

ANNUAL SCHOOL PEDAGOGICAL PLAN FOR LEADING LEARNING

SCHOOL NAME: INDIAN LANGUAGE SCHOOL,

LAGOS, NIGERIA

AFFILIATION NUMBER: 6830001

ACADEMIC SESSION: 2022 – 23

PRINCIPAL'S NAME: MRS. SONALI GUPTA

VISION STATEMENT:

To nurture 21st century innovative lifelong learners in an inclusive environment who are equipped with life skills and social values to become global citizens.

MISSION STATEMENT:

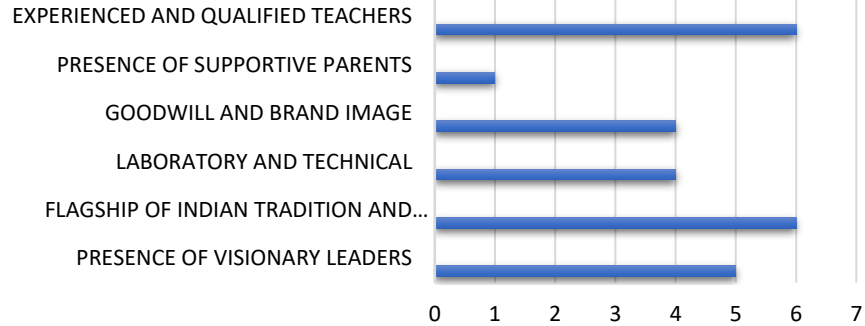
1. To Promote Competency based learning that is self – directed and aligned to the Learning Outcomes.
2. To Integrate Technology, Art and Innovation in Teaching and Learning.
3. To Foster a culture for Personal, Emotional and Social Development amongst students.

SCHOOL'S VALUES:

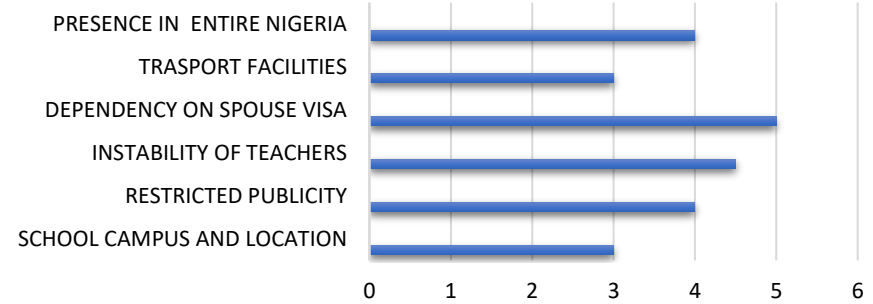
ILS emphasizes on respect, tolerance, social awareness and moral development of the students, to inculcate in them a sense of discipline, character and constructive endeavour so as to be ready to become patriotic Indians and responsible global citizens.

SWOT ANALYSIS

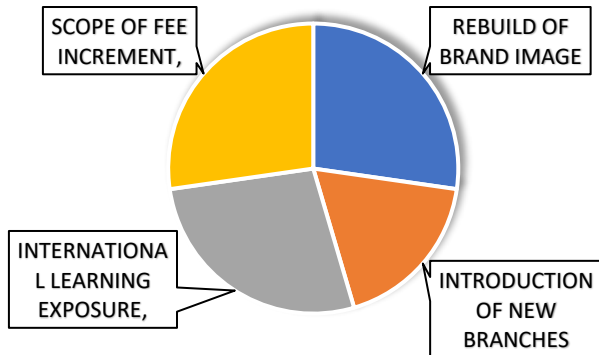
AREAS OF STRENGTH



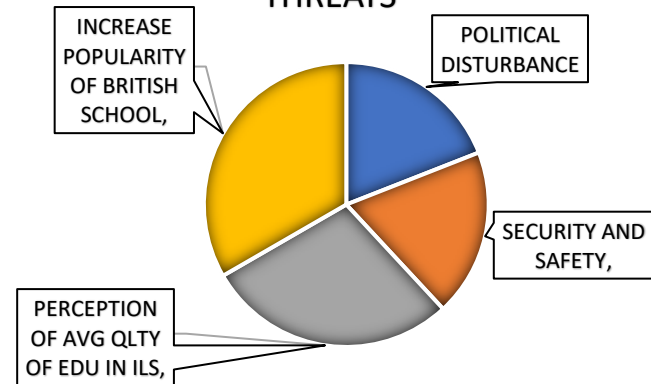
AREAS OF WEAKNESSES



OPPORTUNITIES



THREATS



Areas of improvements

- Improve the achievement level of students in all subject areas
- Strengthen the emotional and social behavior of all students
- Enhance critical thinking and problem-solving skills of students
- Effective use of ICT tools and game-based learning by teachers
- Respond appropriately to students with diverse learning needs
- Communication skills among teachers

