.

The above shared vision is in sync with the ethos and culture of The Indian Air Force as delineated in the “Education Code for Administration of Air Force Schools-2020”.

School's Values:

To promote development of academic excellence, discipline, personal character, high sense of values and National integration, equal rights to every child and no discrimination.

Areas of strengths:

- Teachers encouraged to avail the opportunities provided by the Management for continuous and Comprehensive professional learning – A number of workshops conducted for all teachers.
- Discipline
- Patriotism

Areas of improvements:

- Principal's need to improve on digital education – need to be more tech savvy.
- Teachers self – Up gradation and self – awareness.
- Student's emotional & social development.

Descriptor 1: Engaging in Teachers' Professional Development

Actionable 1 :- Ascertain the needs for professional development through collaborative practices.

Sub-actionable- Establish Subject-wise committees for feedback on current knowledge

Rating Scale: - Occasionally/ sometimes practiced.

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?
<p>Insights after assessing the actionable-s:-</p> <ul style="list-style-type: none"> • Subject - wise committees with HODs leading the subject teachers, is in place. • Committee meetings were being held on a monthly basis with focus more on the students than on the needs of the teachers. • Checklists for a few processes are in place but a few more to be put into practice to help teachers become self – aware of their practice. 	<ul style="list-style-type: none"> • HODs will continue to lead the committees. • Committee meetings will be held on a Monthly basis (mandatory), however, if situation demands, the HODs are free to conduct whenever deemed necessary. • Focus to be on the students as well as the teachers' development of knowledge & skills. • Develop self-awareness about the impact of own teaching learning practice by using rubrics and by measuring learning outcomes of 	<ul style="list-style-type: none"> • HODs will continue to lead the committees. • Committee meetings will be held fortnightly. • Weekly training programs are being held for teachers to enable them to equip themselves with NEP 2020 in view. • Rubrics will be formulated by teachers to self - assess themselves as well as the students. 	<ul style="list-style-type: none"> • All stakeholders – Air HQ, Training Command, Principal, HODs, Teachers. • Principal • HODs • Teachers 	<ul style="list-style-type: none"> • Workshops on a Term Basis. • HODs meetings already in place and will be carried forward / continue on a monthly basis. • Reading of books by teachers – monthly basis. • Workshops etc. – Term - wise 	<ul style="list-style-type: none"> • All teachers will use rubrics to determine the attainment of learning outcomes and reflect on their teaching practices to determine the areas of the strengths and development in their practice. • Knowledge gained through technological improvement, reading books and other means is shared

	<p>students.</p> <ul style="list-style-type: none"> • Professional development through collaborative practices such as Webinars, Seminars, Symposiums and Workshops. • Subject oriented workshops to be initiated by Training Command. • Development soft skills. • Read books and to educate themselves through e-content. 				<p>among teachers, which helps in collaborative learning and later improved teaching.</p>
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Actionable 2:- Create opportunities for continuous and professional learning.

Sub-Actionable: Organize in-school workshops, training and talks calling experts and also by the school teachers that are based on identified school need.

Rating Scale :- Occasionally/ sometimes practiced.

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?
<p>Insights after assessing the actionable-s:-</p> <ul style="list-style-type: none">• Subject – specific workshops are conducted by respective commands on a yearly basis.• Training of Teachers by Tata Edge personnel on a yearly basis.• School teachers themselves play the role of Resource persons and conduct talks on a Term basis.• Teachers also attend conduct workshops by	<ul style="list-style-type: none">• Teachers do attend more workshops conducted by CBSE and submit the certificates issued by CBSE.• School management needs to arrange talks by experts on relevant educational topics to help teachers to be in sync with NEP 2020 and the NCF.• Teachers to continue to hold talks on a monthly basis to help other teachers learn from each other's experiences.• Principal to also	<ul style="list-style-type: none">• School management in concurrence with TC will arrange for experts to give talks to the teachers on topic selected (the ones that help the teachers according to their needs)• Teachers will attend workshops conducted by CBSE.• Teachers will upgrade themselves and share their knowledge	<ul style="list-style-type: none">• Training Command , School Management Committee, Principal , HODs, Subject Teacher s.	<ul style="list-style-type: none">• Workshops are to be conducted on a yearly basis by Training Command.• Workshops by School management to be conducted on Term basis.• Teachers to self – improve themselves on a regular basis. Sharing of knowledge gained through self - study will be shared on a monthly basis.• Principals' talks will be need based monthly / quarterly.	<ul style="list-style-type: none">• Teachers will be challenged by the experts to meet the needs of the school.• Teachers will become aware of the norms of CBSE and Change their style / method of teaching.• Knowledge shared between teachers helps them to be better equipped.• Principal will gauge to what extent the knowledge / experience gained by teachers is put into practice and if the needs of teachers / students are met.

