

# **ANNUAL PEDAGOGICAL PLAN FOR LEADING LEARNING**

**SCHOOL NAME : PHOENIX INTERNATIONAL & THE LILLIPUTS**

**ADDRESS : PLOTNO 32-33, SECTOR 3, AIROLI, 400708**

**AFFILIATION NUMBER :**

**SCHOOL CODE :**

**UDISE NUMBER : 27211001105**

**REGION :**

**CLUSTER :**

**PRINCIPAL'S NAME : MS. SAYLI WADWALKAR**

**Email ID (Principal) :**

**Email ID (School) : phoenixinternational2016@gmail.com**

**ACADEMIC SESSION : 2022-23**

## **COMMITTEE MEMBERS OF THE ANNUAL PEDAGOGICAL PLAN**

<b>SR.NO</b>	<b>NAME OF THE MEMBERS</b>	<b>DESIGNATION</b>
<b>1.</b>	<b>MS. SAYLI WADWALKAR</b>	<b>PRINCIPAL</b>
<b>2.</b>	<b>MS JASBIR KAUR UBBI</b>	<b>SECTION INCHARGE</b>
<b>3.</b>	<b>MS ASHWINI MASAL</b>	<b>PRT</b>
<b>4.</b>	<b>MS PRANJALI GHANGREKAR</b>	<b>TGT</b>

## **VISION STATEMENT OF THE SCHOOL:**

- **“TO NUTURE AND ENSURE HIGH ACADEMIC STANDARDS”**

## **MISSION STATEMENT OF THE SCHOOL:**

- **“BUILDING HUMAN NETWORKH”**

- **BASIC INFORMATION OF SCHOOL / CULTURE OF SCHOOL**

A team of eminent entrepreneurs, educationists and administrators visualized “Phoenix International & The Lilliputs”. With a rich experience of setting up huge educational institutions in and around Navi Mumbai, the team now endeavors to raise the bar, by establishing an institution that will serve the society and contribute to the making of global citizens.

- **FOCUS OF SCHOOL**

The establishment works on to give visibility to the competencies and contribution of young children in a way that challenges us to move beyond traditional checklists. The establishment deepens engagement with families as partners in their children’s learning. The establishment values, promotes and celebrates respect for diversity, equity and inclusion. The establishment engages educators in thinking about environments, experiences, and the daily life of the classroom in ways that will challenge and meet up with children’s lively minds. The establishment avails the environment in which educator and pupil study and articulate play and inquiry as learning, the sole motto of the establishment is to develop a culture of reflective practice so that professional development happens day after day in the classroom as the establishment works with children and each other.

➤ **SCHOOL PLANNER 2022**

CO- CIRRICULAR ACTIVITIES 2022- 2023			
Date	Day		Events/ Celebrations/ Competitions
<b>APRIL</b>			
11.04.22	Monday	I -VIII	To know your school*
07.04.22	Thursday	I - VIII	World Health Day*
08.04.22	Friday	I - VIII	Ram Navami*
13.04.22	Wednesday	I - VIII	Mahavir Jayanti & Dr. Ambedkar Jayanti*
16.04.22	Saturday		Easter*
		I - II	Paper Plate Bunny Making
		III - V	Easter Egg Decoration
		VI- VIII	Easter Baskets Making
22.04.22	Friday		World Earth Day*
		I - II	Vegetable printing
		III - V	Collage Making
		VI- VIII	Poster Making
25.04.22	Monday	I - VIII	English day*
<b>JUNE</b>			
17.06.22	Friday		Father's Day*
		I - II	Craft Stick Roll Up Card

		III - V	Thank You Card making
		VI- VIII	Photo Frame Making
21.06.22	Tuesday	I - VIII	International Yoga Day & Music Day*
<b>JULY</b>			
01.07.22	Friday	I - VIII	Doctor's Day*
04.07.22 to 08.07.22	Mon - Fri		Environment week
		I - II	Nature walk
		III - V	Nature Bingo
		VI - VII	Seed ball activity
08.07.22	Friday	I - VIII	Bakri Eid*
11.07.22	Monday	I - VIII	World Population Day*
13.07.22	Wednesday		Guru Purnima*
		I - V	Thank You' Greeting Card for Guru
		VI - VIII	Make a memento for Guru
22.07.22	Friday	I - VIII	Investiture Ceremony
26.07.22	Tuesday	I - VIII	Kargil Victory Day*
29.07.22	Friday	I - VIII	Moharram*
<b>AUGUST</b>			
05.08.22	Friday	I - VIII	Friendship Day*
09.08.22	Tuesday	I – VIII	Quit India Movement*
10.08.22	Wednesday		Raksha Bhandan*
		I - II	Rakhi Making
		III - V	Rakhi - Drawing & Colouring