Descriptor 1: Engaging in Teachers' Professional Development

Step 1	Step 3	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable 1: Ascertain the needs for professional development through collaborative practices	Identify the professional needs of the individual faculty by designing mechanisms that complement the context of the school, engaging in positive dialogue with teachers, and establishing SMART goals	Weekly Professional Development (PD) sessions	The PD Team and School Innovative Ambassadors	April '22 to March '23 (Academic year)	Teachers will become efficacious in classroom practices
Actionable 2: Create opportunities for continuous and comprehensive professional learning	Organize intra and inter school workshops, CBSE training sessions, and webinars by professional experts	Workshops and Webinars – In collaboration with other local schools and educators	Principal The PD Team and Resource persons	April '22 to March '23 (Academic year)	Innovative and creative pedagogical techniques will be adopted by teachers in the classroom.
Actionable 3: Promote reflective thinking and meta-cognitive thinking practices among teachers	Develop constructivist pedagogy, student-centered learning process, and strengthen the role of a teacher in the student-centered classroom	Professional Learning Communities (PLC)	The PD Team, Vice Principals, and Teacher volunteers	April '22 to March '23 (Academic year)	Teachers will become self-aware of their practices through checklist and rubrics
Actionable 4: Empower teachers to become agents of change	Motivate teachers to create action plans, identify areas of change, and enhance teachers' capacity for Action Research	Teacher-Mentor Programs (TMP)	The PD Team, Department Heads, and Buddy teachers	April '22 to March '23 (Academic year)	Overall improvement of the school system and environment

Descriptor 2: Initiating innovations in the School

Step 1	Step 3	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable 1: Create a culture of innovation	Integrate innovative pedagogies, implementation of well-defined learning outcomes, grouping of students and teachers of diverse interests. Explore innovative ideas to incubate and develop the curriculum	Allow flexibility in the type of assessments used. Emphasis on Project-based learning, problem-solving, critical thinking,	Heads of Innovation Teachers Students Innovation Ambassadors (Class Wise) Other Stakeholders (Parents, Management Alumni and Community)	April '22 to March '23 (Academic year)	Most (75-90%) of the stakeholders emulate the culture of innovation and its relevance in the curriculum. Most of the teachers will design and transact lessons using innovative pedagogies by the end of the academic year 2023.
Actionable 2: Expand perspectives of teachers to implement innovative pedagogies	Conduct Professional Development Programs and seminars for the teachers. Create Professional Learning Communities to exchange ideas and differentiation strategies.	Sharing best practices and Peer Lesson Observations in order to implement the reflective approach. Technology platforms, tools, digital applications for blended and flipped learning	Principal Head of Professional Development Head of Curriculum Development	April '22 to March '23 (Academic year) Weekly, fortnightly, and monthly trainings	Team teaching, shadow teaching to support innovative pedagogies and best classroom practices
Actionable 3: Create opportunities for student learning and innovation	Integrate student learning with real-life relevance, widen students' perspectives, develop Design Thinking, Coding, and STEM & STEAM labs.	Provide internship opportunities. Project-Based Learning, Cross-curricular and multi-disciplinary approach to be continued.	Middle level leaders Outside experts Student Voice Group	Weekly and fortnightly student counselling sessions Weekly Career guidance session	Active participation in inter-school competitions with students transforming into life-long learners. Students will develop global citizenship skills.