CBSE on a regular basis.	hold talks on relevant and need based topics, especially in the areas where teachers encounter problems or issues in the teaching learning process.	gained with the teachers. • Principal will hold meetings / talks based on identified school needs.			
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Actionable 3:- Empower teachers to become agents of change.

Sub-actionable:- Practice distributed leadership to improve overall school systems, processes and environment.

Rating Scale:- Frequently practiced.

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?
Insights after assessing the actionable-s:- <ul style="list-style-type: none"> Teachers are Secondary duties so as to enable smooth functioning of school and its various processes. HODs are 	<ul style="list-style-type: none"> Teachers need to document the various duties that are being done by them to find the lacunae and make necessary changes to overcome them. HODs will also maintain registers to see that duties are done in an organized 	<ul style="list-style-type: none"> HODs speak, plan and organize along with their subject teachers, in their weekly & monthly and fortnightly meetings. Teachers allotted 	<ul style="list-style-type: none"> HODs, Principal Teachers Student Council. 	<ul style="list-style-type: none"> Duties concerning Cleanliness will be monitored on a weekly basis. HODs to have fortnightly meetings. Principal to 	<ul style="list-style-type: none"> While working on various processes, teachers will work on improvement of at least a few processes → school cleanliness, volunteers in different duties, compliant

<p>assigned Secondary duties according to their specialization.</p> <ul style="list-style-type: none"> • Student Council assists teachers in the functioning of school system. 	<p>way.</p> <ul style="list-style-type: none"> • Student council will assist teachers in the smooth functioning of events such as Annual Day, Sports Day & Independence Day everyday functioning of school etc. 	<p>secondary duties to monitor and carry out different processes to see that school functions in a smooth manner.</p>		<p>hold monthly meetings with both Teachers & Student Council.</p>	<p>handling process etc.</p> <ul style="list-style-type: none"> • With the help of Student Council teachers feel empowered to bring necessary changes in the various school systems and processes mentioned alone. • While collaborative with the Student Council teachers will empower themselves as well as students to work towards the smooth functioning of school with the changes brought about in the processes.
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Descriptor 2: Initiating Innovation in the school.

Actionable 1:- Create a Culture of Innovation.

Sub-actionable:- Allow flexibility and risk taking, with no fear of judgment.

Rating Scale:- Occasionally / sometimes practiced.

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?
<p>Insights after assessing the actionable-s:-</p> <ul style="list-style-type: none">• Not much flexibility is possible due to laid down syllabus.• However, teachers do take risks to bring about innovative in their teaching.• Methods like 'Flipped Classroom' are being followed to ascertain how it works for different subjects.• Teachers try different methods to see	<ul style="list-style-type: none">• Teachers strive together as a team to remove rigid subject boundaries by coming on to a common ground.• They plan lessons so as to integrate their own subject with other subjects.• While implementing their lesson plan in the classroom, teachers need to show / teach /students about the blending of certain concepts & ideas between subjects.• Allow students to come up with	<ul style="list-style-type: none">• Teachers encourage students to follow the "Flipped Classroom" method.• Students study the lesson before the teacher does it in the classroom.• Self – study throws open the door to enquiry and critical thinking which brings students to the classroom with their own set of questions and ideas.• Teacher creates a conducive atmosphere in the classroom for an open discussion between the peers.• Exchange of ideas takes place between teacher ad students	<ul style="list-style-type: none">• HODs, Principal, Teachers	<ul style="list-style-type: none">• Daily• Fortnightly• Monthly• Term - wise	<ul style="list-style-type: none">• Teachers create a space for the students to express their innovative ideas in the classroom.• Students come to realize the importance of self- study and also understand the inter connectivity of subjects.• They conclude that self- study leads to a mindset of enquiry that ultimately leads to the both of new ideas.• With the help of teachers and

