Annual Pedagogical Plan for Leading Learning

School Name: St. Thomas Higher Primary School, Byndoor

Affiliation/UDISE Number: 830228

Academic Session: 2022-23

Principal's Name: Fr. Jaison N.V.

School's Vision Statement:
Gearing up our education Apostolate through moral and spiritual values and making it life enhancing for the poor and marginalized

School's Values:
This school gives special emphasis to develop children as good citizens and prepares them for service

and responsible for nation building.

Areas of strengths:
Imparting quality education, Good infrastructure, Better learning atmospheres

Areas of improvements:
Teachers professional excellence, Technical skills, Co-ordinating abilities, lack of interest in taking risk and challenges, lack of availability of qualitative human resources.

Descriptor 1: Engaging in Teacher's 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					
Teachers academic excellence need to be improved	Orient them about the need of achieving academic excellence	Training by the academic experts	Principal	In the month of May 2022	They will improve their teaching efficiency
Inadequate computer literacy	Encourage the teachers to learn basic computer courses	Arranging some computer courses in the school	IT Teacher	3 months course begins from March	Teachers able to use and operate computer
Empower teachers to become a agent of change.	Distribute leadership among the teachers. Undertake action research Create a collaborate nature.	Conduct personality developing programme conduct talent show activity for teachers. Let the teachers to organize programme	Principal and teachers	Start the process in January 2022 Complete by end of December 2022	It increases teachers, confident level. Improve teachers participation spirit

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?**
Actionable					
Possibility of influence of regional language	Give orientation to the students about the merits of having language club	Formation language club	Language teacher	April 2022- June 2022	Students are able to have effective communication skill, recite pomes, telling stories etc.
Lab activity guided by the teachers	Lab activity planned and done by the students	By making chart, models, exhibition	Subject Teachers	May 2022 – March 2023	Students are able to improve experiment based learning
Classroom discussion	Activity based mock parliament	Conducting mock parliament by the students	Subject teachers	December 2022	Students come to know about the role of politician in the society

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?
Text book based learning	Technology assisted learning	Make use of the smart boards, smart classes	Principal	May 2022-August 2022	Understand the concept more effectively
Teachers centred learning	Interactive learning	Conducting seminars debates occasionally	Subject teachers	May 2022-March 2023	Students learn by doing
Develop a shared understanding teaching learning	Collaborate with different schools and plan exchange programme for teachers and students	Conduct inter school competitions and exhibition	Principal Teachers	By June 2023	We come in relation with other schools

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?
Exam based learning	Skill based learning	By using information technology	Academic co-ordinator	May 2022-March 2023	Students applying their skills in day to day life
Personalised learning	Peer group based learning	Make them smaller groups	Respective subject teachers	May 2022-March 2023	Make teaching learning process more effective
Text book based learning	Making use of other reading books	Giving more library periods, tell them to use of e-library & periodicals	Principal, Librarians, value education teachers	May 2022-March 2023	Students will get the extra knowledge of the subjects
Make parents active partner in the educational journey of their child	Hold workshops and seminars on parenting and other relevant topics	Inviting resource person during PTM meeting	Principal School Management	February 2022-May 2022	Parents actively involved in the learning process of their wards

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?
School environment is expecting students diversity	Making the idea of inclusion more clear to the teachers and students	Conducting various programmes and celebrating days of national importance	Principal	May 2022- March 2023	Students will have a broader vision of culture and diversity
Teachers ignorance about the concept of Inclusion	To give them more clearance of vision of the concept of inclusion	Conducting orientation programmes by the trainers	Principal	May 2022- March 2023	Teachers modify the classroom instructions to support academic and behavioural progress of students

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 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 facultyty).			√		
	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.			√		
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.				√	

Descriptor 2: Initiating innovations in the school						
Actionable	Sub-points in the actionable	**1**	**2**	**3**	**4**	**5**
Creating aculture 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 judgment.				√	
	Provide intellectual stimulation by bringing togethergroups 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.					√

Actionable	Sub-points in the actionable	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 , ramifications and applications for enhancing instructional practices suchas blended and flipped learning.			√		

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.			√		

Descriptor 4: Developing a learning culture						
Actionable	**Sub-points in the actionable**	**1**	**2**	**3**	**4**	**5**
Create the 'social glue' by building aculture 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 schoolcommunity.				√	
	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 anddemonstrate that a principal is a life-long learner.					√
Develop policies and systems thatsupport a cultureof learning by including all stakeholders.	Establish an open-door policy andtransparentcommunication 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, behavior management etc.			√		
	Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.		√			
	Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on non-instructional activities or out of school (official) assignments.			√		
	Hold students, teachers , and Para teachers accountableby 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 datadriven.			√		
Keep students atthe heart of the learning culture.	Set high expectations for students and communicatethese 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.				√	

		1	2	3	4	5
	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.				√	
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.			√		

		1	2	3	4	5
	Promote improvisation, risk taking and evolve innovative strategies.			√		
	Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater accessto curriculum.		√			
	Monitor, track and support children who are at risk of exclusion, marginalization or underachievement.			√		
Support student learning.	Encourage buddy support or peer learning and child-to-child co-operation.				√	
	Encourage flexible grouping of students during learning.			√		
	Identify gaps, plan for early intervention and individualize learning.			√		
	Use ICT, digital resources and assistive technology to provide meaningful learning experience to children.			√		
	Use positive behavior and support strategies to address behavior issues.			√		

Descriptor 6: Becoming and 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 and2 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 and2 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.			√		