		VI - VIII	Letter writing for Soldiers
12.08.22	Friday		Sanskrit Bhasha Diwas*
			Independence Day Eve Celebration
		I -II	Fancy dress - Freedom Fighters
		III - IV	Elocution competition
		V TO VII	Quiz in Sanskrit
		VIII	Debate
18.08.22	Thursday		Gopal Kala*
		I - V	Tratitional Attitre - Radha & Krisha
		VI - VIII	Handi Decoration
19.08.22	Friday		World Humanitarian Day*
30.08.22	Tuesday		Ganesh Chaturthi*
		I -II	Ganesha making using Clay
		III - V	Making Ganpati with pulses or clay
		VI TO VIII	Ganesha Drawing & Painting
SEPTEMBER			
05.09.22	Monday	I - VIII	Teacher's Day Celebration
08.09.22	Thursday	I - VIII	International Literacy Day*
14.09.22	Wednesday		Hindi Bhasha Diwas*
		I -II	Hindi Kavita
		III- V	Hindi doha competition
		VI- VIII	Hasya Kavita
16.09.22	Thursday	I - VIII	World Ozone Day*

21.09.22	Wednesday	I - VIII	International Day of Peace*
OCTOBER			
01.10.22	Saturday	III - VIII	Gandhi Jayanti, Lal Bahadur Shastri Jayanti*- Extempore
03.10.22 to 06.10.22	Mon - Thurs	I - VIII	Joy of Giving Week
04.10.22	Tuesday		Dussehra*
		I TO III	Garba (Pot) Decoration
		IV TO VIII	Dance Competition
15.10.22	Saturday		Reading Day (Dr. APJ Abdul Kalam's Birth Anniversary)*
21.10.22	Friday		Diwali Celebration
		I -II	Diya Decoration
		III- V	Lantern Making
		VI - VIII	Rangoli Making
NOVEMBER			
09.11.22	Monday	I - VIII	Guru Nanak Jayanti*
14.11.22	Monday		Children's Day*
		I - II	Fashion Show - Cartoon Character
		III - VI	Role Play - 'Role Model'
		VII - VIII	Master Chef 'Flameless'
25.11.22	Friday	I - VIII	Social Science Day, Constitution Day*
DECEMBER			
09.12.22	Friday	I - VIII	Human Rights Day*
22.12.22	Thursday		National Mathematics Day*
		I-II	Search for the multiplication equation like word search

		III- V	Fill in the number grid puzzle
		VI- VIII	Maths Relay
23.12.22	Friday		Christmas Celebration
		I-II	Making of Santa Claus
		III- V	Carol Singing
		VI- VIII	Christmas Tree Decoration
JANUARY			
02.01.23	Monday	I - VIII	New Year*
03.01.23	Tuesday	I - VIII	Savitribai Phule Jayanti*
12.01.23	Thursday	I - VIII	National Youth Day*
13.01.23	Friday		Makar Sankranti*
		I-II	Kite Decoration
		III- V	Kite Making
		VI- VIII	Elocution
24.01.23	Tuesday	I - VIII	National Girl's Day*
25.01.23	Wednesday		Republic day eve celebration
		I - II	Flag - Drawing & Colouring
		III - V	Singing - Patriotic Songs
		VI - VIII	Poster Making
27.01.22	Friday	I – VIII	Vasantpanchami*
30.01.23	Monday	I – VIII	Martyr's Day*
FEBRUARY			
13.02.23	Monday	I – VIII	Sarojini Naidu Birth Anniversary*
18.02.23	Saturday	I -VIII	Chhatrapati Shivaji Maharaj Jayanti*



27.02.23	Monday		Marathi Rajbhasha Diwas*
		I-II	Marathi Poetry recitation
		III- V	Hasya Vyanga
		VI- VIII	Marathi RJ
28.02.23	Tuesday		National Science Day*
		I - VIII	Science Fair - Junior Scientists
		I - V	Science Quiz
		VI- VIII	Science Debate

## ➤ PROMOTION OF INNOVATIVE PEDAGOGY

The establishment targets at excellence in the scholastic as well as co-scholastic areas:

