

# **ANNUAL PEDAGOGICAL PLAN FOR LEADING LEARNING**

School Name: VIDYAVARDHAKA ENGLISH MEDIUM SCHOOL,  
SHIRVA

District: UDUPI

State: KARNATAKA

Affiliation/ UDISE Number : 830505/ 29160203120

Academic Session: 2022-23

Principal's Name: Dr. SAHANA HEGDE

## Committee Members:

- Dr. Sahana Hegde : Principal
- Mrs. Neesha Shetty : Vice- Principal
- Mrs. Nimitha Shetty : Head Mistress
- Mrs. Jyothi Nayak : Senior Teacher
- Mrs. Sandhya Rani : Senior Teacher

## Vision Statement of the school:

To provide value based education to students and mould them into confident global citizens with excellent character.

## Values of the school:

- Honesty, sincerity, impartiality in work and conduct
- Practicing transparency, equality, collaboration with stakeholders
- Inclusiveness, gender equality
- Social and religious tolerance
- Providing equal opportunities for all

## Areas of strength in my school:

- Spacious modern classrooms
- Good transport connectivity
- Special attention to slow learners
- Cordial relationship with stake holders
- Good understanding and co-operation amongst staff
- Good parent – teacher rapport
- Collaborative work culture amongst faculty
- Good ambience and peaceful environment

# Areas of improvement

- Change of mindset
- High quality of teaching and learning
- Create a culture of joyful learning
- Encourage teachers to facilitate learning and develop 21<sup>st</sup> century skills
- Become literate as a leader of digital learning environments
- Develop teachers skill to interpret student performance data to improve student learning
- Need to motivate to practice new innovative pedagogies

# Opportunities

- Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools
- Organize in-school workshops, trainings and talks calling experts and also by the school leaders data based on identified school needs
- Encourage teachers to enroll for online professional courses for advanced learnings
- Design professional development modules, by using technology solutions that help teachers shift practice from being teacher centric to student centric

# Threats

- Moral reasoning and ethical sensitivity
- Personal, social and emotional development
- 21<sup>st</sup> century skills
- Attainment and progress across all school subjects

# 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?   |
| Organization of virtual and offline training workshops and webinars based on identified schools needs in collaboration with sister institutions. | Empower teachers to become agents of change. Promote reflective and metacognitive thinking practices. | Create opportunities for continuous and comprehensive professional learning. Establish smart targets to teachers. | Principal<br>Vice-Principal<br>Senior teachers and<br>Coordinators | Final draft 20 <sup>th</sup> December 2022 to 5 <sup>th</sup> February 2023<br>Implementation:<br>6 <sup>th</sup> February | Teachers will be able to implement NEP 2020 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?   |
| Create opportunities for student learning and innovation. Expand teachers' perspective about innovative pedagogies. Create 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. | Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experience. To provide incentives and show appreciation by giving away certificates, cash prize etc., | School head<br>Subject teachers<br>Mentors<br>Concerned Education Officer | To be completed in quarter 1: 1 <sup>st</sup> June 2022 to 1 <sup>st</sup> August 2022<br>review, reflection and modification from 2 <sup>nd</sup> August to 31 <sup>th</sup> August 2022.<br>Final draft 1 <sup>st</sup> August to 30 <sup>th</sup> September 2022<br>Implementation: 1 <sup>st</sup> November 2022 | Focus on competency building by encouraging application of concept, experiential and hands-on learning through innovations. Widens students' perspective and horizons by inviting experts from different fields. Providing opportunities like genius hour, coding hour, etc., |

## DESCRIPTOR 3: Leading the Teaching-learning process

| STEP 1  | STEP 2  | STEP 3   |  | STEP 4  | STEP 5  |
|---|---|--|--|---|---|
| Where are we now as a school?   | What do we need to do in the coming year?   | How will we achieve what we want to do?  | Who is responsible?  | What is the time line for implementation?   | What will the impact look like?   |
| We are the active members of Karavali Sahodaya, AICS and Hub schools. | Build capacity to use data in TLP. Encourage teachers to become reflective practitioners. Create conducive environment for learning. Develop a shared understanding of teaching and learning. | Guide teachers on how to establish their SMART goals. To have an exchange programmes with HUB schools. | Principal<br>Vice-Principal<br>Educational Officer<br>Coordinators | Final draft 20 <sup>th</sup> December 2022 to 5 <sup>th</sup> February 2023<br>Implementation: 6 <sup>th</sup> February | The focus shifts from rote learning to deeper understanding. Content based to competency based learning. Flipped classroom as well as integrate art education and physical education within the curriculum. |

