FACILITATOR'S MANUAL

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A Compendium of Modules
on
Enabling School Ecosystem:
Nurturing School Leadership
to Support Learning

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Foreword

India has made impressive progress in expanding education and extending access to schools to millions of children who were outside the orbit of structured learning. The share of children remaining non-enrolled or dropped out of the system has declined over the years. This success in enrolling children has changed focus of attention from bring children to schools to what to do with them in schools i.e. from schooling to learning. The disparities in learning levels among children from varying social and economic backgrounds are not only high but also continue to grow. The Covid pandemic has contributed to aggravating the already existing learning crisis in the schools.

Research on the factors influencing variations in learner achievement points to the importance of school factors in improving learning. It is found that schools functioning effectively contribute to higher student learning. Schools with same levels of resources results in varying levels of learning outcomes. Therefore, how school activities howand teaching learning processes are organized have become areas of immediate interventions. The NEP 2020 focuses on learning for all and implies the need for transforming schools into learning organizations. School leadership becomes the prime movers in this process of transformation of schools.

The school leadership plays a crucial role in the organization of teaching and learning activities and transforming schools into effective institutions impacting learning. The leadership challenges are to make schools more effective in their functioning and ensuring that students make gains in learning. It is in this context that the Ministry of Education requested NIEPA to develop modules for capacity development of school leaders focusing on the of heads of NVS. The underlying orientation was NEP 2020's recognition of the need to create positive working environments and service conditions for teachers as a pre-requisite improving students' learning.

The NIEPA faculty members at NCSL haves undertaken the responsibility to help school leaders to conceive schools as enabling macro-systems which for students by caring for teachers and school leaders above and beyond the mandated call. This vision is reflected in all the modules presented in this compendium. This compendium is premised on the conviction that a holistic addressing of teachers' growth needs; academic, professional, relational and wellbeing, are a prerequisite for meeting the NEP's vision of learning for all. This set of modules is envisaged

as a self-learning resource seesand sees the school leaders as harbingers of change in the school. Further, it and also, reinforces confidence in their capacity and commitment to make schools effective organizations to enhance learning outcomes.

I appreciate the efforts put in and the success attained by the NCSL in preparing and finalizing this compendium. I congratulate Dr. Kashyapi Awasthi for taking the lead and coordinating the activities related to the preparation of these modules.

August 03, 2022   **Prof. N. V. Varghese**
New Delhi   *Vice-Chancellor*

विनायक गर्ग
आयुक्त

Vinayak Garg
Commissioner

नवोदय विद्यालय समिति
Navodaya Vidyalaya Samiti
शिक्षा मंत्रालय
Ministry of Education
(स्कूल शिक्षा और साक्षरता विभाग)
(Deptt. of School Education & Literacy)
भारत सरकार / *Government of India*

A Word to our Teachers; Our Leaders

Dear Teachers, Leaders and our agents of Hopes,

It gives me immense joy to present this compendium of module on "Enabling School Ecosystem to Support Learners and Learning" to you against the momentous backdrop of NEP 2020.

Schools today are having numerous challenges due to ever changing 21st century world on one hand, and the unequivocal policy commitment to ensuring learning for all on the other. This pressure is significantly felt by our learners, teachers and school leaders alike; communicating, connecting and collaborating increasingly becomes a luxury they feel they can no longer afford. This results in schools becoming mechanised and alienated spaces unconducive for learners and learning. The compendium of modules seeks to redress the situation by visualising schools as institutes that breathe love and care; wherein a feeling of connectedness and belongingness underlines all stakeholder relationships; where mental health and well-being of all is a key focus and reflective dialoguing is a matter of habit.

Undeterred amidst the pandemic and the post-pandemic turmoil, the compendium of modules is an outcome of the indefatigable spirit of the team of authors; Dr. Kashyapi Awasthi, NCSL, NIEPA and Dr. Preeti Vivek Mishra, CIE, University of Delhi. Hard work and perseverance underline the theoretical comprehensiveness, pedagogical efficacy and diversity of activities which together ensure that leaders emerge prepared for practicing transformational leadership.

Each of the six modules has its roots in a detailed review of literature as well as intensive and candid sharing of field experiences by our teachers, principals and officers. Taken together these modules attempt to pave the way for addressing and overcoming the challenges and concerns of school leaders, teachers and learners in a residential school set-up.

As this compendium seeks to equip our school leaders for leading all stakeholders on this journey of transforming schools into learning organisations, I am hopeful that it will enable school leaders to become agents of transformation, champions of harmony and propagators of democratic participation as they lead their schools to become enabling ecosystems for learners and learning.

September, 05, 2022
Noida

(Vinayak Garg)
Commissioner

Acknowledgement

Deep down, the NCSL family is a group of teachers committed to transforming the landscape of Indian School Education in whichever way possible. NCSL, is thus immensely indebted to the Ministry of Education, GOI for bestowing on us an opportunity of great significance to contribute towards materialising the vision of NEP, 2020 with reference to creating conducive environment for learners and learning. We are grateful for the faith that the MoE has shown in us. As teachers at heart, it was a privilege to be working for fellow teachers and school leaders across the country.

The fulfilment in this journey is also derived from the shared passion and ethos of our co-traveller; the Navodaya Vidyalaya Sangathan. Interactions with the NVS Chairperson, Mr. Vinayak Garg and Joint Commissioner, Academic Mr. Gyanendra Kumar enthused us with courage, resolve, hope and commitment towards positive action. Their continuous eagerness and openness to our ideas and feedback was inspiring and humbling at the same time We thank NVS for their unflinching support; both financially and administratively, the facilitation and trust through every step of this year's long journey. We also thank NVS for the unbridled access to teachers and school principals without whom these modules would have lacked grounding in the real-life contexts of schools.

Our heartfelt gratitude to our colleagues – the teachers and school leaders of the NVS. We found inspiration in their stories of resilience amidst systemic constraints. We experienced joy in their unconditional devotion to their learners and institution and felt amazement at their capacity to trust us as rank outsiders and share their stories of pain, labour and success. Their grit and determination infused in us a resolve to relentlessly strive towards addressing issues plaguing Indian School Education. Their sharing remains the foundation on which this contribution stands.

Our sincere gratitude to the Vice-Chancellor, NIEPA Prof. N. V. Varghese for his unending support and academic guidance in all the educational endeavours of NCSL.

We also put on record our heartfelt thanks to the Registrar, NIEPA for impeccable logistic support and facilitation throughout the process of publication.

It would be incomplete if I fail to acknowledge Prof. Rashmi Diwan, Head, National Centre for School Leadership(NCSL) for making us feel at home in all things that we do at the centre, for her constant, support and guidance, for the wings of freedom that she lends to each member of the NCSL family which motivates us to aim for skies of excellence, for her centre and child

first approach and much more. Mam, you have truly been a blessing in every whichever way and we thank you for just being there.

We also acknowledge the ownership and sustained efforts shown by our Publication team Mr. Amit Singhal, Mr. Santosh Kumar, Mr. Parveen Kumar not to forget our former colleague Mr. Pramod Rawat; who initiated the process, our team of graphic designers Ms. Soumya Maharaj, Mr. Taukeer Ahmed, Mr. Tamal Basu, Mr. Bachan Singh and the Archana Printers for patiently working on the quality.

Lastly, how do you thank someone who has been so constant throughout your journey; your co-author. Thanking each other as co-authors; evokes a sense of ease and difficulty at the same time. Ease for we resonate the same passion, commitment and ethos. Difficulty because as co-travellers for every minute of the bygone journey, thanking instils a fear of othering. How does one thank, one that is integrally one's own? Right from the ideation to back and forth discussions, field interactions, academic writing and of all, sharing the tensions, the uncalled-for delays in designing and the pressures of completion. We would rather say we thank Almighty for making two passionate people meet and live their passion, live the shared vision, enrich it with their respective expertise and experience and ensure that a timely contribution is made towards the capacity building of the school leaders of our country. Thanking , in turn, made the process of fruition of the NEP's vision an organic, effortless journey of collaboration.

