Annual Pedagogical Plan for Leading Learning

School Name: Dr. N.Shankara Adyanthaya Memorial English Medium High School, Nitte

District: Udupi   State: Karnataka

Affiliation/UDISE Number: **830210/29160103215**

Academic Session: 2021-22

Principal's Name: Mrs. Radha Prabhu

Committee Members of the Annual Pedagogical Plan

Sl. No	Name of the Teacher	Designation
1.	Mrs Radha Prabhu	Principal
2.	Mrs. Shwetha Suvarna	PGT
3.	Ms. Manasa	PGT
4.	Mrs Sahana Kunjathaya	TGT
5.	Mrs Sujatha. S	TGT
6.	Mrs. Prathibha	TGT

<u>VISION STATEMENT OF THE SCHOOL</u>:

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

<u>Reviews of the Vision of the School</u>:

➢ Innovation is given primary importance and is practiced by encouraging students to participate in various competitions.
➢ All round development of personality is being given more importance by encouraging them to participate in sports, art, literary works, drawings etc.

MISSION STATEMENT:

To promote and nourish as wide a range of capacities and leadership skills, to foster critical thinking, creative ability and to develop moral and spiritual values, to become active, responsible, productive and empathetic citizens of the society.

Reviews of the Mission of the School:

- ➢ Rose week is observed every year wherein a contribution of students is handed over to the orphanages, old - age homes, cancer patients or the needy of the vicinity of the school.
- ➢ Value education is mandatorily incorporated with the school syllabus. Separate books class - wise have been selected for it.
- ➢ Value based stories are narrated by students/teachers during the school assemblies and all the values are highlighted.
- ➢ To empower the students creative /critical ability all the students of the school have an access to the Atal Tinkering Lab and incorporated in the school syllabus.

Strength of the School:

- Collaborative work culture amongst faculty
- Well-equipped labs.
- Good ambience and peaceful environment.
- Good transport connectivity.
- Cordial relationship with the stakeholders
- Good understanding and co- operation amongst staff.
- Availability of potable tap water
- Good interpersonal relation.
- Good parent – teacher rapport.
- Classroom connect with Hutcheson school of Glasgow- Scotland.

<u>Weakness of the school</u>:

- ➤ Change of mindset.
- ➤ More encouragement to staff to be innovative.
- ➤ Better utilisation of Labs.
- ➤ Continuous & comprehensive professional learning is occasionally practiced.
- ➤ Motivation is required to practice new innovative pedagogies.

Opportunities:

➢ Professional Upgradation is a continuous process in the school.
➢ Abilities of teaching faculty is strengthen through vigorous
   training programmes.
➢ Freedom to carry out innovative ideas are encouraged
   and appreciated.
➢ Students get opportunities to innovate.

Threats:

- ➤ Time Management.
- ➤ Completion of syllabus
- ➤ Adjustments in switching over from online to offline and vice versa.
- ➤ Adjustment in switch over from existing assessment pattern to the new pattern due to the pandemic.
- ➤ Weak foundation of the students due to online classes in the previous academic year, is a big threat and challenge.

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?
Actionable 1: Organisation of virtual and offline trainings, workshops and webinars based on identified schools needs in collaboration with sister institutions. **Actionable 2:** Engage in a dialogue with individual teachers to identify needs and the way ahead. **Actionable 3:** Establish subject-wise committees of teachers for feedback on current knowledge and skills. Also identify specific needs of teachers. **Actionable 4:** The teacher attending the workshops to share the inputs with the rest of the teaching faculty.	To encourage teachers to enroll for online workshops to improve day-to-day ways of working that involves professional learning and constructivist pedagogy.	Teachers will be encouraged to learn new digital techniques. Teachers will be encouraged to prepare rubrics for the assessment. Teachers will be encouraged to attend the CBSE course regularly to know more about NEP2020. Modify rubrics based on usage and need.	Principal Vice Principal Co-ordinators	Final draft 1st Dec 2021 to 15th Jan 2022. Implementation: 16th Jan 2022.	Teachers will be able to implement NEP2020 effectively. All teachers will use rubrics to determine the attainment of learning outcomes.