## DESCRIPTOR 4: Developing a Learning Culture

| STEP 1  | STEP 2   | STEP 3   |  | STEP 4   | STEP 5   |
|---|--|--|--|--|--|
| Where are we now as a school?   | What do we need to do in the coming year?  | How will we achieve what we want to do?  | Who is responsible?  | What is the time line for implementation?  | What will the impact look like?  |
| We create opportunities for staff and students' well-being. We establish an open door policy and transparent communication amongst stakeholders. Efforts are taken to develop pre-vocational and vocational skills and physical education through an integrated curriculum. | Make parents active partners in learning. Encourage teachers to deepen learning. Keep students at the heart of learning culture. Create the social glue by building trust. | Encourage inclusive and competency based learning. Educationists and experts may be called to develop the learning skills and habits. Implementation of 21 <sup>st</sup> century skills of learning along with the NEP 2020. | Principal<br>Vice-Principal<br>Teachers<br>Parents<br>Mentor<br>Local administrators | To be completed in quarter1: 1 <sup>st</sup> September, 2022 to 1 <sup>st</sup> November 2022. Review, Reflection and modification: 2 <sup>nd</sup> November to 30 <sup>th</sup> November 2022. Final draft: 1 <sup>st</sup> December 2022 to 15 <sup>th</sup> January 2023<br>Implementation: 16 <sup>th</sup> January 2023 | Quality of learning will be improved and at the same time quantitative result will also improve. School average will also go to a higher 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 we achieve what we want to do?   | Who is responsible?  | What is the time line for implementation?   | What will the impact look like?   |
| <p>Actionable: Formulate inclusive policies and structures</p> <p>Sensitize teachers peer group, support staff and the community to the unique needs of diverse group of learners.</p> <p>Teachers are trained to formulate a school improvement plan with short-term and long-term goals.</p> <p>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.</p> | <p>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 need of the students to make learning personalized within the classroom.</p> <p>Improve teachers' knowledge using DIKSHA, NISHTHA app.</p> <p>Complete competency based education and art integrated teaching.</p> | <p>Provide teachers opportunities to work in teams, share ideas and reflect on best practices.</p> <p>Identify suitable resource persons.</p> <p>Use positive behavior and support strategies to address behavioral issues.</p> <p>Case study of each children help child in additional learning and designing activities to increase participation in class.</p> | <p>Principal</p> <p>Vice-Principal</p> <p>Teachers</p> <p>Stakeholder</p> <p>Mentors</p> <p>Coordinators</p> | <p>Final draft 20<sup>th</sup> December 2022 to 5<sup>th</sup> February 2023</p> <p>Implementation: 6<sup>th</sup> February</p> | <p>All teacher will be trained in inclusive practices.</p> <p>All teachers get ample opportunities to upgrade their skills.</p> <p>All teachers will be able to identify and experience learning difficulties and how the changes will impact student learning.</p> <p>Teachers will learn to become conceptual artist who mould knowledge, feelings, thoughts, sensation and experience into an active and invigorating educational process.</p> |

## 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 we achieve what we want to do?   | Who is responsible? | What is the time line for implementation?   | What will the impact look like?   |
| To analyze one's work against the established goals of the school. To analyze one's leadership practice and personal vision to the values and vision of the school. | Analyze the feedback and develop personal development plan. Receive feedback from everyone who matter. | Self-assess the contribution made to school and student learning by evaluating goals achieved.<br>Take feedback from teachers, students, parents and SMC on their perception of work. | Principal           | To be completed in quarter 1: 1 <sup>st</sup> June 2022 to 1 <sup>st</sup> August 2022 review, reflection and modification from 2 <sup>nd</sup> August to 31 <sup>th</sup> August 2022.<br>Final draft 1 <sup>st</sup> august to 30 <sup>th</sup> September 2022<br>Implementation: 1 <sup>st</sup> November 2022 | Realize their influence over the learning experiences of student under their care. By practicing the pedagogical leadership framework for leading learning can unlock the potential of most students. Students can then work towards enhancing their knowledge, skills, attitudes and dispositions. |