And like all final thoughts, we join hands in immense gratitude to the almighty for eternally being the enabler and carer. We remain indebted for the consistency of protection we have always found ourselves circumscribed in, and the limitlessness of love and joy we have forever found ourselves enveloped in. As this compendium takes a life of its own henceforth, we seek and remain confident of finding unbound grace once more to see us being successful tools in the service of education as ordained.

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Dr. Kashyapi Awasthi
NCSL, NIEPA
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CIE, DU

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05.09.2022

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I: A Word from the Authors

Dear Reader, Colleague and our Collaborator of Change,

It gives us immense pleasure to welcome you aboard this journey of reflection, enrichment and transformation against the backdrop of NEP 2020. While we are delighted to present to you our labour of love, we are outright ecstatic in knowing that we are connected to you now that you have this compendium in your hand and you pause and ponder over our words, phrases and ideations!

As teachers, we dream the same dreams! Of schools which flourish and brim with excellence and innovation, of students who blossom and thrive like resilient sunflowers, of teaching and non-teaching colleagues who exemplify joyous teamwork, enthused collaboration and stimulating ideation around education and educating.

This compendium is a journey of 'How'? How to see this shared dream come to life in the premises of our respective institutions? Through this compendium, we hope to present a shared path to tread towards the fruition of our collective dreams. We have signposted six major milestones to be achieved on the way. These six signposts; each firmly grounded in theory and research, form the six ensuing modules of this compendium.

As you begin to walk with us, we take you to the vision of NEP 2020. It recognises us; the teachers as the 'heart of teaching and learning'. We wonder whether the use of the term heart (and not brain for instance) was deliberate. As we read through the NEP 2020's concern for learning of all children, the omnipresent equity imperative, and the recognition of positive work environments for teachers, we conclude that the use of the term was indeed deliberate. The NEP is premised on care. It is par for course that we share a quote from Nel Noddings; a globally reputed philosopher, feminist and educator, who is credited with foregrounding ethic of care in education. Talking of what education and educators should strive for, she asserts:

> *My contention is, first, that we should want more from our educational efforts than adequate academic achievement and, second, that we will not achieve even that meagre success unless our children believe that they themselves are cared for and learn to care for others.*
>
> *(Nel Noddings, 1995)*

For Noddings our sincerest educational efforts are always capable of far more than ensuring educational achievement alone; indeed, our efforts are central to the cultivation of caring. Homes and schools are thus seen by her as sharing the primary responsibility for giving shape to a world that cares; for one and all. This dawns on us the significant role those residential educational institutions are entrusted with.

In a world that cares, each individual experiences the twin phenomena of being 'cared for' and at the same time knowing how 'to care for others. Noddings' vision reflects our own and underlines our efforts throughout this compendium. Finding our roots in the NEP, we do however extend her appeal of caring for students to caring for each and every stakeholder of the school. We thus envision schools as caring ecosystems where each stakeholder is cared for and in turn knows how to care back thus ensuring that the entire school ethos is one premised on an 'ethic of care.'

The accompanying 'concept in action' box elaborates the 4 key components of an ethic of care in education.

Concept in Action: Ethics of Care in Education

Ethic of care implies making 'care' the fundamental bases for ethical decision making. Noddings' vision of an educational engagement driven by ethic of care is based on the following four pillars:

Dialogue: *Dialoguing about, exploring through communication, giving and receiving feedback on caring*

Practice: *Encouraging practice of care because practicing produces the desired 'mentality'*

Modelling: *Inspiring care in others by 'doing' care consistently*

Confirmation: *Affirming and encouraging the best in others in a trust-inspiring and continuous fashion*

Taking cue, we too have sought to cover each of these four components through the diverse modalities of engagement we have planned and penned for you in the ensuing pages and modules. To illustrate, on an overt level as tangible books in your hands, these modules are about dialoguing and practising. As we talk to you on concepts, cases, concerns and challenges; we dialogue with you! As we offer practical engagements in the form of activity ideas, reading resources, worksheets, planning templates, we are encouraging practice.

Yet, undergirding all our efforts is the hope that we communicate our immense trust in our co-travellers as the real agents of change. We hope our trust can be the 'confirmation' that Noddings foresees as crucial to caring. Similarly, we in no uncertain terms acknowledge that these modules are our ode to the resilience of our teachers, grit of our school leaders, and the never say die spirit of our students as they navigate less than ideal educational realities.

As we welcome you to partner us, we wish to stress that we respect what you have done so far, we trust what you can achieve henceforth and we care for your growth, contentment and wellbeing as you set forth to do so. We hope our welcome models our care for you.

As we pick up the pace in this journey, we request you to calibrate your efforts with the vision shared by NEP, Noddings and us, such that our schools brim with an ethic of care at all times. As school leaders, teachers, or workshop facilitators, we request you to inculcate an attitude of modelling care, dialoguing and practising it, and offering confirmations to yourself and those walking this change journey with you such that this compendium's latent aim of enabling an ethic of care throughout the 5Ps i.e. People, Policies, Processes, Practices and Pedagogies see the light of the day in our schools.

The modules that follow are designed to show a roadmap for creation of every school as an enabling ecosystem for all its stakeholders. While this roadmap with its signposts keeps the pragmatic aim of student

learning and attainment firmly in sight, it also expands the aim to enabling schools and stakeholders to flourish and grow together, become ideators and innovators, be teachers with heart while being at heart of learning endeavours, and ensuring that all stakeholders receive and extend care for each other.

Finally, before we travel to your institutions with the six modules, as authors we invite you to take a tour of our world as it existed over the course of drafting these modules. The subsequent sections do just that.

The next section articulates our understanding of an 'enabling ecosystem'. We begin by establishing that an enabling ecosystem is the foundation upon which the vision of NEP can find a shape and structure. To ensure that 'enabling ecosystem does not end up being a mere buzzword, we move on to identify its constituents. These constituent areas; six in number, form the six thematic cores undergirding the six modules of this compendium, respectively. The next section culminates in an elaboration of each of these six core themes and builds an argument about each theme's integrality to the establishment of an enabling ecosystem.

Kashyapi & Preeti...

II: Why Schools Need an Enabling Ecosystem for Learning?

Introduction

A tiger in the Arctic or a sunflower in the Coral reef! Would they survive, let alone thrive in these ecosystems despite being strong and resilient species?

No school exists in a vacuum, no teacher teaches in one, and no student learns in a vacuum. Schools exist in an ecosystem that may support or thwart them. At the same time schools themselves are an ecosystem with their actors as well as non-living elements (the classroom capacities, the governance structures, the learning materials and resources etc.). The dynamic interactions between these elements within a school, as well as between a school and the living and non-living elements of the larger ecosystem result in a social ecosystem. The significant educational challenges we face today are a result of a weak intertwining of the different elements of this social ecosystem. We need to be aware that as a social ecosystem we are interconnected and interdependent and that all parts of the system work in conjunction with each other to embrace the social and educational complexities. Neither the failure nor the success in any one unit is the result of an individual inaction or individual effort; it is rather a result of the multiplicity of interconnected and interdependent factors affecting each other. So, if children do not learn, it is not either *'because teachers don't teach'* or *'because the children come from poor and marginalised families.'* Understanding such learning deficits requires a holistic approach; looking not only at each individual element but also its interaction with other elements and within the larger systemic context.

Yet, in the educational space we are more focused on the 'technical core' (content and pedagogy) than the 'social core' (relationships and belongingness) of improving outcomes eventually evolving as living organic ecosystems (Daly and Gibson, 2020). What is therefore entailed in schools apart from the focus on the 'technical core' is an equal focus on the 'why' and 'how' of relationships between different elements of the ecosystem to positively influence the dynamics of interactions between learner, learning and the learning environment. The authors use the metaphor 'ecosystem' in the title not only for harnessing its symbolic power to simplify reflections on the interactions of learner, learning and learning environment but also to take the readers along on this journey while exploiting the conceptual richness of this metaphor.

