



ANNUAL PEDAGOGICAL PLAN (2023-24) FOR LEADING LEARNING

SCHOOL NAME: INDIAN LANGUAGE SCHOOL,

LAGOS, NIGERIA

AFFILIATION NUMBER: 6830001

ACADEMIC SESSION: 2023 – 24

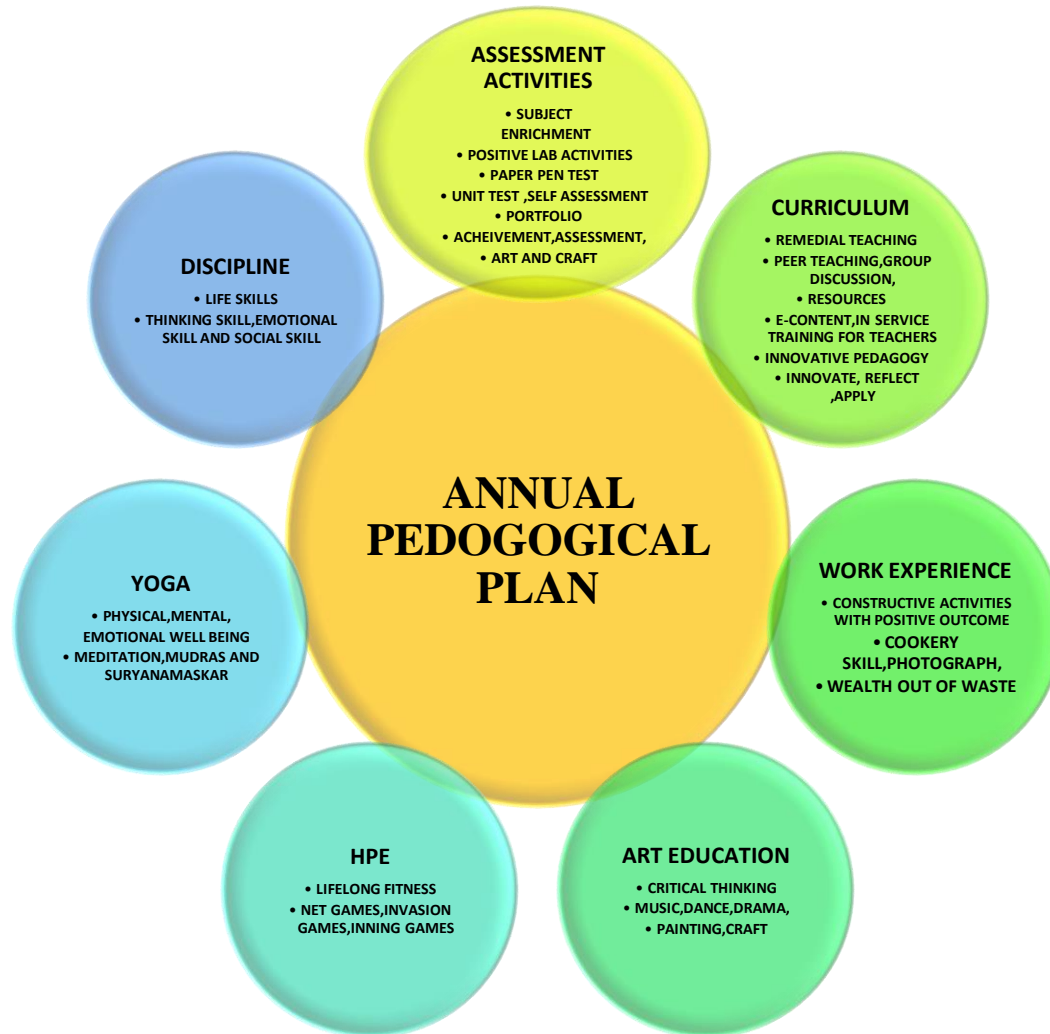
PRINCIPAL'S NAME: MRS. SONALI GUPTA

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ANNUAL PEDAGOGICAL PLAN:

An annual pedagogical plan (APP) is a tool that offers meaningful insight into the school community and creates a vision for new ways of performing modern and effective education. It provides a description of the school's pedagogical outlines, school activities, working culture, and the design and needs for multi-functional learning environments.



ABOUT SCHOOL:

The Indian Language School was established on April 14th 1982 at the ICA Centre at No. 11 Johnson Street, Ilupeju, Lagos, under the umbrella of the High Commission of India in Nigeria and is run by a Board of Trustees. The school is affiliated to the Central Board of Secondary Education, New Delhi and has classes from KG to XII.

OBJECTIVE OF THE SCHOOL:

The objective of Indian Language School is to reach out to the Indian Community with the aim of imparting purposeful education based on CBSE Curriculum making it feasible for their students to pursue further education in India or any Foreign University and succeed in all their future endeavours without any aberration.