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

| <b>Descriptor 1: Engaging in teachers' professional development</b>                      |   |          |          |          |          |          |
|--|---|----------|----------|----------|----------|----------|
| <i>Actionable</i>  | <i>Sub-points in the actionable</i>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>Ascertain the needs for professional development through collaborative practices.</b> | Co-construct mechanisms with the faculty, that suit the context of the school, in order to identify their professional needs (e.g., co-create rubrics, checklists, rating scales with faculty). | -        | -        | 3        | -        | -        |
|  | Use these co-constructed mechanisms on a regular basis.   | -        | -        | 3        | -        | -        |
| <b>Create opportunities for continuous and comprehensive professional learning.</b>      | Encourage teachers to enrol for online professional courses for advanced learning   | -        | -        | -        | -        | 5        |
|  | Hold teacher seminars where best practices are shared across grade levels and subjects.   | -        | -        | -        | -        | 5        |
|  | Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse.  | -        | -        | -        | 4        | -        |
| <b>Promote reflective thinking and meta cognitive thinking practices among teachers.</b> | Develop day-to-day ways of working in the school that embed the professional learning and constructivist pedagogy   | -        | -        | 3        | -        | -        |
|  | Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.  | -        | -        | -        | 4        | -        |
|  | Engage with teachers to deconstruct what student-centred learning processes look like in a classroom and the role of a teacher in such a classroom.   | -        | -        | -        | 4        | -        |
| <b>Empower teachers to become agents of change.</b>                                      | Believe in teachers' ability to seek and provide solutions.   | -        | -        | -        | -        | 5        |
|  | Practice distributed leadership to improve overall school systems, processes, and environment.  | -        | -        | -        | 4        | -        |
|  | Create a collaborative culture in the school for teachers to work together.   | -        | -        | -        | 4        | -        |

| <b>Descriptor 2: Initiating innovations in the school</b>                      |  |          |          |          |          |          |
|--|--|----------|----------|----------|----------|----------|
| <b>Actionable</b>  | <b>Sub-points in the actionable</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>Creating a culture of innovation.</b>                                       | Build expertise, knowledge and necessary skills of teachers and students.  | -        | -        | 3        | -        | -        |
|  | Provide the freedom to explore and the time for ideas to incubate and develop.   | -        | -        | 3        | -        | -        |
|  | Allow flexibility and risk-taking, with no fear of judgement.  | -        | -        | 3        | -        | -        |
| <b>Expand the perspectives of teachers to implement innovative pedagogies.</b> | Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.   | -        | -        | -        | 4        | -        |
|  | Develop professional learning communities for sharing ideas, best practices, and innovation.   | -        | -        | -        | 4        | -        |
|  | Encourage and support teachers to try out new ideas.   | -        | -        | -        | 4        | -        |
|  | Encourage collaboration and set aside time for planning  | -        | -        | 3        | -        | -        |
| <b>Create opportunities for student learning and innovation.</b>               | Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.   | -        | -        | 3        | -        | -        |
|  | Give voice to student ideas encouraging them to take initiatives at school.  | -        | -        | 3        | -        | -        |
|  | Widen students' perspectives and horizons by inviting experts from different fields.   | -        | -        | -        | 4        | -        |
|  | Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.   | -        | -        | -        | 4        | -        |
|  | 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. | -        | -        | -        | 4        | -        |