Purpose of the Module

Schools with their key purpose of transforming lives through education cannot thrive lest survive if the ecosystem fails to address its needs, interests and motivations. For continuous learning and reflection to take root and thrive within individuals and institutions, it must occur in a nurturing rather than endangering ecosystem. Accordingly, if schools were to transform to learning organisations which are engaged in delivering quality, simply ensuring learning outcomes would not be enough. Sarason (1990) says it best:

> "...*for our schools to do better than they do, we have to give up the belief that it is possible to create the conditions for productive learning when those conditions do not exist for educational personnel.*"

How and whether or not students learn is directly proportional to how and whether or not our teachers and leaders are provided with a conducive learning environment. Ensuring success for our students thus entails prioritising teachers, and moving beyond the perception of teachers as mere instruments of ensuring student outcomes. (Fullan and Hargreaves, 1991). To this end, supporting the learning of teachers assumes a significance hitherto unawarded.

NEP, 2020 envisions a positive learning environment ensuring decent and pleasant service conditions at schools making teachers comfortable and inspired to teach and learn. This entails school leaders developing a caring and inclusive culture at schools for effective learning and the benefit of all stakeholders. It further suggests collaboration and partnerships amongst schools, other educational institutes in the neighbourhood; anganwadis, teacher training colleges and/or institutes of higher education to build vibrant teacher communities. MHRD (2009) in their report of the International Conference on Teacher Development states that; "For effective teachers, enabling conditions in the schools and in their career, growth is indispensable". There is an organic link between teacher development and school development and the importance of turning schools into learning organisations. The Curriculum Framework on School Leadership Development (2014) also focuses on developing schools as learning organisations which entail life-long learning for all. This necessitates development of the individual for the development of the system and development of the system for empowering the individual.

While beginning to pen down our thoughts on *'creating conducive environment for learners and learning'*, we were fully aware that it is not just going to be about developing and maintaining good infrastructure, healthy work space and better facilities or teacher rewards and motivation, but would imply knowing, learning and addressing the *'total teacher'* and the *'total school'* so as to water the roots not just the leaves. Thus, this compendium begins

with understanding the 'school's purpose', moves on to understand the socio-emotional and cultural-relational context of the school, the embedded practices and processes of learning and improvement and goes on to stress the need for ensuring the mental health and well-being of all. The extension of the vision of NEP and shift in the terminology from addressing the need for a conducive learning environment to developing an 'enabling ecosystem' stems from here.

The compendium on *'Enabling School Ecosystem to Support Learners and Learning'* is about developing a networked and systemic understanding of all school units, promoting collaborative action within and across the school community to nurture social capital and collective learning. In addition, it is about nurturing an innovative and disruptive discourse to enable schools to become critical and transformative spaces. The different modules are conceptualised and written by connecting each node and internode of the school ecosystem. Such interconnections facilitate the growth of new learning models and communities while disrupting the existing practices. This disruption in turn challenges the conventional notions of a school and enables an envisioning of schools as learning organisations. For a learning organisation engaging in regular review, feedback, collaborative enquiry and reflective dialogues no longer remain externally mandated; they rather become a way of being ingrained in the DNA of the school.

In our combined experience as researchers and practitioners, we have observed and engaged with ecosystems that support quality professional learning and promote improvement; where teachers, students and school leaders all have a voice, where reform is not 'for teachers' but 'with teachers'. We have equally seen situations where professional learning is dropped into schools, with little consideration for the nature and vitality of the ecosystem and a concern for the teacher and leaders' struggles and priorities, their capacities and resourcefulness. Both these situations remind us of a childhood story about *'a butterfly that could never fly'* . We look back and reflect on the story to fathom what does a butterfly require? What do all butterflies require? A host plant to lay eggs on, a conducive habitat, a protective cocoon and sufficient time for the caterpillar to undergo its struggle of breaking open the cocoon and emerging as a beautiful and strong butterfly. Extending this metaphor to the school ecosystem, we find the school ecosystem as itself being the habitat, teachers as providing a steady diet of educative and socio-emotional nourishment which allows the child to be resilient and self-reliant thereby cocooning itself from destructive peer or social influences. In due time with such an enabling ecosystem the child undertakes the journey of learning to ultimately emerge all bright, colourful and strong.

How are we supporting the educational ecosystem such that our butterflies have strong wings to fly?

How often in our impatience to see a beautiful butterfly come out and all too soon, we have tried to cut open the cocoon?

What we do as administrators, educators, reformers and policymakers matters. Very often in our ignorance or administrative apathy or in our impatience to achieve educational outcomes, we fail to account for the individual differences among the teachers and learners and their respective needs and struggles. We become oblivious of the effects of academic isolation and of the lack of emotional care and concern. Each of these omissions impacts school quality in the long run.

Transforming schools into a learning ecosystem demands principals and educational leaders to be systems thinkers and focus on relationships that can strengthen the school purpose, align shared objectives, promote trust, build synergies, and facilitate co-construction of knowledge. These modules are conceptualised based on concerns shared by teachers and leaders of the Navodaya Schools; their narratives of what demotivates them, and what actually drives them to go beyond the call of duty. Thus rather than a single handbook, we conceptualised this compendium as a series of signposting concepts and constructs that stand out in the journey towards developing schools as inspiring learning spaces.

The Six Signposts of the Journey towards Enabling Ecosystems: The Six Modules

Module 1
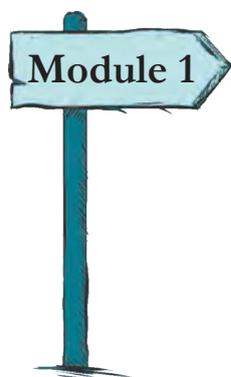
Schools as Learning Organisations: Nurturing Reflective Mindsets

The NEP, 2020 envisions schools to change at a pace greater than ever before; equipping children not only with the knowledge, skills and attitudes that prepare them for jobs but also with the ability of learning to learn and in using one's critical and creative thinking abilities to make meaning of one's life experiences. This entails pedagogies to be inquiry-based and experiential, assessments to be participative and supportive, and schools to be democratic and socio-emotionally engaging spaces for all. Against this backdrop, the module invites school leaders to reconsider the conventional model of schools with deeply structured organisational patterns and approaches to ever-evolving and agile systems of 'learning organisations' that tap people's commitment and capacity to learn at all levels in an organisation. The module synthesises the literature on 'learning organisation' for conceptual clarity, brings case studies from the field and

attempts to create a visual of what schools would look like if they were to be transformed to learning organisations. Towards this end the module provides hands-on experiences in planning and creating school ethos in which learning to learn together is integral and indispensable; formulating processes and protocols such that an ability to continuously reflect on experiences is nurtured and team learning is ensured; challenging mental models through developing a reflective and problem-solving ability in every member in the organisation; not just the highest in the hierarchy, and taking a system's thinking perspective towards student learning.