DESCRIPTOR :3 Leading teaching and learning Process

STEP 1	STEP 2	STEP 3		STEP 4	STEP 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>ACTIONABLE 1</p> <p>Develop a shared understanding of teaching-learning.</p> <p>CHALLENGE: Multidisciplinary and collaborative approach is practiced occasionally.</p>	<p style="text-align: center;"><u>VISION:</u></p> <p>To implement Multidisciplinary and collaborative approach across the school.</p> <p style="text-align: center;"><u>ACTION:</u></p> <p>We need to promote a positive mindset. Staff should be at the same mental model of learning so they can engage in conversations around curriculum for both retention and transfer collaboratively.</p>	<p>Guide and create effect lesson plans including different pedagogies for the lesson. Encourage the staff to share different best practices to develop good teaching and learning in the classroom. Evidences of various activities covering the various areas of focus will be collected and encourage the teachers from time to time for their laborious work.</p>	<p>Principal Senior Leaders Teachers</p>	<p>Academic year April 2022-March 2023</p>	<p>Most of the teachers will start sharing and collaborating the teaching learning methods so that Multidisciplinary approach in all the subjects will be implemented. Classroom atmosphere will become joyful.</p>
<p>ACTIONABLE 2</p> <p>Create a conducive environment for learning.</p> <p>Challenge:</p> <p>Student centered learning and competency-based learning is not practiced very often.</p>	<p style="text-align: center;"><u>VISION:</u></p> <p>To introduce student centered learning and competency based learning in the curriculum.</p> <p style="text-align: center;"><u>ACTION:</u></p> <p>Identify specific future-ready skills for the students. Encourage students to be more creative by achieving the outcomes. Explore and gather the resources to enhance competency and skills in the students.</p>	<p>Design and guide how to create competency and outcome based lesson plans. Support teachers to undertake innovative and research based pedagogical practices to improve student learning and competency. Encourage the students to display their subject enrichment activities in the form of competitions.</p>	<p>Principal Senior Leaders Middle Leaders Teachers Students</p>	<p>Academic year April 2022-March 2023</p> <p>Special days of various subjects will be celebrated to enhance student centered and competency based learning along the year time.</p> <p>Ongoing</p>	<p>Most of the teachers will start creating out come based lesson plans. 25% of teachers will include competency based and skill based pedagogies by the end of year 2023. Classroom atmosphere will become student centered and conducive.</p>

<p>ACTIONABLE 3</p> <p>Encourage teachers to become reflective practitioners. Challenge: Positive Learning Environment to develop self aware learners is practiced occasionally.</p>	<p><u>VISION:</u> To give safe and positive environment in teaching and learning.</p> <p><u>ACTION:</u> Train and guide the teachers to establish SMART goals. Support the teachers to continually improve the way they work or the quality .Provide opportunity to collaborate with different schools to enhance constructivism.</p>	<p>Support and guide the teachers through professional development sessions to achieve their SMART goals. Lesson Observation Cycles with feedback to improve teaching learning process. Collaboration with different schools nationally and internationally to improve the necessary skills, knowledge and approaches to achieve the best outcomes.</p>	<p>Principal Senior Leaders Middle Leaders Teachers Students</p>	<p>Academic year April 2022-March 2023</p> <p>Lesson Observation Cycles twice in a term(May22, August22, November22 ,January23)</p> <p>Collaboration with other schools as when invited.</p>	<p>Most of the teachers will facilitate the development of self aware learners by fostering critical thinking in a real-world environment. Classroom environment will be safe , positive and constructive.</p>
<p>ACTIONABLE 4</p> <p>Build teacher competency in using data to inform TLP. Challenge: Data analysis of Evidence oriented assessment and learning oriented assessment is practiced occasionally.</p>	<p><u>VISION:</u> Interpret and analyze the assessment data to enhance teaching and learning.</p> <p><u>ACTION</u> Focus on assessments for and as learning. Introduction of Gap Analysis in the assessment process for the improvement in performance.</p>	<ul style="list-style-type: none"> • Guide and assist and teachers in understanding the importance of student assessment for improving learning. • Collect and effectively use the data of students assessment for designing the activities in TLP. • Design Action research Program based upon the students performance for the improvement. 	<p>Principal Vice Principals Exam Head</p>	<p>Academic year April 2022-March 2023</p> <p>Periodic tests, Mid Term Assessment Term end Assessment</p>	<p>Teachers all across the school will be competent enough to analyze and interpret the data of assessments.</p>

Descriptor 4: Developing a Learning Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>Actionable 1 : Create the ‘social glue’ by building a culture of trust and self-improvement.</p> <p>Actionable 2 Develop policies and systems that support a culture of learning by including all stakeholders</p> <p>Actionable 3 Keep students at the heart of the learning culture.</p> <p>Actionable-4 Encourage teachers to deepen learning.</p> <p>Actionable-5 Make parents active partners in the educational journey of their child.</p>	<ul style="list-style-type: none"> • Bridging learning gaps with STEAM • Monitoring & improving the quality of teaching • Creating a culture of Continuous improvement 	<ul style="list-style-type: none"> • All teachers have a PDP (Performance Development Plan) and are given specific targets for improvement. • Using DIRT as a learning journey. • Staff meetings/ Subject meetings to collaborate. • Micro - teaching, sharing of best practices, mentoring and coaching • Reviewing of lesson observation tool • Learning Walks and informed observations • Narrow the gap between different cohorts & create inclusive classrooms • Regularly monitoring the progress towards school-level, grade-level and classroom-level goals Provide resources and opportunities to create 21st century learner. 	<p>The Principal, Senior Leaders Hold individual reviews & 1–1 guidance.</p> <p>The Principal, HoDs, HoEnrichment , HoA&P. Hold sessions, meetings on reflective practices.</p> <p>The Principal, HoDs, SID, Curri. Deve. team, HoEnrichment , HoA&P. Implementing strategies which provide clear goals for the achievement of the school’s targets for attainment.</p>	<ul style="list-style-type: none"> • Quarterly depending upon the PDP & review • Ongoing • Throughout the year: <u>Weekly metrics through action boards</u> 	<p>Benchmark is attained and progress is set.</p> <ul style="list-style-type: none"> • Most of the stakeholders close the gaps and show overall continuous improvement. • A large majority of teachers inculcate innovative learning & teaching approaches. • All students display improvement in all subjects by the end of the academic year.