DESCRIPTOR 2: Initiating Innovations in schools.					
STEP 1	**STEP 2**	**STEP 3**		**STEP 4**	**STEP 5**
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable 1: Our fully equipped ATAL Tinkering Lab has a full time ATL Incharge coordinator. We also have a mentor appointed from Engineering college Nitte. **Actionable 2:** Ensure that it is working efficiently and have regular mentor –teacher meetings. **Actionable 3:** Provide opportunities for students to work on projects dealing with real world problems through design thinking for innovation in the Atal Lab. **Actionable 4:** To go on field trip to understand the local problems and take it as a theme for their upcoming projects.	We need to promote a positive mindset where failure is seen as a stepping stone to success. We need to develop a professional learning community for sharing ideas and innovations.	Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experience. Showcase the innovations in the websites, local newspaper, other mass media sources. Encourage parents to appreciate and co-operate with their children and school. To provide incentives and show appreciation by giving away certificates, cash prize etc. Providing opportunities like genius hour, coding hour, STEM lab etc. Encourage and support teachers to try out new ideas. To provide students and teachers a big platform by conducting seminars, workshops, exhibitions etc.	School head Subject teachers Mentors Concerned Education Officer Lab Coordinator.	To be completed in quarter 1: 1st June 2021 to 1st Aug 2021 review, reflection and modification from 2nd August to 30th Aug 2021. Final draft 1st Aug to 30th Sept 2021. Implementation : Nov 1st 2021.	The ATAL tinkering Lab will function 90% to articulate the problems that have been in the society. It will inspire students to develop new ideas for the projects . A minimum of 5 innovative ideas to be sent for each of the competitions organized by Taluk, District, State, Regional, National levels.

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 be achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable 1: Create a common understanding that the purpose of teaching learning is to make students future ready. **Actionable 2:** Encourage teachers to have a better understanding of what is an effective teaching learning process in the classroom. **Actionable 3:** To share the good academic practices of the Hub schools with the faculty of the school for overall improvement of the teaching learning process. **Actionable 4;** Co- construct mechanisms with teachers that would help evaluate classroom practices.	We have planned exchange programs for teachers and support teachers to undertake innovative and research based pedagogical practices to improve student learning.	Guide teachers on how to establish their SMART goals. To have exchange programs with HUB schools . Actively participate in online seminars with our Scotland partners.	Principal Vice Principal Educational Officer Coordinator	Final draft 1st Dec 2021 to 15th Jan 2022. Implementation: 16th Jan 2022.	Few of our teachers will visit. Hub schools and learn some good practices. Best practices of those schools will be followed. Two of our teachers will have online discussion with Hutchies to learn their teaching learning process. New shared methods of pedagogy will bring a total positive change

DESCRIPTOR4: 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	What will be the impact look like?
Actionable 1: We create opportunities for staff and students well being. **Actionable 2:** We establish an open door policy and transparent communication amongst stakeholders. **Actionable 3:** Efforts are taken to develop pre-vocational and vocational skills and physical education through an integrated curriculum. **Actionable 4:** To invite speakers on talks related to joyful learning, managing stress and on creating an atmosphere of 'No Anger' to improve the quality of learning.	We need to provide challenging opportunities for students to imbibe knowledge through experiential, innovative and collaborative methods. Listen actively to and support suggestions, ideas and comments provided by teachers and students. Guide teachers to utilize data for effective planning and instructional plans..	Encourage inclusive and competency based learning. Educationists and experts may be called to develop the learning skills and habits. Implementation of 21st century skills of learning along with the NEP 2020. Practical learning should be encouraged So proper time table should be prepared for full utilization of labs. Celebrate success stories with the larger school community Set high expectations for students and communicate these effectively.	Principal Vice Principal Teachers Parents Mentor Local administrators	To be completed in quarter I: 1st September, 2021 to 1st November 2021. Review, Reflection and modification: 02nd November to 30th November 2021 Final draft: 1st December 2021 to 15th January 2022 Implementation : 16th January 2022	Quality of learning will be improved and at the same time quantitative result will also improve. School average will also go at a high level if learning is more joyful and stress free. Design innovative ways to engage parents in their child's learning journey.