Module 2

Transforming School Ethos:
Developing an Inspiring Work Space

NEP, 2020 focuses our gaze firmly on the ramifications of conducive service conditions in the process of ensuring learning for all. The second module, along with the first on Learning organisations, provides an enabling ecosystem to this effort itself. Together these modules seek to provide an ideational and attitudinal foundation on which the later modules are to be perched. This module seeks to achieve two objectives: firstly, to broaden the vision of NEP, 2020 and enable school leaders to think of developing their schools as inspiring workspaces for all stakeholders and not just the teachers. Secondly, while each of the modules in this compendium collectively strives to achieve the vision of NEP, 2020 by addressing varying focal areas, the present module emphasises the role of school ethos in the process. Principals entrusted with the responsibility of creating inspiring workspaces will benefit from a theoretical framework to understand the very concept of ethos; often found as nebulous as it is omnipresent. Attempts are made to further operationalise the concept and suggest indicative strategies for harnessing the strength of school ethos towards creating schools which are nurturing, conducive and inspiring for one and all. Synthesising the existing literature and extending the theorisations in novel directions the present module seeks to provide a concrete reference point for identification of ethos, applicative use of school ethos profile, planning for ethos, illustrative discussions on the dynamics of interaction of ethos and finally furthering the steps to implementation of the vision of NEP, 2020. In a lighter vein, we urge the readers to carry the first two modules as the very ethos of this compendium. We urge readers to be forever aware of the ethos their school will have to commit to such that the successful adoption of any and all of the later modules can be hoped for!
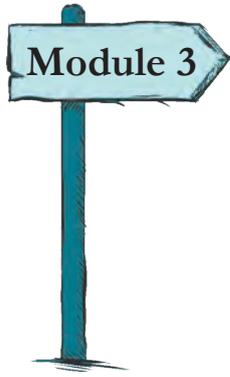
Professional Learning Communities: Forging Teacher Collaborations

Good learning requires active engagement As teachers; this is one of the things that we all grew up learning. Research clearly shows that people do not learn well as "spectators"; as passive recipients of pre-packaged knowledge delivered to them. Rather they learn when they are made active participants in the planning and execution of their growth and development. We understand and appreciate this when it comes to student learning and advocate for constructivist pedagogy and inquiry-based learning. However, when it comes to teacher development, we resort to the same old methods wherein the teacher development initiatives, rather than arising from teachers' needs, motivations, growth goals, take the form of something that is done *to teachers* or *with teachers* (Fullan, 1991).

There is a growing recognition about *leveraging the power of the group to change the group*. A sports coach ensures the team learns together through discussions over past match recordings. It's a norm in the profession of medicine wherein a team of doctors discuss difficult cases and diagnosis methods. Similarly, it is common to notice young lawyers learning through pairing up with seniors in the profession. In the process individual strengths, through focused interactions, generate collective strengths which further places the group in an advantageous position to take professional decisions while advancing their professional capital (Hargreaves and Fullan, 2012).

This module therefore is a call for school leaders to a new philosophy and approach to professional growth and development that visualises teachers as reflective practitioners capable of engaging in reflective exercises both individually and collectively and school leaders as coaches and mentors supporting and facilitating the collective learning of the school team. The module enables school leaders to invest in purposeful group learning and development and nurture teacher leadership by promoting and participating in teacher development and change and provide the resources – including time, space, constructive feedback and training in new processes and practices and above all a culture of trust that facilitates free inquiry and learning for all. Forging teacher collaborations emboldens social constructivism through the formation of professional learning communities. It is a call for teachers to hold the reins of their professional development and for school leaders to create time, space, resources and expertise for professional motivation and learning.

Module 4
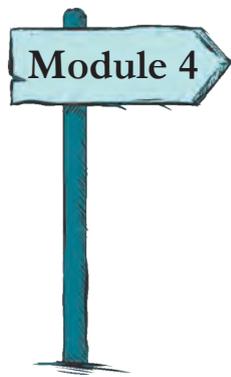
Reorienting Review and Feedback Practices: Foregrounding Teaching and Learning

The fundamental purpose of any kind of review, assessment or evaluation; be it for students or teachers, is to encourage and assist learners to gain insights, acquire understanding of their weakness and overcome them so as to grow personally and professionally. It has been observed that teachers who grow professionally do not do so under the influence of any bureaucratic or psychological controls of inspection, monitoring or accountability mechanisms, rather They do so through their involvement in the process of reflection on their own practice. NCFTE (2009) also recommends reflective practice to be the central aim of teacher education and calls for opportunities for self-learning, self-reflection, ability to think, be critical and to work as a collective.

The integrating argument in this module is that if teachers are to innovate and improve pedagogically then there should be assistance rather than surveillance, there should be internal reviews than external inspections and above all there should be involvement of the teacher in the process because it is they, who have the maximum responsibility. The module through the review of literature reorients the school leaders at all levels towards a facilitative approach to instructional supervision that enables a reflective dialogue, allows space for engaging in a learning conversation and supports behavioural change and improvement. The module introduces different practices used internationally for instructional supervision. These practices are based on the premise of team learning rather than a deficit model of finding faults. The module calls upon instructional leaders to move from the role of an *expert* to that of a *facilitator* and engage with the teachers so as to enable them to take ownership of their own growth and development. It is designed to enable leaders at the institution (School head), cluster (CRCC, CRP) and block (BRCC, BRP, BEO/BPEO) level to support the learning of all through the process of academic supervision and reflective feedback.

Module 5

Nurturing Belongingness: Strengthening Socio-emotional Connectedness

Humans must be understood holistically, the same holds true for organisations. The *thinking* student does not exist independent of the *feeling* student, the *rational* teacher is not free from the humane influences of the *emotional* teacher. Similarly, an academically stimulating organisation cannot not be a socio-emotionally engaging and connected organisation. If so then, any discussions on creation of conducive learning environments in schools mandate a prior understanding of *inter alia* the social emotional world of all stakeholders concerned. The present module seeks to bolster this understanding by drawing upon the concept of school belongingness. While, there exists enough empirical evidence to press the case for nurturing belongingness in schools for its conspicuous benefits on improving student learning outcomes and grade performances, it is further encouraging that school belongingness also has a significant positive impact on physical and mental wellbeing, socio-emotional adjustment, motivation and pro-social adaptive behaviours.

The present module has sought to foreground the concept of school belongingness in the larger pursuit of creating conducive learning environments. The module takes the stand that school belongingness should be conceptualised keeping in mind the universality of the need to belong. Accordingly, school leaders must adopt a whole school approach to school belongingness. In saying so, one implies that not only should all school actors be a part of school belongingness promoting efforts but these efforts must in turn seek to address the belongingness need of all stakeholders, at all times, through all domains and in all school processes, policies and practices. It is to this end that the present module begins by establishing the universality of belongingness as a need and highlighting the significant psychosocial and physical costs to be incurred if this need is thwarted. The discussion proceeds to extend the understanding about belongingness to the school context thereby introducing the concept of School Belongingness. Subsequent discussions cover the meaning of school belongingness, research findings on its impact on overall school functioning, its positive impact across physical cognitive and social emotional domains, the reasons which are known to thwart school belongingness, the factors which promote it and the steps one needs to engage in to develop a sustainable culture which promotes school belongingness for all stakeholders. It is hoped that the module foregrounds belongingness as an essential component of conducive school ethos and no longer remains a mere 'good to have' element.

Module 6
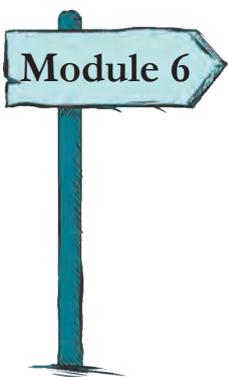
Promoting Mental Health: Enabling a Whole School Approach

The National Education Policy-2020 emphasises the need to foreground Mental Health for teachers and learners, alike. This emphasis has been recurrent in global education discourse and emanates from a recognition of the inextricability of positive mental health and student learning. The interlinkage between the two is bolstered by research evidence linking subjective well-being and resilience of teachers and learners with improved instructional effectiveness, improved student learning outcomes, positive classroom environments, reduced rates of delinquency, and strengthening of socio-emotional and academic capabilities of students. The current pandemic situation has added further impetus to the need of creating caring and positive educational cultures and emphasising the emotional health of all.

Schools are a key agency of socialisation in the formative years of a school going child's life and can both be effective allies in promotion of mental health and major deterrents to the same. A whole school approach to Mental Health looks to sustainably harness the role of schools as mental health promoting sites. A whole school approach seeks to involve all actors (like staff, students, leadership), address the mental health needs of all stakeholders, integrate mental health efforts across all domains (like curriculum, teaching learning, organisational structure and management, ethos and culture), and address a wide variety of mental health concerns (preventive, promotive and diagnostic). School leaders need to work towards mental health literacy in their establishments thus making all stakeholders cognize the potentials as well limits to school's capacities to intervene in concerns of mental health thereby promoting as well as destigmatizing authentic instances of professional support seeking. Finally, schools must be proactive in planning mental health promoting interventions which can be targeted universally and must make the development, review and revisions of school mental health plans a way of life.