- Smart Classes with digital content
- Separate Classes (after school hours) as per the need of the students as follow:
  - ✓ Gifted Child
  - ✓ Moderate Child and
  - ✓ Slow to response Child
- Regular Periods in Computer Lab (with a good strength of 20 PCs)
- Regular Science Practical Classes in Science Lab
- Art & Craft
- Aerobic and Yoga Classes
- Regular Physical and Sports Activities (Participation of each student)
- Regular Music Classes

## ➤ NO. OF STUDENT CLASS WISE

<u>CLASS</u>	<u>NO. OF STUDENT</u>
PRE-PRIMARY	105
PRIMARY LEVEL (I-V)	274
MIDDLE LEVEL (VI-VIII)	51

## ➤ SUBJECT RECORD IN SCHOOL

### PRE-SCHOOL/PRE-PRIMARY

1. HINDI
2. ENGLISH

3. MATHEMATICS
4. EVS
5. CO-SCHOLASTIC
  - a. DRAWING
  - b. GAMES
  - c. MUSIC / DANCE

## **PRIMARY LEVEL (I-V)**

### **SCHOLASTICS**

- 1) LANGUAGE  
(ENGLISH/HINDI/MARATHI)
- 2) MAIN (MATHEMATICS/EVS/SCIENCE/S.ST)
- 3) SKILL SUBJECT –COMPUTER

### **CO-SCHOLASTIC**

- 1) ART EDUCATION (DRAWING AND PAINTING)
- 2) PHYSICAL AND HEALTH EDUCATION (SPORTS, YOGA & GYMNASTICS)

## **MIDDLE LEVEL (VI-VIII)**

### **SCHOLASTICS**

- 1) LANGUAGE ((ENGLISH/HINDI/MARATHI/SANSKRIT)
- 2) MAIN (MATHEMATICS/SCIENCE/S.ST)
- 3) SKILL SUBJECT –COMPUTER

### **CO-SCHOLASTIC**

- 1) ART EDUCATION (DRAWING AND PAINTING)
- 2) PHYSICAL AND HEALTH EDUCATION (SPORTS, YOGA & GYMNASTICS)

### ➤ Opportunities:

- Professional Upgradation is a continuous process in the school.
- Abilities of teaching faculty is strengthening through training programmes.
- Freedom to carry out innovative ideas for the encouragement of the students.
- Students are encouraged to come forward with innovative ideas and also rewarded for their extrovert attitude.
- Regular House Meeting to generate better understanding to cope with the innovative ideas.
- Regular Meetings of House Incharges to regulate the instructions instructed.

### ➤ Strength of the School

- Collaborative work culture amongst faculty.
- Well-equipped labs (Computer, Physics, Chemistry and Biology).
- Well-equipped and spacious Library containing Newsletters, Magazines and Fictional and Non-Fictional Books (Bilingual).
- Good ambience and peaceful environment.
- Good transport facilities.
- Cordial relationship with the stakeholders.
- Good understanding and co- operation amongst staff.
- Availability of potable tap water (Purified).
- Good parent – teacher rapport.
- Smart Classes with latest prescribed content by NCERT and CBSE.
- Art-Integrated Activity, Art & Craft, Music Classes (Vocal and Instrumental).
- Sports Activities
- Regular Fitness and Wellness Classes under supervision of Experts (Yoga, Aerobics etc.)

## 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 be the impact look like?
<p><b><u>Actionable1:</u></b> Encouraging virtual and offline trainings, workshops and webinars based on identified schools' needs proposed by NCERT and CBSE.</p> <p><b><u>Actionable 2:</u></b> Engage in a dialogue with individual teachers to identify needs and the way ahead.</p> <p><b><u>Actionable 3:</u></b> Establishing subject wise committees of Teachers and Students for getting the feedback on current Teaching Learning Process and Skills. Also identify specific needs of Teachers and Students.</p> <p><b><u>Actionable 4:</u></b> The teachers (attending the workshops) prepare detailed reports and share the outputs with the rest of the teaching faculty.</p>	<p>To encourage teachers to enroll for online workshops to improve day-to-day ways of working that involves professional learning and constructivist pedagogy.</p>	<ul style="list-style-type: none"> <li>❖ Teachers will be encouraged to learn new digital techniques and to prepare rubrics for the assessment.</li> <li>❖ Teachers will be encouraged to follow the Curriculum prescribed by CBSE on regular basics..</li> <li>❖ Modify rubrics based on usage and need.</li> </ul>	Principal and Section Incharge	w.e.f. 04 <sup>st</sup> April 2022 to 31 <sup>st</sup> June 2022	<ul style="list-style-type: none"> <li>❖ Teachers will be able to implement effectively.</li> <li>❖ All teachers will use rubrics to determine the attainment of learning outcomes.</li> </ul>