| <b>Descriptor 3: Leading the teaching-learning process</b>    |  |          |          |          |          |          |
|---|--|----------|----------|----------|----------|----------|
| <b>Actionable</b>   | <b>Sub-points in the actionable</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>Develop a shared understanding of teaching-learning.</b>   | Create a common understanding that the purpose of teaching learning is to make students future ready.  | -        | -        | 3        | -        | -        |
|   | Dialogue with teachers to deconstruct theories of learning.  | -        | -        | -        | 4        | -        |
|   | Encourage teachers to develop what good teaching and learning would look like in the classroom.  | -        | -        | 3        | -        | -        |
|   | Co-construct mechanisms, with teachers, that would help evaluate classroom practices.  | -        | -        | 3        | -        | -        |
| <b>Create a conducive environment for learning.</b>           | Encourage teachers to plan lessons collaboratively.  | -        | -        | -        | 4        | -        |
|   | Support teachers to undertake innovative and research based pedagogical practices to improve student learning.   | -        | -        | -        | 4        | -        |
|   | Encourage students to reflect on their learning, areas of strength and development.  | -        | -        | -        | 4        | -        |
|   | Promote learning experiences outside the classroom through experiential learning.  | -        | -        | 3        | -        | -        |
| <b>Encourage teachers to become reflective practitioners.</b> | Assist teachers to establish their own SMART goals for teaching -learning, with particular focus on developing self-aware learners.                                    | -        | -        | 3        | -        | -        |
|   | Guide teachers on how to achieve their SMART goals.  | -        | -        | 3        | -        | -        |
|   | Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.                                  | -        | -        | -        | 4        | -        |
|   | Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible. | -        | -        | -        | 4        | -        |
|   | Demonstrate to teachers what outstanding practice looks like by co-teaching with them.   | -        | -        | -        | 4        | -        |
|   | Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students   | -        | -        | 3        | -        | -        |
| <b>Build teacher competency in using data</b>                 | Assist teachers in understanding the importance of student assessment for improving learning.  | -        | -        | 3        | -        | -        |
|   | Focus on assessments for and as learning.  | -        | -        | 3        | -        | -        |

|                       |   |   |   |   |   |   |
|-----------------------|---|---|---|---|---|---|
| <b>to inform TLP.</b> | Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students. | - | - | 3 | - | - |
|                       | Collaborate with teachers while interpreting the data on student assessment to design action research programmes.                       | - | - | 3 | - | - |

| <b>Descriptor 4: Developing a learning culture</b>                                   |  |          |          |          |          |          |
|--|--|----------|----------|----------|----------|----------|
| <b>Actionable</b>  | <b>Sub-points in the actionable</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>Create the ‘social glue’ by building a culture of trust and self-improvement.</b> | Engage actively with staff and students, in a fair and transparent manner, to understand individual teachers and students.   | -        | -        | -        | 4        | -        |
|  | Practice the habit of ‘understand others and seeking to be understood by others’   | -        | -        | -        | 4        | -        |
|  | Encourage positivity and empathy among stakeholders.   | -        | -        | -        | 4        | -        |
|  | Create opportunities for staff and students’ wellbeing.  | -        | -        | -        | 4        | -        |
|  | Celebrate success stories with the larger school community.  | -        | -        | -        | 4        | -        |
|  | Provide a ‘psychologically safe’ environment where failures (unsuccessful practices) are perceived as learning opportunities.  | -        | -        | -        | 4        | -        |
|  | Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.   | -        | -        | -        | 4        | -        |
|  | Be a role model for teachers and students and demonstrate that a principal is a life-long learner.   | -        | -        | -        | 4        | -        |
| <b>Expand the perspectives of teachers to implement innovative pedagogies.</b>       | Establish an open-door policy and transparent communication amongst stakeholders.  | -        | -        | -        | 4        | -        |
|  | Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety, cyber safety, behaviour management etc. | -        | -        | -        | 4        | -        |
|  | Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.                  | -        | -        | 3        | -        | -        |
|  | 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.                     | -        | -        | 3        | -        | -        |