Objectives and Scope of the Compendium

The compendium of modules *'Enabling School Ecosystem: Nurturing School Leadership to support learning'* is conceptualised with an overall purpose of building the capacities of aspiring and practising school leaders to create an ecosystem that supports continuous learning for all. Especially so in the context of residential schools where the teacher interaction and engagement time is maximum.

The overarching objectives of the modules are to enable aspiring and practising school leaders to envision and develop a *'learning environment'* that serves the diverse learning needs of the student community, the teachers and all other stakeholders. The authors believe that teacher learning leads to scholarship in teaching and learning which eventually improves student learning. The following are some of the key objectives driving this compendium:

1. To empower school leaders with theoretical and research-informed knowledge base required for transforming schools into organisations which promote learning and wellbeing for all.

2. To Equip school leaders with the necessary skills and tools for practicing transformational leadership.

3. To developing a commitment to whole school approach for nurturing reflective practice, ethic of care and spirit of collaboration.

Specifically the six modules aim to address the following KSA outcomes for our readers:

Knowledge:	1. Understand the relevance of a whole school approach to the module focus area.
	2. Understand the different theoretical concepts relevant to the module focus area.
	3. Develop a research-informed understanding of what aids and what thwarts the attainment of the module focus.
	4. Understand the respective steps to address problems of practice and to effect improvement for each focus area.

Skills	1. Develop their skills and confidence in Leadership for and of Learning.
	2. Initiate practices in reflective enquiry in their schools.
	3. Create collaborative work spaces and schedule time for it.
	4. Develop plans for implementing different constructs like 'learning organisations'; School 'mental health' plan; a 'PLC' plan and so forth.
	5. Apply tools and techniques used during the workshop for facilitating change.
	6. Use empowering behaviours to motivate, inspire and enable others.
	7. Extend their interpersonal skills to sustain effective and positive relationships.
	8. Coach and mentor, their staff resulting in critical performance improvements.
Attitudes	1. Develop appreciation for the respective roles of each stakeholder in transforming schools
	2. Develop a democratic approach to enable participation of all stakeholders in the transformational process.
	3. Develop critical reflections on self, and assess its implications for the school climate and change initiatives.
	4. Develop a commitment toward distributed leadership.
	5. Develop openness towards sharing of practice and reflective dialoguing.

Scope

The compendium can be used for all kinds of schools; residential or day-boarding; in rural or urban location; elementary or high school, and government and/or privately managed schools.

Further it could be used for leaders at all levels vis. school, clusters, block, district or regional offices of education In fact, we reckon that using this compendium with leaders at all levels is a prerequisite for developing an enabling ecosystem as system-wide alignment of vision and ethos is essential for effecting any sustainable change.

III: The Conception, Design and Development of the Compendium

Genesis

International evidence suggests that the progress of educational reform efforts depends on teachers' individual and collective capacity and its linkage with school-wide capacity for promoting pupils' learning.

The NEP, 2020 in its vision has reiterated the significance of continuous learning and collective capacity building to improve the quality of teachers and teaching-learning. It has further (para 5.8 to 5.14) recognized the paramount significance of work environment and culture in maximising the ability of teachers and in enabling them to become a part of the vibrant, caring and inclusive community of teachers, students, parents, school leaders and other support staff, all of whom share a common goal: improving student learning.

In this context the Ministry of Education, GOI entrusted the National Centre for School Leadership, NIEPA with the responsibility of developing modules that could support school heads in *creating conducive environment for learners and learning* in collaboration with the Navodaya Vidyalaya Sangathan. This opportunity bestowed on us became the driving force in the conception of these modules.

Arriving at Thematic Areas

The ideation process took roots in the interactions with stakeholders at different levels in the hierarchy; from the Joint Commissioners to Assistant Commissioners, a representative group of School principals (62 in number) and teachers (30 in number) from across the Navodaya Schools in the country. This led to the firming up of the broader themes for the modules. Some of the areas that emerged during the meeting were academic supervision and feedback, improving collaborations and the forming of learning communities, school safety and security, mental health and well-being, ICT in school administration and developing inspiring work culture.

Understanding the Field

A series of online consultation meets were conducted with a select group of school principals and teachers respectively through a focussed group discussion pertaining to the identified thematic areas. The interactions with the teachers were an attempt to understand their day-to-day problems and challenges especially in the residential school set-up, the teacher stressors and motivators, the work-life balance, the challenges with regards to the structures, policies and practices, interpersonal relationships at school, the infrastructure and resource support, safety and security and parental participation. Discussions also helped us understand the leadership practices, processes and overall culture at schools and their impact on teacher morale and well-being.

The interactions with the school principals were largely woven around the systemic hierarchy and their role in it, leadership practices and its impact on school climate, relationships in school and dynamics of belongingness, communication channels, transparency in administration and striking work-life balance given the residential set-up and multiplicity of roles of a school head as well as challenges faced by them.

These consultation meets helped us understand the practices in the field, learn about the challenges of school heads and teachers and take into cognisance their learning needs. The grounding for the modules, some of the caselets and the heart and spirit of the modules flows from these candid interactions. The following is a diagrammatic representation of the entire process of conception and development of the modules.

| Envisioning
The Context of NEP, 2020 and situating the role of NIEPA and NVS | Understanding the Concerns
Consultation meeting-I on training needs with officers at all levels | Arriving at thematic areas
Consultation meeting – II | Understanding the field
Series of Online Consultation meetings with School principals and teachers |
|---|---|---|---|
| Designing the template for module writing | Draft Modules
Preparing the modules in consonance with steps 3 & 4 | Mid-term review and sharing –
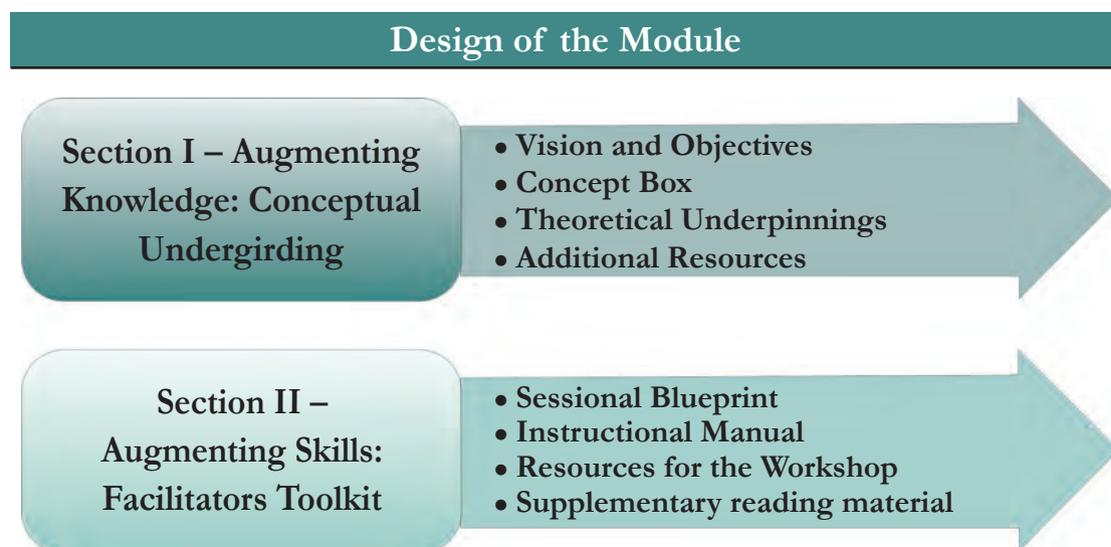Meeting with NVS Officials | Finalization of Modules |

The Design of the Module

Module's overall design is based on the belief that *'it is not possible to improve student learning without improving teacher learning'* (Darling-Hammond, 2006, 2008, 2010). Thus, the modules

with their theoretical underpinnings and research insights are designed as an inquiry of "what and why" into the existing school processes followed by a "how to" or capacity building on transforming existing processes and practices. When experienced together, it provides a frame that not only helps them augment knowledge but also skills and attitudes that empower them for continuous change and improvement.