## 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 be the impact look like?
<p><b>Actionable 1:</b> Organizing Interactive classroom activities weekly and Monthly subject wise to make them involved and engaged with the lessons or material with interesting facts and latest information of that topic.</p> <p><b>Actionable 2:</b> Ensures that it is working efficiently and have section incharge-teacher meetings.</p> <p><b>Actionable 3:</b> Interactive classroom activities can allow students to understand what they're learning on a deeper, more integrated level that deals with real world problems through creative thinking</p> <p><b>Actionable 4:</b> Encourage student for field work to make them understand the social local problems and design thinking for their upcoming projects.</p>	<ul style="list-style-type: none"> <li>➤ We need to encourage to healthy and positive thinking of the students where we teach them that each step leads to success.</li> <li>➤ Develop a professional learning community for sharing ideas and innovations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Showcase the ideas in the ,local newspaper, websites ,other media sources.</li> <li>➤ Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experience at work place.</li> <li>➤ Encourage parents to appreciate and co-operate with their children and school.</li> <li>➤ To give certificates and medals etc.</li> <li>➤ Encourage and support teachers to try out new ideas. To provide students and teachers a big platform by conducting seminars, workshops, exhibitions etc.</li> </ul>	School head, Subject teachers, Mentors, and Subject Coordinator.	Starting from 04 <sup>th</sup> April 2022 to 28 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>➤ It will inspire students to develop new ideas for the projects.</li> <li>➤ The students will feel free to come ahead to use their thought in a positive way.</li> </ul>

## 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 be the impact look like?
<p><b><u>Actionable 1:</u></b> Provide a clear structure as students respond positively to a structured learning environment.</p> <p><b><u>Actionable 2:</u></b> Establish positive relationships promotes a sense of school belonging, as well as encourages students to participate cooperatively.</p> <p><b><u>Actionable 3:</u></b> To share the good academic practices of the Member Schools of Hubs of Learning with the faculty of the school for overall improvement of the teaching learning process.</p> <p><b><u>Actionable 4:</u></b> Create an enjoyable learning environment that encourages student participation and soft skills development.</p>	<p>Manage the classroom effectively. Every class and every student provide a somewhat different challenge, it makes sense for each teacher to find the right strategies and undertake innovative and research based pedagogical practices to improve student's learning.</p>	<ul style="list-style-type: none"> <li>➤ Guide teachers on how to establish their SMART goals.</li> <li>➤ Provide students with information about their performance.</li> <li>➤ Actively participate in online seminars.</li> </ul>	<p>Principal and Subject Committee</p>	<p>Starting from 04<sup>th</sup> April 2022 to 28<sup>th</sup> February 2023</p>	<ul style="list-style-type: none"> <li>➤ Best practices will be followed.</li> <li>➤ New shared methods of pedagogy will bring a total positive change.</li> </ul>

## DESCRIPTOR 4: DEVELOPING A LEARNING CULTURE

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will be the impact look like?
<p><b><u>Actionable 1:</u></b> Keeps things side by side of the current research based and theoretical literature on school culture.</p> <p><b><u>Actionable 2:</u></b> Coaches school leaders in the development of knowledge and skills associated with the creation and sustenance of a positive culture.</p> <p><b><u>Actionable 3:</u></b> Develop physical and health education through an integrated curriculum.</p> <p><b><u>Actionable 4:</u></b> Facilitates systematic reviews of school culture, including strengths and weaknesses, and the development of strategies for culture change managing stress and on creating an atmosphere of 'Anger Free and Peaceful Learning' to improve the quality of learning.</p>	<ul style="list-style-type: none"> <li>➤ assists school leaders in the diagnosis of school culture strengths.</li> <li>➤ Guide teachers to utilize data for effective planning and instructional plans.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Encourage and . assists school leaders in the diagnosis of the school's strengths in culture also inclusive and competency-based learning.</li> <li>➤ Help develop the learning skills and habits.</li> <li>➤ Students and communicate these effectively.</li> </ul>	Principal, Section Incharges, Teachers...	Starting from 04 <sup>th</sup> April 2022 to 28 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>➤ Culture teaches values, beliefs and traditions. Also quality of learning will be improved and at the same time quantitative result will also improve.</li> <li>➤ School average will also go at a high level if learning is more joyful and stress free.</li> </ul>