Descriptor 5: Building an Inclusive Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<p>Actionables:1 Create an environment of acceptance.</p> <p>Building an inclusive culture to create an environment of acceptance</p>	<p>VISION <i>Differentiated Teaching and Learning in an inclusive environment to support all kinds of learners.</i></p> <ul style="list-style-type: none"> ●Sensitize teachers, to the unique needs of diverse group of learners. 	<ul style="list-style-type: none"> ●Facilitate teacher training sessions ●Organize orientations to create awareness ●Motivate parents 	<ul style="list-style-type: none"> ●Principal ●Head of the CWSN department. ●SLT, MLT, CWSN Department Teachers & Other Teachers 	<ul style="list-style-type: none"> ●Academic Session 2022-23 ●Quarterly Review Sessions. ●Professional Development Sessions in August and November 2022. ●Parent Orientation in May 2022. 	<ul style="list-style-type: none"> ● All Classrooms sessions with differentiated teaching methodology to support diverse learners. ●Culture of acceptance among all stakeholders.
<p>Actionable-2 Formulate inclusive policies and structures.</p>	<ul style="list-style-type: none"> ●Devise an inclusive school policy to aid teaching and learning. 	<ul style="list-style-type: none"> ●Create a multi-tiered Response to Intervention support system throughout the school to aid inclusion process. 	<ul style="list-style-type: none"> ●Principal ●Head of the CWSN department. 	<ul style="list-style-type: none"> ●Quarterly Review Sessions. ●Continued support provided by CWSN throughout the year. 	<ul style="list-style-type: none"> ●An established process of ‘Response to Intervention’ throughout the school.
<p>Actionable3- Adopt inclusive teaching practices.</p>	<ul style="list-style-type: none"> ●Incorporate principles of Universal Design of Learning and Promote reflective teaching practices in Professional Learning Communities. 	<ul style="list-style-type: none"> ●Monitor, track and support children who are at risk of exclusion, marginalization or underachievement ●Assimilate inclusive practices 	<ul style="list-style-type: none"> ●Principal ●SLT, MLT & all teachers 	<ul style="list-style-type: none"> ●Continued support provided by CWSN throughout the year. 	<ul style="list-style-type: none"> ●Integrated Lesson planning based on the UDL and DI principles to help reach out to diverse learners.
<p>Actionable-4 Support student learning.</p>	<ul style="list-style-type: none"> ●Accommodate varied student learning styles. ●Encourage buddy support or peer learning and child-to child co-operation. 	<ul style="list-style-type: none"> ●Design lesson plans with multiple means for student engagement, representation and expression. ●Identify gaps, plan for early intervention and individualize learning. 	<ul style="list-style-type: none"> ●Principal ●Head of the CWSN department. ●Teachers in the CWSN department. ●Supportive Parents ●Student Peers 	<ul style="list-style-type: none"> ●Quarterly Review Sessions -May’22, September’22, November’22 & March’23 ●Continued support provided by CWSN throughout the year. 	<ul style="list-style-type: none"> ● Adoption of ‘no child left behind’ policy. ●Holistic development of all students ●Optimum usage of technology and blended learning.