which one best suits their classes without fear of judgment as well as all teachers are involved in innovation.	<p>their own ideas and give them space to work on them in the classroom atmosphere.</p> <ul style="list-style-type: none"> It must be impressed upon students that no subject stands independently but are all interconnected. A realization of this helps them to think further, in different directions and come up with brilliant and varied ideas. 	<p>between peers which leads to collaborative learning.</p> <ul style="list-style-type: none"> Subject experts are invited on a Term basis – to broaden the outlook of students in various subjects. 			peer collaboration, students begin to learn and further innovate.
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Actionable 2: Expand perspective of teachers to implement innovative pedagogies.

Sub-actionable:- Encourage collaboration and set aside time for planning.

Rating Scale:- Occasionally / sometimes practiced.

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?
Insights after assessing the	<ul style="list-style-type: none"> Subject teachers not only continue 	<ul style="list-style-type: none"> Teachers to upgrade 	<ul style="list-style-type: none"> HODs and Subject 	<ul style="list-style-type: none"> Monthly meetings of 	<ul style="list-style-type: none"> Teachers will understand the

<p>actionable-s:-</p> <ul style="list-style-type: none"> • Collaboration between subject teachers is maintained towards synchrony in the completion of syllabus. • Collaboration between subject teachers, Art, Sports and Music teacher takes place to maintain interdisciplinary integration. • Apart from Subject specific HOD meetings, meetings between teachers of all subjects – classwise, is being conducted to ensure integration of Arts, Sports, Music and other subjects. 	<p>to collaborate to maintain synchrony in the completion of syllabus but also discuss and plan in a more organized manner to implement new pedagogies, ideas and projects.</p> <ul style="list-style-type: none"> • Interdisciplinary collaboration to continue with proper documentation of meetings held between teachers. • The outcome of the new pedagogies, ideas and projects needs to be checked so as to bring in changes, if and when required. 	<p>themselves on latest trends in innovation in their respective subjects.</p> <ul style="list-style-type: none"> • Monthly meetings between subject teachers to be continued to maintain synchrony of syllabus and also discuss about the new pedagogies to be implemented. • Fortnightly meetings between interdisciplinary teachers to plan innovative pedagogies, ideas and projects. • Evaluation of innovation to be done to know about the outcome – how far the innovation (s) have worked if 	<p>Teachers, Principal.</p>	<p>teachers and HODs.</p> <ul style="list-style-type: none"> • Term – wise for projects that require the whole term. • An academic year, if required. 	<p>value of working collaboratively.</p> <ul style="list-style-type: none"> • They will know that collaborative innovations and panning will impact students towards critical thinking, experiential and enquiry based learning.
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		not, what are the required changes to be brought about.			
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Actionable 3: Create opportunities for student learning and innovation.

Sub-actionable:- Allow for existing juxtaposition of ideas that is free from rigid subject boundaries.

Rating Scale:- Occasionally / sometimes practiced.