## 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><b>Actionable 1:</b> Formulate inclusive policies and structures. Create a supportive, respectful environment</p> <p><b>Actionable 2:</b> Teachers are trained to formulate a school improvement plan.</p> <p><b>Actionable 3:</b> Teachers are trained to make a group presentation using resources available in school. An inclusive culture is based on the philosophy that the whole school shares in the responsibility for inclusion.</p> <p><b>Actionable 4:</b> To identify the slow learners and give them academic support for better performance and to boost their confidence</p>	<ul style="list-style-type: none"> <li>➤ Focus on children facing learning difficulties and utilizing data from learning outcomes of each child to build a student profile.</li> <li>➤ Improve teachers' knowledge and skills in supporting students with special needs in the teaching learning process.</li> <li>➤ Improve teachers' knowledge using DIKSHA, NISHTHA app.</li> <li>➤ Complete</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use positive behavior and support strategies to address Behavioral issues.</li> <li>➤ Identify suitable resource persons.</li> <li>➤ Provide teachers' opportunity to work in teams, share ideas &amp; reflect on best practices.</li> </ul>	Principal, Section Incharges, Teachers..	Starting from 04 <sup>th</sup> April 2022 to 28 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>➤ All teachers will be trained in inclusive practices.</li> <li>➤ All teachers will get ample opportunities to upgrade their skills and will be responsive to the needs of learners.</li> <li>➤ All teachers will be able to identify and experience learning difficulties and how the changes will impact student learning.</li> </ul>

	competency-based education and art integrated teaching.				
--	--	--	--	--	--

## 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 timeline for implementation?	What will the impact look like?
<p><b><u>Actionable 1:</u></b> To create SMART Goals.</p> <p><b><u>Actionable 2:</u></b> To create a personal vision and check how Our personal vision is perceived by everyone at the school.</p> <p><b><u>Actionable 3:</u></b> To merge my own personal vision with the vision of the institution, stakeholders and school leaders</p> <p><b><u>Actionable 4:</u></b> To involve all the stakeholders in every decision of the institution and enhance myself as a great 'Pedagogical leader'.</p>	<ul style="list-style-type: none"> <li>❖ To repose and build trust from amongst all the functionaries of the school and the society.</li> <li>❖ To make myself have a better understanding of the tools like to identify the strengths and weaknesses of the school.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Taking feedback from time to time and rectifying the same by taking along with me all involved in the smooth functioning of the institution.</li> <li>❖ By assessing the academic performance improvement as per the various descriptors.</li> </ul>	Principal, Section Incharges, Teachers..	Starting from 04 <sup>th</sup> April 2022 to 28 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>❖ By creating personal development plan and enhancing myself as a pedagogical leader.</li> <li>❖ The school will be a 'School with a difference' and an enjoyable place to work for students .</li> </ul>

## DESCRIPTOR 7: ENGLISH SPEAKING ENVIRONMENT

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><b>Actionable 1:</b> Few Students are not communicating in English.</p>	<ul style="list-style-type: none"> <li>❖ Make English Zone to the entire premises.</li> <li>❖ Availing communication class to the students and workshop for teachers.</li> <li>❖ A strict monitoring.</li> <li>❖ Practice of fine on defaulters.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Encouraging and improving reciprocally.</li> <li>❖ Every Saturday in the first half of the day for the students and the second half for the teachers.</li> <li>❖ Observation through CCTV, Class Monitors, Prefects and Teachers.</li> <li>❖ Fine of ₹ 5.</li> </ul>	Principal, Teachers and Section Incharges	Starting from 04 <sup>th</sup> April 2022 to 28 <sup>th</sup> February 2023	<ul style="list-style-type: none"> <li>❖ 0% verbal clashes, 0% language violation and 0% local dialect in practice in school premises.</li> <li>❖ A habit of using sophisticated language will be cultivated.</li> <li>❖ Concept of English Medium School will be realized.</li> <li>❖ Due to fear of monetary punishment efforts will be put at large.</li> </ul>

## DESCRIPTOR 8: LEARNING BY DOING CONCEPT OF EDUCATION (SUBJECT WISE)

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><b><u>Actionable 1:</u></b> 70% of the base of the present education (being practiced) is completely theory based that makes students less interested in studies.</p>	<ul style="list-style-type: none"> <li>❖ Blend of 30 (Theory) + 70 (Activity) of subject matter should be targeted.</li> <li>❖ Concepts through worksheets, projects, assignments and other productive activities should be accomplished.</li> <li>❖ Short period and single topic based activity.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers will prepare their activities in advance for a period of one month (Month wise).</li> <li>❖ Prompt evaluation and correction with valuables, the errors should be rectified.</li> <li>❖ Teachers will encourage students for different activities.</li> </ul>	Principal, Teachers and Section Incharge's	<p>Every month for different activities</p> <p>(Repetitions should be avoided to keep the interest of students alive for next activities).</p>	<ul style="list-style-type: none"> <li>❖ Bookish knowledge will be rationalized .</li> <li>❖ Ability to connect concepts with day to day life.</li> <li>❖ Allow to see a thing with different angles.</li> </ul>