DESCRIPTOR 5: Building an inclusive culture					
STEP 1	STEP 2	STEP 3		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?
Actionable 1: Formulate inclusive policies and structures Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners. **Actionable 2:** Teachers are trained to formulate a school improvement plan with short-term and long – term goals. **Actionable 3:** Teachers are trained to make a group presentation using resources in school. It will focus on the special educational needs of each category of students and teaching strategies to be adopted to accommodate them. **Actionable 4:** To identify the slow learners and give them academic support for better performance and to boost their confidence.	Improve teachers knowledge and skills in supporting students with special needs in the teaching learning process. Focus on children facing learning difficulties and utilizing data from learning outcomes of each child to build a student profile. It can support the learning needs of the students to make learning personalized within the classroom. Improve teachers knowledge using DIKSHA, NISHTHA app. Complete competency based education and art integrated teaching.	Provide teachers opportunity to work in teams, share ideas & reflect on best practices. Identify suitable resource persons. Use ICT digital resources and assistive technology to provide experiences to children. It could be effectively employed to make every student learn as per NEP 2020. Use positive behavior and support strategies to address behavioural issues. Teachers regularly review the learning outcomes, instruction to support curricular goals of students. All the teachers in the school undergo training from CBSE to learn behavior and emotional problems of the children which helps to focus on educational needs. Maintain a profile of each student . Case study of each children helps child in additional learning and designing activities to increase participation in class.	Principal, teachers, stakeholders, mentors & coordinators	Final draft 1st Dec 2021 to 15th Jan 2022. Implementation: 16th Jan 2022.	All teachers will be trained in inclusive practices. All teachers get ample opportunities to upgrade their skills and are responsive to the needs of learners. All teachers will be able to identify and experience learning difficulties and how the changes will impact student learning. Enhance engagement and value the achievement of all learners. Teachers will learn to become a conceptual artist who moulds knowledge,, feelings, thoughts, sensation and experience into an active and activating educational process.

DESCRIPTOR 6: Becoming and being a 'self-aware' leader					
STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	**What do we need to do in the coming year?**	**How will be achieve what we want to do?**	**Who is responsible?**	**What is the time line for implementation?**	**What will the impact look like?**
Actionable 1: To create SMART Goals. **Actionable 2:** To create a personal vision and check how my personal vision is perceived by all stakeholders of the school. **Actionable 3:** To merge my own personal vision with the vision of the institution, stakeholders and school leaders **Actionable 4:** To involve all the stakeholders in every decision of the institution and enhance myself as a great 'Pedagogical leader'	To repose and build trust from amongst all the functionaries of the school and the society. To make myself have a better understanding of the tools like Johari window and to identify the strengths and weaknesses of the school.	Taking feedback from time to time and rectifying the same by taking along with me all involved in the smooth functioning of the institution. By assessing the academic performance improvement as per the various descriptors .	Principal Vice Principal Coordinator Teachers Stakeholders	Starting from November 2021 for three months which will be January 2022	By creating personal development plan and enhancing myself as a pedagogical leader. The school will be a 'School with a difference' and an enjoyable place to work for students as well as the stakeholders.

RATING SCALE

Descriptor 1: Engaging in teachers' Professional Development						
Actionable	**Sub – points in the actionable**	**1**	**2**	**3**	**4**	**5**
Ascertain the needs for professional development through collaborative practices	Co-construct mechanisms with faculty, that suit the context of the school, in order to identify their professional needs (eg:, co-create rubrics, checklists, rating scales with faculty).				√	
	Use these co-constructed mechanisms on a regular basis.			√		
	Engage in a dialogue with individual teachers to identify individual needs and the way forward.				√	
	Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs.				√	
	Establish SMART targets for teachers.			√		
Create opportunities for continuous and comprehensive professional learning	Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.			√		
	Organize in-school workshops, training and talks calling experts and also by the school leaders that are based on identified school needs.					√
	Encourage teachers to enroll for online professional courses for advanced learning.					√
	Hold teacher seminars where best practices shared across grade levels and subjects.					√
	Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliver it on educational discourse.			√		
	Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric .				√	