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?
Insights after assessing the actionable-s:- <ul style="list-style-type: none"> Students are slowly being weaved away from rigid subject boundaries by encouraging them to learn through integration of subjects. Students are accustomed to integrate their academic subjects with Arts, Sports and Music at basic 	<ul style="list-style-type: none"> Teachers strive together as a team to remove rigid subject boundaries by coming on to a common ground. They plan lessons so as to integrate their own subject with other subjects. While implementing their lesson plan in the classroom, teachers need to 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> HODs, Subject Teachers, Art and HPE teachers. 	<ul style="list-style-type: none"> Monthly Term (Half – Yearly) A complete academic year depending upon the type of Project planned by teachers. 	<ul style="list-style-type: none"> Teachers create a space for the students to express their innovative ideas in the classroom Students come to realize the importance of self – study and also understand the inter connectivity of subjects. They conclude that self - study leads to a mind

<p>level.</p> <ul style="list-style-type: none"> Teachers adopt the 'Flipped Classroom' method to encourage students to think for themselves and ask questions which develops a spirit of enquiry in the students. 	<p>show/ teach/students about the blending of certain concepts ideas between subjects.</p> <ul style="list-style-type: none"> Allow students to come up with their own ideas and give them space to work on them in the classroom atmosphere. It must be impressed upon students that no subject stands to independently but are all interconnected. A realization of this helps to think further, in different directions and come up with brilliant and varied ideas. Invite subject experts. 				<p>set of enquiry that ultimately leads to the birth of new ideas.</p> <ul style="list-style-type: none"> With the help of teachers and peer collaboration, students begin to learn and further innovate.
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Descriptor 3 : Leading the Teaching – Learning process.

Actionable 1: Develop a shared understanding of teaching learning.

Sub-actionable:- Co-construct mechanisms, with teachers that would help evaluate classroom practices.

Rating Scale:- Never practiced.

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?
Insights after assessing the actionable-s:- <ul style="list-style-type: none">• Checklist for correction of notebook is followed.• Students put into groups – average – below average – above average to encourage them to aim higher.• Students' self-evaluation.	<ul style="list-style-type: none">• Continue with checklist for correction of notebook both student and teacher centric.• Practices to help students self-evaluate in classroom after slip test.• Use of E-content (Byjus, Khan Academy, etc), Audio-Visual aids.	<ul style="list-style-type: none">• Checklist will be prepared for both students and teachers.• Answer key is provided after the self - check and cross check by peers.• Conduct of Assignment, Worksheets, Quizzes, Online questionnaire, Crossword, Puzzles.	<ul style="list-style-type: none">• HODs• Teachers• Students	<ul style="list-style-type: none">• Fortnightly for checklist follow ups.• Weekly for slip test. • Fortnightly /Weekly/Daily Basis (AV aids)	<ul style="list-style-type: none">• Teachers will self-evaluate, self-monitor and improve their teaching learning process.• Students will self-evaluate, rectify and improve upon their weak areas with the help of the teacher.• Students will benefit and can update their skills.

Actionable 2: Create a conducive environment for learning.

Sub- actionable:- Encourage teachers to plan lessons collaboratively.

Rating Scale:- Almost never practiced.

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?
Insights after assessing the actionable-s:- <ul style="list-style-type: none"> Teachers always planned lessons on an individual basis. 	<ul style="list-style-type: none"> Teachers under the guidance of HODs need to plan their lessons collaboratively. Teachers teaching the same subject to team up to share project ideas and activities to be done with the students. 	<ul style="list-style-type: none"> During the monthly subject meetings with HODs, teachers will prepare lesson plans collaboratively with innovative and research based pedagogical practices to improve student learning. Help students to learn in a joyful environment. Interpret, analyze and use student data effectively to design the next step of learning and support to students. 	<ul style="list-style-type: none"> HODs and Subject Teachers. 	<ul style="list-style-type: none"> Every month (Nov and Dec) 01 – 30/31 of every month. 	<ul style="list-style-type: none"> Teachers work collaboratively and are able to help each other if and when issues arise in the teaching –learning process. Students are happy individuals with positive environment which helps in greater learning and holistic development.

Actionable 3: Encourage teachers to become reflective practitioners.

Sub-actionable:-Guide teachers on how to achieve their SMART goals.

Rating Scale:- Occasionally practiced.