## DESCRIPTOR 9: DIRECTIVITY IN THE CLASS

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?
<b><u>Actionable 1:</u></b> 20% of the total no. of the Teachers have poor control in the classroom.	<ul style="list-style-type: none"> <li>❖ Assisting such teachers to inculcate mastery in the classroom.</li> <li>❖ Assistance to such teachers in form of being subjective as well as objective.</li> <li>❖ Monitoring on such teachers maintaining no respectful gap with the students</li> </ul>	<ul style="list-style-type: none"> <li>❖ Demanding planning of such teachers in advance and making desirable changes into it.</li> <li>❖ Monitoring such teachers to observe the class discipline of the class control of them.</li> <li>❖ Taking necessary actions against such teachers not maintaining decorum of Teacher-Student relationship.</li> </ul>	Principal, Teachers and Section Incharge's.	Starting w.e.f. 01 <sup>st</sup> April 2022 to 30 <sup>th</sup> March 2023  (afterward needful replacement will be made of such teachers)	<ul style="list-style-type: none"> <li>❖ The well known proverb 'Creativity Needs Solitude' will be realized.</li> <li>❖ The calm environment will let students be more focused on their aim.</li> <li>❖ The desired gap between a teacher and student will be there.</li> </ul>

## DESCRIPTOR 10: UTILISATION OF AVAILABLE RESOURCES

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?
<b>Actionable 1:</b> Least utility of the resources in the classrooms, labs and overall school premises.	❖ Full functioning and use of labs, classroom equipment and other usable things be made a part of the studies.  ❖ Connecting the common things to the purposeful studies with striking fusions.	❖ Teachers will connect different things with their lesson plan.  ❖ Teachers will be more focused with their contents.  ❖ Students and Teachers will be interested in developing a sense of turning things into their profits.	Principal, Teachers and Section Incharges.	Every month  (01 <sup>st</sup> Day to 30 <sup>th</sup> Day)	❖ School will show interest in availing more useful resources for the purpose of learning.  ❖ Parents will also be well satisfied with the efforts put forth by the students and teachers.

## DESCRIPTOR 11: CLASSROOM, SOCIETY, COUNTRY AND WORLD

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?
<b><u>Actionable 1:</u></b> Students are less informed about their surrounding namely; Classroom, Society, Country and World.	<ul style="list-style-type: none"> <li>❖ Lessons will comprise different aspects related to the surrounding instead of a dry lecture.</li> <li>❖ A direct connectivity of their learning inside four walls of classroom with that of the outside in the world.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Teachers will share elementary level connectivity of their knowledge with the students about their subject and its gravity in the world.</li> <li>❖ A few interaction sessions will be organized in various contexts of the subject matter.</li> </ul>	Principal, Section In charges and Teachers	Every month  (01 <sup>st</sup> Day to 30 <sup>th</sup> Day)	<ul style="list-style-type: none"> <li>❖ Students will be more social cultural, economic and political mature.</li> <li>❖ Dry education will turn out to be a valued education.</li> </ul>



## DESCRIPTOR 12: CONDUCT OF TEACHER WITH STUDENT

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible ?	What is the timeline for implementation?	What will the impact look like?
<b><u>Actionable 1:</u></b> Laid down attitude regarding welfare of students.	<ul style="list-style-type: none"> <li>❖ Career oriented session to be conducted (subject wise)</li> <li>❖ Counseling sessions (subject wise)</li> <li>❖ Moral Education (subject wise)</li> <li>❖ Virtual/Real interaction with distinguished persons.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Promoting internal or external resource-persons for the cause.</li> </ul>	Principal, Section In charges and Teachers	<p>Weekly throughout the academic session</p> <p>(01<sup>st</sup> April 2023 to 31<sup>st</sup> March 2024)</p>	<ul style="list-style-type: none"> <li>❖ Students will be more focused in studies.</li> <li>❖ Students will feel stress-free.</li> <li>❖ Students will learn to respect and value their culture.</li> <li>❖ These will save the time of students from unproductive activities.</li> </ul>