Each module is divided into two sections; the former deals with the theoretical and research underpinnings unpacking different concepts and constructs, field experiences of different teachers and leaders gathered over the years through intensive engagements with practitioners; thus, strengthening the knowledge and understanding of the school leaders. The latter is a facilitators' toolkit that presenyts the minutest details of planning for leading the sessions; includes suggestive steps for implementation, list of resources for each activity, worksheets, reading material, online learning resources or links, individual and group exercises and support materials for participants enabled to meet local circumstance, needs and context. This entire apparatus is to scaffold school leaders in maximising learning through developing an enabling ecosystem. The following figure depicts the key aspects of the design.

Design of the Module

Section I – Augmenting Knowledge: Conceptual Undergirding
- Vision and Objectives
- Concept Box
- Theoretical Underpinnings
- Additional Resources

Section II – Augmenting Skills: Facilitators Toolkit
- Sessional Blueprint
- Instructional Manual
- Resources for the Workshop
- Supplementary reading material

Section I- Augmenting Knowledge: Theoretical Underpinnings

The section I or theoretical underpinnings of the concept is a section designed for augmentation of knowledge. It begins with sharing the vision of the module with the learners, followed by an introduction to the key terms. The body of the module includes the conceptual clarity, the learning from research literature, the concept in practice, some reflective thoughts or questions. It then moves from 'why' and

'what' of the concept to 'how' aspect supporting learners to implement the learning in practice in their schools. The following template gives details of the design:

S. No.	Heading	Description	Icons used
1	**A Word to the School Leaders**	• Begins with the authors sharing their understanding of the relevance of the given thematic area and sensitising learners towards it in the context of NEP, 2020. • It also highlights the centerality of the school leaders to the process of transformation and invokes them to reflect on this very significant responsibility. • Seeks to instil hope in the reader regarding the module's intent and ability to initiate a process of reflection and sustainable attitudinal change among School leaders w.r.t the chosen thematic area.	
2	**Objectives**	These are specific, measurable, achievable, realistic and time bound statements of purpose. Ranging betweeen 3-5 in number they operationalise what the module seeks to do.	
3	**Concept Box**	It is a listing of key terms/concepts occurring in the module to establish early comfort with the terminology used.	
4	**Conceptual and Research Undergirding**	An introduction to the key constructs, perspectives and research evidence which the authors deem inevitable to developing a sustainable understanding of and sensitivity towards the issues and interventions to be presented.	
5	**Summary**	It includes brief sentences, in some cases bulleted or tabulated or just depicted using graphics and are reinforcing and recapitulating key learnings intended by the module.	
6	**References**	Reading resources cited in the text.	

Section II- Augmenting Skills: Facilitators' Toolkit

The Section II of the module is basically about skill building and understanding the applicability of the concept to their school context. It includes two things; the Blueprint and the Sessional Manual and Resources. The Blueprint gives the day and session-wise planning with respect to the focus points, group size, title of the activity, the material required, supplementary resources and time allocatedto each activity. The session manual also gives a pedagogical plan to conduct the session along with the resources and list of materials required for the session. Every pedagogical plan follows the following template:

Template for the Pedagogical Plan

Sub-headings	Description
Activity	Title of the activity and activity code. Every activity and resource has a code. The code would read as D1.S1.A1 where D stands for day, S stands for session, A stands for activity.
Time Required	The estimated time required for conduct and discussion of the activity
Objectives	2-3 objectives to be achieved through the activity
Group Size	Individual, large group or small group activity
Materials Required	Resources required to conduct the session
Steps for Facilitation	Step by step instructions for the conduct of the session
Points for Debriefing	Questions or pointers for the post activity discussion
Key Takeaways	Key learning from the session which the fecilitator must seek to achieve

The resources for every activity may include worksheets, research excerpts, video links, case studies, practice exercises, visualising exercises, role plays, assessment exercises etc. Every resource is supplemented with a set of reflective questions for gaining insights not only on the text given but also on one's own practices back at school.

IV: Planning and Facilitating Successful Workshops

Planning; more so collaborative planning becomes a very important tool to ensure that the facilitating team is clear and aligned to the goals; focused and prepared for achieving the desired outcomes for the workshop. It helps to get the facilitating team and support staff on board and to develop concrete plans for their work. For the successful implementation of these modules the following steps must be considered:

Elaboration on each of these steps are as follows:

1. **Developing Conceptual Clarity:** Each member of the facilitating team should read through the entire compendium; however, they could pick 1-2 areas which they could specialise in.

2. **Being on the Same Page:** Entire team having read the compendium should come together and discuss each aspect of the compendium; beginning with the instructional manual to the last module, the design of the module, the different constructs, the clarity, the language, the illustrations, the activities, the gaps, the difficult teaching points, the reading materials and so on.

3. **Developing Shared Goals** – The team of facilitators write down what they perceive is the key goal of the compendium, share and agree to it. The goal should focus on the long term change you want to see as a result of the learning.

4. **Planning the Modality:** The authors suggest an offline face-to-face engagement in a modular fashion or a flipped classroom wherein the participants engage both in self-learning as well as in collaborative learning. The modules could be delivered all together in a row as 9:00am to 5:00pm full day workshops in continuity or could also be done through a modular approach in phases and based on the differential need sets of schools. The modality of the workshop not withstanding, each workshop must have three components, namely the pre-workshop orientation and preparation; the during workshop learning and the post workshop action taken reports, review and feedback, on-site coaching and mentoring sessions. The phases of the workshop are detailed below:

Focus:

Orientation
Assessment
Reflection

Objectives:

- Participants are introduced to the subject matter through selected readings and/or audio-video materials.
- To generate reflection through observation at the workplace.
- Assessment of the status quo.
- Sensitization to the need for change and learning through the completion of questionnaires and worksheets.

Facilitation Cues:

Before the participants join the workshops; a suitable modality (vis. Google group, WhatsApp group, telegram etc.) for sharing of information and materials should be created. Participants will be given soft copies of background note, workshop schedule, reading material, self-assessment tools, workshop exercises and two books around the themes prior to the capacity building workshop as pre-workshop material. The participants are expected to fill the self and school assessment tools and submit online which would give an understanding of the context and the entry level of the participants and accordingly shape the interactions during the workshop. Apart from it participants are expected to choose any two books in consultation with the workshop facilitators and write book reviews on each. This will not only orient them towards the workshop but also set a discipline during the engagement.

Focus:

Validation
Interaction and engagement
Motivation

Objectives:

- Participants come together to share ideas and develop their knowledge, skills, attitude (KSA) through interaction with the facilitator and other participants.

Facilitation Cues:

During the workshop participants are encouraged to develop norms to group learning, writing reguler reflective journals and implying the theoritical constructs to respective school context.

Post Workshop:
Review and Feedback

Focus:

Application
Practice
Reinforcement

Objectives:

- Having gained knowledge and skills, participants are required to apply their learning in the workplace. This "action learning" stage may be assisted through continued mentoring through suitable modality like video-conferencing, regular writing of reflective diaries and other means of guidance and collaborative action and sharing.

Facilitation Cues:

The participants would go with a transformative agenda; a draft School Development Plan and Personal Development Plan to be discussed and reflected upon with other stakeholders and would share the revised plan with time-lines. Post workshop online and offline review and follow-up meetings would be arranged with the participants every two months. The success of the workshop thus would not just be a great learning but also a great change at the grassroots through a collaborative process.