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?
Insights after assessing the actionable-s:- <ul style="list-style-type: none"> Teachers have goals in place (practice it) However, the goals have not been SMART. 	<ul style="list-style-type: none"> Set up goals that are SMART (Specific, Measurable, Achievable / Actionable, Realistic / Reliable, Time bound) Teachers are to gather new ideas and practices and plan to put one idea into practice after training is imparted. 	<ul style="list-style-type: none"> HODs along with subject teachers to meet on a fortnightly basis and work on the SMART goals. Teachers to be trained and helped to develop their knowledge and skills with regard to SMART goals. 	<ul style="list-style-type: none"> HODs along with Subject Teachers. SMC, Principal, Teachers. 	<ul style="list-style-type: none"> Monthly Half-yearly, Yearly
				<ul style="list-style-type: none"> Goals set by teachers will be SMART. Goals will be carried out in an organized manner. Evaluation becomes easier when goals are SMART.

Descriptor 4: Developing a Learning Culture.

Actionable 1: Create the “social glue” by building a culture of trust and self-improvement.

Sub-actionable:- Practice the habit of “understands others and seeking to be understood by others”.

Rating Scale:- Occasionally / sometimes practiced.

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?
<p>Insights after assessing the actionable-s:-</p> <ul style="list-style-type: none">• Comfort of teachers has always been a priority. A few examples:-• Leave when required by staff is never refused – whatever the grounds on which it is sought – ill health, personal issues, and family issues.• Late coming excused to greater extent- even habitual late comers never penalized.	<ul style="list-style-type: none">• Management / Principal need to ease out / tighten things in these areas:-• Punctuality• Commitment• Integrity• Build a strong culture of mutual trust and respect and self-improvement.	<ul style="list-style-type: none">• Follow laid down rules.• Give a written representation to higher authorities as and when rules are flouted or disregarded – both ends, teachers as well as Principal and Parents.• Adopt transparency, fairness and respect in engaging in stakeholders.	<ul style="list-style-type: none">• All stakeholders.	<ul style="list-style-type: none">• Throughout the year –on a daily basis.	<ul style="list-style-type: none">• Greater understanding / mutual understanding develop between management, Principal and staff.• Greater understanding leads to greater positivity and happy environment in the school -> greater learning (achieve shared vision).• Development of vibrant learning culture.

Actionable 2: Keep students at the heart of the learning culture.

Sub-actionable:- Provide challenging opportunities for students to learn experientially, innovate and collaboratively.

Rating Scale:- Occasionally / sometimes practiced.

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?
Insights after assessing the actionable-s:- <ul style="list-style-type: none">• Conduct of exhibitions at random – experiential work / innovation.• Celebrations of functions / special days - collaborative working.	<ul style="list-style-type: none">• Continue to conduct exhibitions in a planned way for every subject.• Continue to celebrate special days and festivals.• Conduct Experiments – subject wise – to encourage innovation and exhibit them. E g:- Best out of waste.• ICT, Online learning platforms, flipped learning, blended learning etc. are to be adapted.	<ul style="list-style-type: none">• Plan out (to be mentioned in the lesson Plan) the Activity / Project/ Exhibit that needs to be given to students every month /term.• Plan out if it is an individual / team project.• Form groups and assign the work to be carried out within the group.• A group leader may be nominated to coordinate the Project.	<ul style="list-style-type: none">• HODs, Subject Teachers, Parents (to the extent of assisting in the completion of the Project, especially for the resources required.)	<ul style="list-style-type: none">• Fortnight• Term	<ul style="list-style-type: none">• Students will learn to work collaboratively, innovatively and experientially:- Collaboratively- when working on projects as a team. Innovatively – when working on an innovation. Experientially – when working in the labs.• A visible change will be noticed in their digital knowledge, skills and application.

Actionable 3: Encourage teachers to deepen learning.

Sub – actionable: - Encourage teachers to be receptive to new ideas, practice reflective and Meta-cognitive thinking to improve students learning.

Rating Scale:-Almost never practiced.