|  |  |   |   |   |   |   |
|--|--|---|---|---|---|---|
|  | Hold students, teachers, and para teachers accountable by being transparent.   | - | - | 3 | - | - |
|  | 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. | - | - | 3 | - | - |
|  | Ensure decisions are backed by research and are data driven.   | - | - | - | 4 | - |
| <b>Keep students at the heart of the learning culture.</b> | Set high expectations for students and communicate these effectively.  | - | - | - | 4 | - |
|  | Provide challenging opportunities for students to learn experientially, innovatively, and collaboratively.   | - | - | 3 | - | - |
|  | Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.  | - | - | 3 | - | - |
|  | Encourage students to use assessment as feedback and as an opportunity to learn.   | - | - | - | 4 | - |
|  | Develop students' ability to reflect on their strengths and areas of development across subjects.  | - | - | 3 | - | - |
|  | Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.   | - | - | 3 | - | - |
|  | Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.  | - | - | 3 | - | - |
| <b>Encourage teachers to deepen learning.</b>              | Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.  | - | - | - | 4 | - |
|  | Support and build a climate for adopting innovative instructional strategies for effective learning.   | - | - | - | 4 | - |
|  | Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.   | - | - | - | 4 | - |
|  | 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.  | - | - | - | 4 | - |
|  | Guide teachers to utilize data for effective planning and execution of instructional plans.  | - | - | - | 4 | - |
| <b>Make parents active</b>                                 | Design innovative ways to engage parents in their child's learning journey.  | - | - | 3 | - | - |

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| <b>partners in the educational journey of their child.</b> | Engage parents to collaborate and participate in various school activities.                             | - | - | 3 | - | - |
|  | Hold workshops and seminars on parenting and other relevant topics.                                     | - | - | 3 | - | - |
|  | Invite parents to address students on their chosen careers or areas of expertise.                       | - | - | 3 | - | - |
|  | Create Parent Groups that work with the school principal on improving and strengthening school systems. | - | - | 3 | - | - |

| <b>Descriptor 5: Building an inclusive culture</b>  |   |          |          |          |          |          |
|---|---|----------|----------|----------|----------|----------|
| <b>Actionable</b>                                   | <b>Sub-points in the actionable</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| <b>Create an environment of acceptance.</b>         | Establish shared beliefs of respect and care.   | -        | -        | 3        | -        | -        |
|   | Celebrate differences as natural human diversity and treat them as an opportunity to learn.   | -        | -        | -        | 4        | -        |
|   | Promote social interactions among students and with teachers.   | -        | -        | 3        | -        | -        |
|   | Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents, and the community. | -        | -        | 3        | -        | -        |
|   | Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.                         | -        | -        | 3        | -        | -        |
| <b>Formulate inclusive policies and structures.</b> | Build knowledge and skill to teach a diverse group of learners through continuous professional development.                               | -        | -        | 3        | -        | -        |
|   | Optimum utilization of material and human resources.  | -        | -        | 3        | -        | -        |
|   | Enhance engagement and value the achievement of all learners.   | -        | -        | 3        | -        | -        |
|   | Emphasize group processes and a problem-solving approach.   | -        | -        | -        | 4        | -        |
|   | Practice distributed leadership that seeks to empower and inspire participatory decision-making.  | -        | -        | -        | 4        | -        |
| <b>Adopt inclusive teaching practices.</b>          | Provide teachers opportunity to work in teams, share ideas and reflect on best practices.   | -        | -        | -        | 4        | -        |
|   | Evolve shared expectations for teachers to work together to improve learning outcomes of students.  | -        | -        | -        | 4        | -        |
|   | Promote improvisation, risk taking and evolve innovative strategies.  | -        | -        | 3        | -        | -        |
|   | Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum.            | -        | -        | -        | 4        | -        |

|                                  |  |   |   |   |   |   |
|----------------------------------|--|---|---|---|---|---|
|                                  | Monitor, track and support children who are at risk of exclusion, marginalization or underachievement.     | - | - | 3 | - | - |
| <b>Support student learning.</b> | Encourage buddy support or peer learning and child-to-child co-operation.                                  | - | - | 3 | - | - |
|                                  | Encourage flexible grouping of students during learning.   | - | - | 3 | - | - |
|                                  | Identify gaps, plan for early intervention and individualize learning.                                     | - | - | 3 | - | - |
|                                  | Use ICT, digital resources and assistive technology to provide meaningful learning experience to children. | - | - | 3 | - | - |
|                                  | Use positive behaviour and support strategies to address behaviour issues.                                 | - | - | - | 4 | - |

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

## Insights

- Cultivating Flexible and Active learning
- Building a community of Inquiry
- Expanding Assessment Practices
- Providing and Receiving student feedback
- Inclusive Pedagogical Practices
- Facilitating class discussions
- Using online or Proctored Quizzes and Exams
- Flipped classroom Instructional Models and Digital Content Delivery