Promote reflective thinking and meta cognitive thinking practices among teachers	Develop day-to-day ways of working in the school that embed the professional learning and constructivist pedagogy.				√	
	Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.			√		
	Encourage with teachers to deconstruct what student-centred learning processes look like in a classroom and a role of a teacher in such a classroom.				√	
	Challenge teachers to continually examine the extent to which their practices support student learning.			√		
Empower teachers to become agents of change	Believe in teachers' ability to seek and provide solutions				√	
	Practice distributed leadership to improve overall school systems, processes, and environment.				√	
	Create a collaborative culture in the school for teachers to work together.				√	
	Encourage teachers to identify areas of the school where change could be brought through Action Research.				√	
	Develop teachers' capacity to undertake Action Research.				√	

Descriptor 2: Initialing innovations in the school						
Actionable	**Sub – points in the actionable**	**1**	**2**	**3**	**4**	**5**
Creating a culture of innovation	Build expertise, knowledge and necessary skills of teachers and students.				√	
	Provide the freedom to explore and the time for ideas to incubate and develop.				√	
	Allow flexibility and risk – taking with no fear of judgement.			√		
	Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.				√	
	Promote a growth mindset where failure is seen as a stepping to success.			√		
	Regularly conduct meetings with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning.					√
Expand the perspectives of teachers to implement innovative pedagogies.	Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.			√		
	Develop professional learning communities for sharing ideas, best practices, and innovation.				√	
	Encourage and support teachers to try out new ideas.					√
	Encourage collaboration and set aside time for planning.				√	
	Lead discussion on alternative practices and their relative merits.			√		
	Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.				√	
	Explore technology platforms, tools, gamifications and applications for enhancing instructional practices such as blended and flipped learning.				√	

Create opportunities for student learning and innovation	Allow for exciting juxtaposition of ideas that if free from rigid subject boundaries.			√		
	Encourage inquiry- based learning by building critical thinking and problem – solving approach.				√	
	Focus on competency building by encouraging applications of concepts, experiential and hands – on learning through innovations.			√		
	Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.				√	
	Give voice to student ideas encouraging them to take initiatives at school.					√
	Widen students' perspectives and horizons by inviting experts for different fields.				√	
	Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.				√	
	Develop skills and behaviours needed for innovations and encourage self – reliance by providing opportunities like genius hour, coding hour, STEM lab and online/digital platforms.				√	

Build teacher competency in using data to inform TLP	Assist teachers in understanding the importance of student assessment for improving learning.				√	
	Focus on assessments for and as learning.				√	
	Handhold teachers to interpret analyse and use student data effectively to design the next steps of learning and support for students.				√	
	Collaborate with teachers while interpreting the data on student assessment to design action research programmes.				√	

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

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

Keep students at the heart of the learning culture	Set high expectations for students and communicate these effectively.				√	
	Provide challenging opportunities for students to learn experientially, innovatively, and collaboratively.				√	
	Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.				√	
	Encourage students to use assessments as feedback and as an opportunity to learn.					√
	Develop students' ability to reflect on their own strengths and areas of development across subjects.					√
	Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.					√
	Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.					√
Encourage teachers to deepen learning.	Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.				√	
	Support and build a climate for adopting innovative instructional strategies for effective learning.				√	
	Establish norms for sharing best practices and innovation in the school that lead to healthy and constructive academic debates.				√	
	Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in the classrooms to enrich the learning experience of students.				√	
	Guide teachers to utilize data for effective planning and execution of instructional plans.					√
Make parents active partners in the educational journey of their child	Design innovative ways to engage parents in their child's learning journey.				√	
	Engage parents to collaborate and participate in various school activities.				√	
	Hold workshops and seminars on parenting and other relevant topics.			√		
	Invite parents to address students on their chosen careers or areas of expertise.				√	
	Create Parent Groups that work with the school principal on improving and strengthening school systems.				√	

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

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

INSIGHTS

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