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?
Insights after assessing the actionable-s:- <ul style="list-style-type: none"> Teachers read books pertaining to their subjects, occasionally. 	<ul style="list-style-type: none"> Teachers continue to read books on a monthly basis. Teachers also use technology to learn about new ideas and practices in their respective subject. Practice metacognitive thinking. 	<ul style="list-style-type: none"> Teachers decide to read one book every month. Teachers gather new ideas and practices and plan to put one idea / innovation into practice. Teachers plan to achieve goals through Metacognitive thinking. 	<ul style="list-style-type: none"> Principal HODs All Teachers 	<ul style="list-style-type: none"> Month Term 	<ul style="list-style-type: none"> Teachers are enlightened more in their respective subjects. New ideas and practices are shared with students to help them improve their knowledge skills. Teachers learn to channelize their work according to Metacognitive cycle→ which is Assess the Task→Evaluate strengths & weaknesses→ Plan the Approach →Apply Analysis → Reflect & then begin the cycle all over again.

Descriptor 5: Building an Inclusive culture.

Actionable 1: Create an environment of acceptance.

Sub- actionable:- Promote social interactions among students and with teachers.

Rating Scale:- Frequently Practiced

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?
<p>Insights after assessing the actionable-s:-</p> <ul style="list-style-type: none">Teachers and students interact with each other on a daily basis apart from classroom connectBeginning with the conduct of school assembly to classroom activities they collaborate and team up.* For all the co-curricular and sport activities to the interact.* In the connect of measure year school events such as annual days first day and ant national festival in tandem.	<ul style="list-style-type: none">Continue with the introduction so the conduct of school assembly* Everyday students need the directions and guidance of teachers to give the best towards execution of school assembly.* Teachers need to modify the traditional teaching methods to the latest methods which emphasis activity based methods of teaching wherever activities in world drinks and teamwork this enables teacher student combined.* Teachers need to involve guide interact with the students during co-curricular activities to land a helping and where help and guide and she is required* During the conductor of major activities,	<ul style="list-style-type: none">* The teachers need to upgrade themselves with a new activity based teaching which enhances interactions between teachers and students.* Greater environment of teachers for the candid of assembly to be ensured.* Teachers to enjoy complete environmental students and student council in the working of thing anchoring PA system arrangements and voluntary jobs during the major events and celebrations of the school.* An important requirement here is the need of teachers to be open minded to receive ideas actually have to offer during their interactions.	<ul style="list-style-type: none">SMCPrincipalTeachersStudents	<ul style="list-style-type: none">On a daily basis for the conduct assembly fortnightly term yearly for programs and festivals as detailed in the school diary.	<ul style="list-style-type: none">with teachers eliminated traditional method students more towards activity base learning which leads to skilled development while teachers acts as mental the students as mentees benefit the interactions which bills confidence and self- esteem insurance as students learn to work along with their teachers they in immediate learn and blossom and are ready to face their future.* This interactions enable teachers to learn new and contemporary ideas from students who are abate and knowledgeable about current affairs and trends.

	<p>students and teachers need to work together to work out the team and their after in the anchoring of the program, ideas of both is to be blended to help bring out the best insurance.</p> <p>* All national and major religious festivals celebrated as being done to faster and it foster an acceptance between students and teachers.</p>				
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Actionable 2: Adopt inclusive teaching practices.

Sub- actionable: - Provide teachers opportunity to work in teams, share ideas and reflect on best practices.

Rating Scale:- Occasionally / sometimes practiced.