## ACADEMIC RESOURCES

Name of Resource/s	Segment Pre-primary/Primary/Sec	Usefulness
LIBRARY	1. PRIMARY 2. SECONDARY	1. DEVELOPMENT OF READING HABITS AMONG STUDENTS
COMPOSITE SCIENCE LAB	1. PRIMARY 2. SECONDARY	1. PRACTICAL APPROACH TO THE CONTENTS OF BOOKS 2. LEARNING BY DOING
SMART CLASSES	1. PRE-PRIMARY 2. PRIMARY 3. SECONDARY	1. AUDIO – VISUAL LEARNING 2. BREAKING THE MONOTONOUS ROUTINE OF LEARNING.
COMPUTER LAB	1. PRE-PRIMARY 2. PRIMARY 3. SECONDARY	1. MAKING STUDENTS TECHNOLOGY USERS 2. INFORMATIC PRACTICES (SUBJECT) 3. INFORMATION TECHNOLOGY (VOCATIONAL SUBJECT)
ART & CRAFT ROOM	1. PRIMARY 2. SECONDARY	1. DRAWING 2. PAINTING 3. OTHER CO-SCHOLASTIC ACTIVITIES
SPORTS ROOM	1. PRIMARY 2. SECONDARY	1. YOGA 2. FITNESS/WELLNESS 3. AEROBICS 4. SPORTS & GAMES 5. GYMNASTIC 6. KARATE

# PEDAGOGICAL STRATEGIES

Student Needs Assessment Mechanism	No. of Students Identified for Remedial Class	No. of Students Identified for Enrichment Class	
1. WORKSHEETS 2. PROJECTS 3. PRACTICALS 4. ORAL TEST 5. READING & WRITING SKILLS	45	45	
Classroom Observation Schedule			
Classroom Observation Schedule	Frequency	Done By	Findings
SATURDAY	PERIOD WISE (IN EACH SUBJECT)	JASBIR KAUR UBBI	1. WORK COMPLETION 2. READING CAPACITY 3. HANDWRITING 4. BAG CHECKING 5. PHYSICAL APPEARANCE
SATURDAY	PERIOD WISE (IN EACH SUBJECT)	ASHWINI MASAL	1. WORK COMPLETION 2. READING CAPACITY 3. HANDWRITING 4. BAG CHECKING 5. PHYSICAL APPEARANCE
SATURDAY	PERIOD WISE (IN EACH SUBJECT)	INSIYA SHIYAJI	1. WORK COMPLETION 2. READING CAPACITY 3. HANDWRITING 4. BAG CHECKING 5. PHYSICAL APPEARANCE

# TEACHER DEVELOPMENT PLAN

Activity	Method	Outcome
CAPACITY BUILDING PROGRAMME	WORKSHOP	ACCELERATION IN TEACHING PROFICIENCY
STRESS MANAGEMENT	WORKSHOP	ACCELERATION IN TEACHING PROFICIENCY
<b>Teacher Training</b>		
Teacher Training Topic/Activity	Target Group	Learning Outcome
ENGLISH WORKSHOP	TGT, PRT	HOW TO MAKE A CERTAIN SUBJECT MORE EFFECTIVE, INFORMATIVE AND INTERESTING
SCIENCE WORKSHOP	TGT, PRT	HOW TO EXECUTE THE TEACHING LEARNING PROCESS EFFECTIVELY AND SUBJECT INTERESTING.

## WELLNESS ACTIVITES

Month/Week/Date	Type of Activity	Objective/s	Target Group
<b>AUGUST</b>	YOGA AND AEROBICS	To make involvement of students in light exercise & yogasanas &kriyas to make them mentally and physically fit.	III TO VIII
<b>NOVEMBER</b>	MEDICAL CHECKUP	To check the fitness of children and to make them aware about their health status.	I TO VIII
<b>SEPTEMBER</b>	SWATCHHATA ABHIYAN	To inculcate the leadership quality among students to make them feel as active members of society through awareness rally's about cleanliness.	III TO VIII

Stakeholders	Methods of Communication	Ways of Involvement	Activities Planned
Parents	PARENTS TEACHER MEETING	VISIT SCHOOL AND INTRACTION AMONG THE STUDENTS, PARENTS AND TEACHERS	QUATERLY MEETING
Teaching Staff	DAILY	PLANNING FOR THE IMPLEMENTATION OF LESSON PLANS ASSESSMENTS OF STUDENTS, ACTIVITIES, PROJECTS AND ASSIGNMENTS	EVERY SATUTRDAY
Other Staff	MONTHLY MEETING	FOR THE CLEANLINESS, HAPPINESS AND OTHER ACTIVITIES IN SCHOOL	LAST WORKING DAY
School Managing Committee	QUARTERLY MEETING	FOR THE RULES AND REGULATIONS APPLIED IN SCHOOL	ON SUNDAYS
Board	CIRCULARS	ONLINE AND EMAILS	REGULAR
Media	NEWSPAPER, FACEBOOK AND INSTAGRAM	ONLINE	REGULAR