5. **Strategies to Achieve the Objectives** – choosing transformative pedagogies than transmissive pedagogies to achieve each objective. Details on the pedagogical approaches are given in the facilitation section

6. **Execution** – It is about the actual tasks [activities] you will have to do to make sure each objective is achieved, who will do them, what resources will be needed, when, how and how much time will need to be scheduled for it. The facilitating team will have to ensure that all materials and resources are ready, xerox or print-outs if required are taken, sticky notes, pens, pencils, markers, chart papers, flip charts are all purchased in advance and placed in the workshop room.

   > Seating arrangement in the room is also predetermined and accordingly furniture is arranged. Flexible seating arrangements that support group work and collaborative learning should be ensured.

   > If resources permit, one or two observers should also be engaged that unbiasedly observe the entire day's proceedings, support debrief and reflection and be a part of the group works to understand the thinking journey of the participants as also moderate in case group discussion go out of focus.

   > A small rehearsal or imaginary run through of each activity and the entire day's workshop should be done by the entire facilitation team to be doubly sure of their role, their interventions and thus increase the chances of success.

7. **Debriefing** – this is evaluation cum reflection done by way of discussion wherein facilitators and the observers debrief on the activities of the day. The debrief aid in measuring what may have been achieved or not and the reasons for the same. It is also a feedback to the facilitator on the gaps in facilitation and the improvements required. Some indicative questions for the debrief could be as follows:

- What worked well and what you think needs to be improved?
- Was there anything that surprised you/made you enthused?
- Did you feel uncomfortable or not in control at any point during the activity?
- Is there anything you would want to do differently if you were to facilitate for another group in the future?

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8. **Reflect, Replan, Re-execute** - This is about consolidating the day's learning, reflecting on the improvement needed and replan for the next day.

Facilitating a Successful Capacity Building Workshop

People remember what they do, as opposed to what they hear or read. There are innumerable quotes that highlight the significance of experiential learning; this one we feel catches the heart of it

> "The best way to explain is; to do it."

Promoting learning entails the use of active learning methodologies involving real-world problems. The main focus in this workshop is on the use of such active learning methods and/or transformative methods (more opportunities for interaction between educators and learners, learners themselves, and learners and the topic) of facilitating as against transmissive methods (more formal, teacher-centred approaches where information is transferred to learners).

Transformative methodologies actively engage the learners in action and reflection and go beyond teaching to reflect the philosophy and purpose of education and impact the knowledge and skills of the learner for longer periods of time. An adaptation of Sterling's' comparison between transmissive and transformative approaches is illustrated below for facilitators to reflect on their own engagement styles with learners:

From Transmissive to Transformative Approaches

	Transmissive Teaching	Transformative Teaching
	From Passive…	**To Active…**
Role of the Teacher	• Teaching is the main focus • Teacher asks most of the questions • Teacher transmits knowledge • Teacher sets rules • Content specific approach	• Learning is the main focus • Teacher encourages student questions • Teacher Facilitates • Teacher provides guidelines • Holistic approach to learning

Role of Learners in response	Learners are passive Learners speak to question asked Learning flows from the teacher alone Learners fear errors/mistakes Learners compete with each other	Learners are active Learners are both asking and answering everyone learns from each other mistakes are a keysource of learning Learners work collaboratively
Role of the Environment	Set layout classroom Competitive environment Teacher centred classroom Structured environment	flexible layout Collaborative environment Learning centred classroom Dynamic environment

Illustrative Examples of Transformative Pedagogy: Achievement of KSAs

Some of the activities that are a part of the active learning and transformative pedagogies used in the modules are explained below. The facilitators may either use them or even replace them with other such activities that aptly contribute to the achievement of the objectives of the session.

Ice-breakers

Ice-Breakers: Ice breakers as the name suggests; are activities used to add warmth and energy to the entire engagement. Ice breakers are of different types depending upon where they are used; what is the key purpose of inserting them in a session and what outcome is intended through the use of ice-breakers. For example, ice-breakers on the first day of a workshop in the first session could be about making the learners feel comfortable in each other's company, be able to know each other better and collaboratively work together. Further ice-breakers could also be used after a long session of lecture or a lengthy theoretical reading to break monotony, to assess what has been understood, to check how learners relate the theory to practice and many such objectives.

K S A

Prompting Questions: The purpose of prompting questions is to basically get the learners to think about situations, analyse, reflect, ponder on the causes and effects, identify alternative processes or outcomes, and/or consider their own current or future role in a situation. You would see pictures, videoclips, Ted talks, Case Studies and/or situation cards used with a series of prompting questions in the modules. Brainstorming, mind mapping, solving case studies are all examples of activities which could also involve prompting questions.

Collaborative Learning: The social learning theorists say that "learning is not purely behavioural; it is a cognitive process that takes place in a social context". If that is true, the pedagogical approaches need to necessarily engage learners to work in collaboration with others. The modules offer scope of working in pairs, in small and large groups, either trying to analyse a situation comprehensively considering the different perspectives that emerge in the group. The goal in collaborative learning is to involve all learners to take advantage of the different knowledge, beliefs, opinions and life experiences to inform the analysis of the situation and to come up with solutions, recommendations or a plan of action. In the module you would find the 'pair-share' kind of tasks or small group discussions around case studies or scenarios, weighing pros and cons of any construct, offering probable solutions or making recommendations for improvement.

Peer teaching: In this methodology learners are given opportunities to present their ideas, best practices, stories of failures, or reflections through a chart, poster, power point or video clip. This is a group-to-group exchange where learning is mediated by the group.

Making Learning Lifetime

Review: This can take many forms; in the current set of modules, you would find 'complete the sentences' (verbally or in writing), consolidating learning on charts, posters or leaflets, small worksheets that answer the questions "What was the most important learning for the day?"; "What is your topmost emotion at the end of the day?" and "What question do you still have unanswered?" Alternatively, learners could be asked to summarise their learning and peers could add if there is anything missing or a different perspective to what has been shared. The facilitator may intervene to prompt response reconsideration where necessary.

Final Sentiments: These are the activities usually used at the end of the session or day. You would find in such activities the learners are expected to complete statements such as: "I was amused…", "I'm glad I learned …", "I wonder about…" Another idea is to ask each learner to write one meaningful or memorable piece of information from the learning session on a sheet of paper. These papers are then stuck to a board. Participants can take a gallery walk and draw a dot or tick mark on any statement they agree with. The 3-5 statements

with most dots or ticks are read out in class and participants can make final comments if they wish.

Self-assessment, Contextualising and Future planning: This activity is something that you find in almost all modules. It aims to encourage the learners to take ownership of the new learning by contextualising it to their school setting and checking for its utility and impact to their school lives. A typical question could be: "How will you use the learning in your everyday school life or in the future from today's learning?" The learners can also assess their current school state; the journey to be travelled to reach the end state or goal; and accordingly plan for improvement.

These suggestions on the methodological aspect and are indicative not exhaustive; The intention is enable facilitators to create transformative activities unique to their schools and its needs.

Evaluation of Activity

For successful facilitation; it is always beneficial that the facilitator evaluates each activity for its suitability, feasibility in terms of resource availability and time taken and potential to achieve the set objectives. The facilitator participants to reflect upon some of the questions at the end of each session should ask:

- What do you feel was achieved through this activity?
- Was there anything that surprised you?
- Did you feel left out at any point during the activity?
- Is there anything that you are still unclear about?
- Is there anything you would want to be done differently if you had to participate in a similar activity in the future?

Checklist for Pedagogical Matters

Preparing a checklist of pedagogical matters and ensuring that all the preparations are done aids smooth facilitator. This checklist is designed keeping in mind the requirements for the workshop. The team of facilitators can take a xerox copy of the sheet to facilitate

organisation and implementation of the workshop. Keep ticking the box as you accomplish the task. This sheet could be used for any other workshop or events too by making slight alterations.