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

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

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

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

Descriptor 3: Leading the teaching-learning process						
Actionable	Sub-points in the actionable	1	2	3	4	5
Develop a shared understanding of teaching-learning.	Create a common understanding that the purpose of teaching learning is to make students future ready.				✓	
	Dialogue with teachers to deconstruct theories of learning.			✓		
	Encourage teachers to develop what good teaching and learning would look like in the classroom.			✓		
	Co-construct mechanisms, with teachers, that would help evaluate classroom practices.			✓		
Create a conducive environment for learning.	Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.				✓	
	Encourage teachers to plan lessons collaboratively.				✓	
	Support teachers to undertake innovative and research based pedagogical practices to improve student learning.				✓	
	Encourage students to reflect on their learning, areas of strength and development.					
	Create a culture that helps students to learn with joy and not fear.			✓		
	Provide adequate resources for students to learn.			✓		
	Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future focused skills.					✓
	Promote learning experiences outside the classroom through experiential learning.			✓		
Encourage teachers to	Assist teachers to establish their own SMART goals for teaching - learning, with particular focus on developing self-aware learners.		✓			

become reflective practitioners.	Guide teachers on how to achieve their SMART goals.			✓		
	Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.			✓		
	Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible.			✓		
	Demonstrate to teachers what outstanding practice looks like by co-teaching with them.		✓			
	Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students.				✓	
Build teacher competency in using data to inform TLP.	Assist teachers in understanding the importance of student assessment for improving learning.				✓	
	Focus on assessments for and as learning.				✓	
	Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students.				✓	
	Collaborate with teachers while interpreting the data on student assessment to design action research programmes.			✓		

Descriptor 4: Developing a learning culture

<i>Actionable</i>	<i>Sub-points in the actionable</i>	1	2	3	4	5
Create the ‘social glue’ by building a culture of trust and self improvement.	Engage actively with staff and students, in a fair and transparent manner, to understand individual teachers and students.			✓		
	Practice the habit of ‘understand others and seeking to be understood by others’			✓		
	Encourage positivity and empathy among stakeholders.			✓		
	Create opportunities for staff and students’ wellbeing.				✓	
	Celebrate success stories with the larger school community.				✓	
	Provide a ‘psychologically safe’ environment where failures (unsuccessful practices) are perceived as learning opportunities.			✓		
	Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.			✓		
	Be a role model for teachers and students and demonstrate that a principal is a life-long learner.				✓	

Develop policies and systems that support a culture of learning by including all stakeholders.	Establish an open-door policy and transparent communication amongst stakeholders.				✓	
	Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety, cyber safety, behaviour management etc.				✓	
	Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.				✓	
	Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on noninstructional activities or out of school (official) assignments.				✓	
	Hold students, teachers, and para teachers accountable by being transparent.				✓	

	Regularly invite stakeholders (students, teachers, parents, and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any.				✓	
	Ensure decisions are backed by research and are data driven.		✓			

Keep students at the heart of the learning culture.	Set high expectations for students and communicate these effectively.			✓		
	Provide challenging opportunities for students to learn experientially, innovatively, and collaboratively.			✓		
	Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.			✓		
	Encourage students to use assessment as feedback and as an opportunity to learn.		✓			
	Develop students' ability to reflect on their strengths and areas of development across subjects.			✓		
	Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.			✓		
	Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.		✓			
Encourage teachers to deepen learning.	Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.				✓	
	Support and build a climate for adopting innovative instructional strategies for effective learning.				✓	

	Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.			✓		
	Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in the classrooms to enrich the learning experience of students.			✓		
	Guide teachers to utilize data for effective planning and execution of instructional plans.			✓		
Make parents active partners in the educational journey of their child.	Design innovative ways to engage parents in their child's learning journey.		✓			
	Engage parents to collaborate and participate in various school activities.			✓		
	Hold workshops and seminars on parenting and other relevant topics.			✓		
	Invite parents to address students on their chosen careers or areas of expertise.			✓		
	Create Parent Groups that work with the school principal on improving and strengthening school systems.					✓

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

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

Descriptor 6: Becoming and Being a ‘Self-Aware’ Leader

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

AREAS OF FOCUS

1. MEETINGS

- a) Monday Meeting with the Senior Leadership Team
- b) Alternate Monday Meeting with the Senior Leadership Team and the Middle Leaders.
- c) The Head of Departments meeting with their department teachers during break on a Tuesday.
- d) Staff Meeting is held once every month after school.
- e) Teachers Weekly Meeting Periods with Principal.

2. FEEDBACK AND IMPLEMENTATION:

- a) Students and teachers construct learning pathways together based on a two way feedback during the class by understanding the Vision and Mission Statement of the school.
- b) The students who are a part of the **Student Voice Group and Curriculum Development Group** organize sessions for students.
- c) A NO teachers Assembly is held once a month which is led by the students, Head Boy and Head Girl.
- d) School Committees help in getting feedbacks which further helps in regulation and implementing the vision of the school.

3. INDIVIDUAL PERFORMANCE AND DEVELOPMENT PLANS:

The teacher's individual performance and developments plans are aligned to the school goals.