## **CONCEPT OF SCHOOL LEADERSHIP**

- ❖ Schools are expected to improve reform and respond to the educational needs of children.
- ❖ Focus on restoring the faith in the school system and infusing it with dynamism and pro-active behavior of leaders at the school level.
- ❖ Knowledge of school operations, management, finance, departmental regulations and state mandate are considered necessary, but not sufficient.
- ❖ Think and act beyond customary duties for increasing diversity of student population in terms of language culture, customs and beliefs.
- ❖ Low level (Learning) of children, even after attending school needs for a strong emphasis on the development of instructional skills of school heads to promote quality teaching and high levels of learning for all children.
- ❖ The need of shift from school effectiveness to school improvement.
- ❖ 25% of total effect on student learning comes from school leadership which is the 2<sup>nd</sup> most important factor influences it.
- ❖ A school leader is directly responsible for leading learning by creating a conducive environment for learning and developing teachers who can translate the schools vision into reality.
- ❖ Schooling process for ensuring student learning by undertaking the following but not limited to-
  1. Taking initiatives and risks
  2. Thinking out of the box
  3. Managing resources
  4. Creating a culture of change
  5. Networking with people
  6. Building relationships with teaches and staff
  7. Communicating effectively
  8. Inspiring and providing intellectual stimulation

## **4 CORE FUNCTIONS OF SCHOOL LEADERSHIP**

### **INFLUENCE OTHER – CHARACTERIZED BY LEGITIMATE POWER AND AUTHORITY**

- Ability to change the behavior of others
- Goals are achieved without authority, rewards or punishments.
- Intentional control over stakeholders to achieve the goals.

### **DIRECTING OTHERS – GUIDE AND SUPPORT LEADERSHIP TERMS TO**

- Set goals
- Solve problems on their own
- Connect with other leadership teams
- Engaging with self – check and evaluation mechanisms
- Post goal completion.

### **EMPOWER OTHERS – TO ACHIEVE INSTITUTIONAL GOALS**

- Install enthusiasm
- Trigger curiosity to think out of the box
- Accept the ideas of others
- Enable others to experience a sense of self-worth

### **WORKING WITH OTHERS**

- Meaningful interaction with others
- Cordial relationship
- Sense of shared purpose



## **DISTRIBUTED LEADERSHIP**

- A. **LEADERSHIP PLUS:** There are several individuals in a school that take on a leadership role to achieve goals. They could work in parallel or in sequence.
- B. **PRACTICING LEADERSHIP:** The interactions among leaders, followers and their situations each influence the other. It analysis the “how” of what leaders do.

## **4 WAYS OF PRINCIPALS’ LEADERSHIP STYLES**

### **RESPONSIVE LEADERSHIP**

- A. Provides opportunities for collaboration
- B. Optimally utilize available resources
- C. Provide service to stakeholders
- D. Use non-discriminatory approach and care
- E. Facilitate peoples’ development
- F. Identify talent
- G. Understand and address the needs
- H. Aspirations and expectations of the students, teachers and parents
- I. Addressing the social and emotional issues of children especially adolescents in the school.

### **RESPONSIBLE LEADERSHIP**

- A. Take responsibility for actions and decision made
- B. Critical reflection of self, especially professional orientation
- C. Develop own perspective on school leadership for leading learning
- D. Develop school as learning organizations
- E. Create working terms and partnerships
- F. Use innovations, best practices and good practices for school improvements.

## **INCLUSIVE LEADERSHIP**

- A. Believe that all children can learn
- B. Have a small number of core priorities resolute leadership
- C. Collective capacity
- D. Strategize with precision intelligent accountability
- E. All means all
  - i. All children can learn
  - ii. A small number of core priorities
  - iii. Resolute leadership
  - iv. Collective capacity
  - v. Strategies with precision
  - vi. Intelligent accountability

## **NETWORK LEADERSHIP**

- A. Leaders collectively merge into each other
- B. Share responsibility
- C. Act with shared vision
- D. Take collective ownership
- E. Create a culture of innovation and experimentation, spread innovation
- F. Search talent
- G. have good practice