Checklist of Pedagogical Matters	Tick Here
Develop a clear understanding of stated objectives.	
Briefing the team of co-facilitators and observers	
Briefing the co-facilitator and observer on their role during and after the workshop	
Draw and share a clear outline of the day's programme (steps one after other)	
Check realistic timings have been set for each of the activities for the day	
Ensure balance between information-giving time and active, experiential learning time	
Ensure all resources for the day are prepared, like power-point presentations, readings, reflection worksheets, case studies, handouts, assessment exercises etc.	
Preparation of PPT - • Do prepare an overview slide • Ensure only one idea per slide • Do not cram text to your slides • Do not read every word on the slide	
Double check the instructions which involve learner participation	
Plan time for summarising key points.	
Remember to connect all threads - objectives, explanation, activities, discussion etc.	
Include strategies for obtaining feedback from participants	
Rehearse for each day's workshop with the team of facilitators	
Keep a back-up plan ready in case of any untoward change	

Checklist for Logistic Matters

This is very important for facilitators to avoid last minute rush. The checklist for logistic matters is divided into three main sections.

1. Preparation for the workshop
2. On the day of the workshop
3. After the workshop

Checklist for Logistic Matters	Tick Here
Preparation for the workshop	
Ensuring administrative and financial approvals for the workshop	
Finalising dates and days for the workshop	
Inviting participation - either self-nomination or nominations of HoS by states	
Ensuring a feasible number of participants - not more than 40 for effective learning	
Confirming the team of facilitators	
Confirming with the participants to ensure optimum number	
Booking Training Hall that has movable furniture that supports group work	
Booking for boarding and lodging for the participants, facilitators and experts if any	
Ensuring for lunch, dinner, tea and snacks and fixing time for breaks	
Determine equipment and facilities available at Training Hall (chairs, tables, overhead projector, laptops, projector screen, props, computer, internet access, flipchart, whiteboard, markers, chart papers, pens, pencils and notepads, sticky notes, thumb pins space for activities, drinking water, cloakroom, restroom)	
Apart from the content or pedagogical resources ensure the preparation of support materials • Badges for participants • Registration forms • Forming online google groups and chat groups for sharing • Flash cards • Certificate of participation • Relieving orders	
During the workshop	
Ensure that resources required for the day are available at the training hall	
Set all the equipment	
Keep the attendance sheets ready and assign responsibility for it	
Keep a list of 'To dos…' for the day handy	

Give clear directions to the refreshment providers on time for breaks and numbers	
Ensure the proper functioning of all the electronic equipment especially the public address system and internet before the day begins	
Manage time and presentations effectively (keep a stop watch to monitor time)	
Seek feedback from participants on language, speed, and be alert about the classroom dynamics	
Invite participants to give their feedback and share their emotion at the end of the day	
Assign someone the responsibility of rapporteuring during the workshop to develop a report towards the end	
Post workshop follow-up	
Ensure that every participant carries a transformation plan	
Prepare a sheet for recording of onsite implementation challenges and issues	
Prepare a small follow-up sheet that encourages participants to write what different things they are trying at school… their success and disappointments	
Assign responsibility for managing the networks made through google groups, mobile chat groups and scheduling online follow-up meets in future	
Schedule for tri-monthly face-to-face Review and Feedback workshops for sharing the learning from field	
Collate and reflect on the participants feedback of the workshop	
Conduct self-evaluation - what went well and what needs to be improved	

Developing a Learning Culture

"What you know is less relevant than what you can learn, and knowing the answer to questions is less critical than the ability to ask relevant questions." This we think is at the heart of developing a learning culture.

A good facilitator has the ability to support an open mindset, an independent quest for knowledge and shared learning directed towards the mission and goals (in this case the workshop goals); in short developing a learning culture. For developing a learning culture in the workshop, the facilitator may begin by considering the following aspects:

Creating Warmth:

- It's the time spent on the first day; the initial few hours in knowing each other, identifying the unique qualities valuing the togetherness, creating space where people can talk good things about themselves. The facilitator may draw learning from each, consolidate and congratulate all for being what they are and for truly committing to their roles thus creating a sense of pride.

- The facilitator may welcome each participant and this could also be a unique way where everyone is made to feel special; this could be through a small gesture of love like presenting a small flower or a self-made card or a small little badge that could be worn every day for the workshop.

- Participants also would be meeting each other for the first time in many cases and therefore breaking that sense of formalness or ceremoniousness is very important. This is the time the facilitator may conduct activities that would help the participants discover some hitherto hidden aspects of their personal and not professional self. For example, breaking the large group into pairs and asking everyone to find out the nick names that each one of them are called at home.

- This is also the time where expectations could be shared with each other, from each other and from the workshop. The expectations in terms of knowledge, Skill and Attitudes and in terms of collaborative work culture.

- Thus, through a series of such activities participants would start feeling comfortable with the group and it would be easier to engage them in discussions for future learning.

Establishing Purpose and Objectives:

Giving the context for the workshop and sharing the key purpose would help the group align towards the achievement of its goals. Further, participants would also see meaning in engaging with the learning and its relevance to their schools. The facilitators could ask one of the participants to volunteer and record all the points that emerge through the discussion and finally on a chart paper the key purpose and objectives of the workshop could be written down and pasted on the wall for all days to come.

The participants may further be asked to discuss in terms of Knowledge, Skills and Attitudes that they would want to acquire for being able to achieve their objectives. One participant may be asked to take up the role of a moderator who keeps check on the everyday discussions and intervenes if at any moment it seems to be out of track. At the

end of the workshop take a quick check on how far we have travelled towards our goals could be taken. This would be the first step towards a learning culture.

Setting Norms for Participation and Learning:

Setting norms for participation and learning would include participants commonly arriving at the dos and don'ts for the workshop; about the behaviours that would promote learning and those that would hamper learning. It could be something as simple as no use of mobiles in the learning room unless asked to during the workshop or when one participant is speaking the others may listen to understand and wait for their turn or participants should keep it as brief as possible to ensure maximum sharing.

Consolidation of Learning: Writing Regular Reflective Diaries

At the end of the day; half an hour before leaving the participants may be given reflection time; wherein they answer three basic questions:

- What did I learn?
- How relevant is the learning to my school context?
- How will I use the learning to transform my school?

This is the time participants could also use in sharing their top most emotion at the end of the day. A chart with day wise rows and columns drawn could be pasted on the walls near the exit gates and while moving out participants can draw their day's dominant emotion on the chart. This would also become feedback for the facilitators.

Continuous Professional Development Review and Planning Sheet

Name: _____

The Areas covered include:

Key Learning Experiences resulting from my time at the workshop:

Day 1 to Day …

The highlights of what I have learnt include (Cognitive):

The highlights of things that I felt most deeply about include (Affective):

Some of the skills I developed during the workshop (Psychomotor):

I need to read/ research/explore more about the following:

The aspects of my learning experience that are most relevant to my school:

After returning to my school, I would share my learning by:

My Commitments: I commit myself to:

Be the change you want
to see in the world
Mahatma Gandhi

| What support will you need to implement the changes in your school and how do you plan to access that support? |
|---|
| |
| **Success Criteria: What evidence will you look for to tell you that the changes you made have been impactful?** |
| |

Signature:

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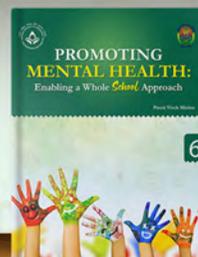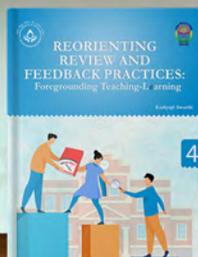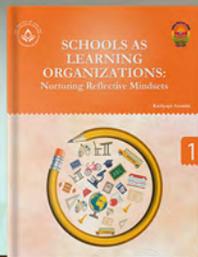
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