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?
<p>Insights after assessing the actionable-s:-</p> <p>Teachers work in teams, subject teachers work along with co-curricular subjects teaches to execute integration of subjects.</p> <p>* Teachers of different subjects work with their with other subject teachers to bring about integration.</p> <p>* teacher of the same subject specialisation.</p> <p>* teachers of the same subject work along with their HODs to share ideas that can be used for the benefit of students in different sections of the same class.</p>	<p>teachers continue to work in teams with teachers of co-curricular subjects to work out on how the subject of specialisation can be integrated with the other subjects.</p> <p>* teachers of different subjects collaborate and share ideas to integrate with every other subject.</p> <p>* teachers teaching their subjects of specialisation under the guidance of the HODs, share, plan and execute new ideas collaboratively.</p>	<p>* All teachers to work collaboratively in the on a fortnightly basis to share ideas and exchange waste practices that are being followed across different subjects.</p> <p>* teachers take help of sports art and craft and music teachers and also teachers of other subjects to make their teaching inclusive interesting and interrogative.</p>	<ul style="list-style-type: none">• HODs• All Teachers	<ul style="list-style-type: none">• HOD meetings fortnightly	<p>*Teachers working teams irrespective to the subjects they are socialized in and the subject they teach the compartmentalization silos of subjects is broken down.</p> <p>* Ideas across subjects are shared which help in breakdown of the silos between subjects.</p> <p>* When best practices between teachers from different subjects are shared and carried into the classroom students begin to understand and learn the importance of inter disciplinary studies.</p> <p>*Inter disciplinary cell in multiple areas.</p>

Actionable 3: Support student learning.

Sub-actionable:- Encourage buddy support or Peer Learning and Child –to- Child cooperation.

Rating Scale:- Frequently practiced.

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?
Insights after assessing the actionable-s:- <ul style="list-style-type: none"> • Buddy support was practiced with a student of Cerebral Palsy. • Peer learning also in place 	<ul style="list-style-type: none"> • Buddy support to include students with learning difficulties. • Peer learning to extend to all other academic areas. 	<ul style="list-style-type: none"> • Pair up students as “Buddies” when and wherever required/needed . • Divide students into groups with varied abilities to 	<ul style="list-style-type: none"> • HODs • Subject Teachers • Principal 	<ul style="list-style-type: none"> • One month → 01 Dec 21-01 Jan 21. 	<ul style="list-style-type: none"> • CWSN as well as students with other Learning difficulties will benefit from the advantages of Buddy support. • Peer learning when extended to

<p>during Project work.</p> <ul style="list-style-type: none"> • Child- to – child cooperation exists during all situations and interactions in school. 	<ul style="list-style-type: none"> • Child – to – child cooperation to continue in all the interactions in all school, be it academic or co-curricular activities. 	<p>help them work collaboratively and learn from each other.</p> <ul style="list-style-type: none"> • Students are paired and asked to cooperate with each other while working on their assignments, projects and daily learning of concepts/lesson s. 			<p>areas other than only Project work develops collaborative work culture among students, with the help of their teachers.</p> <ul style="list-style-type: none"> • Child – to- child cooperation develops bonding between students, exchange and sharing of ideas and greater learning.
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Descriptor 6: Becoming and being a “Self-Aware” leader.

Actionable: - Know yourself better by using tools like the Johari Window and identifying strengths and areas of development.

Rating Scale: - Almost never practiced.

Step 1	Step 2	Step 3		Step 4	Step 5
Where am I now as a Pedagogical Leader?	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?
<p>Insights after assessing the actionable-s:-</p> <ul style="list-style-type: none"> • Introspection of what to do and the way to go ahead 	<ul style="list-style-type: none"> • Continue with introspection that was always done. • Identify areas of strengths. • Identify areas of development. 	<ul style="list-style-type: none"> • Continue to introspect and bring about changes wherever required whether in working style or on the personal front. 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Weekly analysis • Monthly • Term • Annual 	<ul style="list-style-type: none"> • Will be aware of strengths and areas of improvement. • Will be on the road to being a self – aware

<p>was always practiced.</p> <ul style="list-style-type: none"> • Out of personal interest, MBTI was done. • No formal process was followed to self-evaluate such as usage of Johari Window. 	<ul style="list-style-type: none"> • The Personality test (MBTI) has helped to discover the personality type to which I belong. • Johari window conducted to identify the BLIND SPOTS (Third quadrant of Johari window) with teachers as the observers. 	<ul style="list-style-type: none"> • Read a book that helps become a self – aware leader. • Note down the areas of strengths and use them to maximum benefit. • Identify areas to be developed and work on one aspect at a time. 			Leader.
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Thank You!