Philosophy of the School Regarding Education:

Education is the base of every society. It is often said that what and how we learn in school determines who we become as individuals in life. Education determines our ability to communicate, solve problems, our interpersonal relationships and how we perceive the world around us. With the blending of technology in every walk of life there is a dire need for innovation in education to meet the challenges of the fast-changing and unpredictable globalized world.

There is still a significant gap between the potential of modern education and what students actually learn at school. Many educators still practice rote and old ineffective methods of teaching and learning. The adoption and exploration of innovative ideas in education is often slow and the acceptability to the change is very low.

Since the delivery by teacher and expectations of students is mismatched most of the students have short attention span during class, feel unengaged and resort to in disciplinary activities in classrooms. Integrating Art in learning gives diverse opportunities to learners and makes learning interesting, engaging, faster and efficient.

Facilitating learning based on different learning styles is yet another way to engage learners.

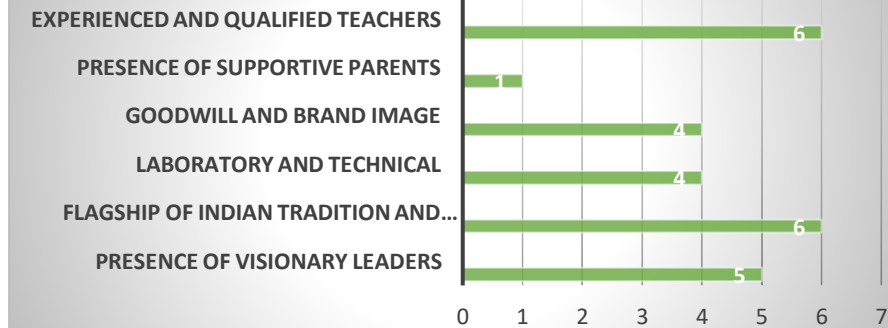
Technology allows teachers to individualize lesson plans to different students and their unique styles of learning. The focus of present educators should be to teach students to become innovative thinkers, learn leadership skills, and think creatively and independently. Educators need to prepare students for the future by empowering them with technology-based skills, allowing students to learn, early on, to embrace and take advantage of the tools technology offers.

Today's education systems are required to be both effective and efficient, or in other words, to reach the goals set for them while making the best use of available resources.

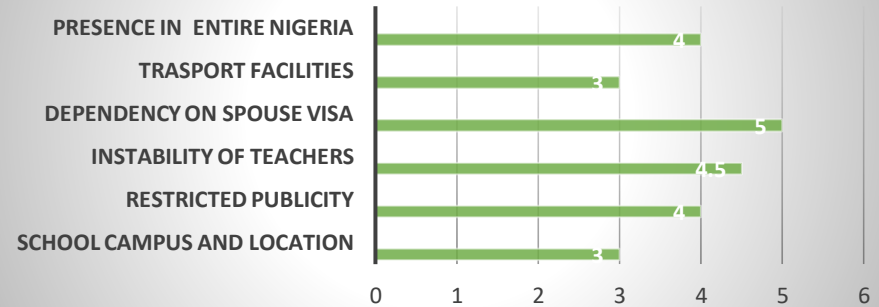
<p>❖ <u>VISION STATEMENT</u></p>	<p>To nurture 21st century innovative lifelong learners in an inclusive environment who are equipped with life skills and social values to become global citizens.</p>
<p>❖ <u>MISSION STATEMENT</u></p>	<p>1.To Promote Competency based learning that is self – directed and aligned to the Learning Outcomes</p> <p>2.To Integrate Technology, Art and Innovation in Teaching and Learning.</p> <p>3.To Foster a culture for Personal, Emotional and Social Development amongst students.</p>
<p>❖ <u>SCHOOL'S VALUES</u></p>	<p>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.</p>

SWOT ANALYSIS

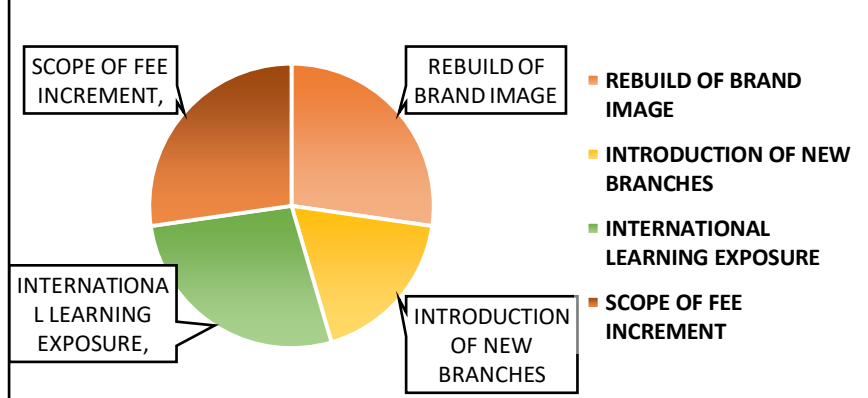
AREAS OF STRENGTH



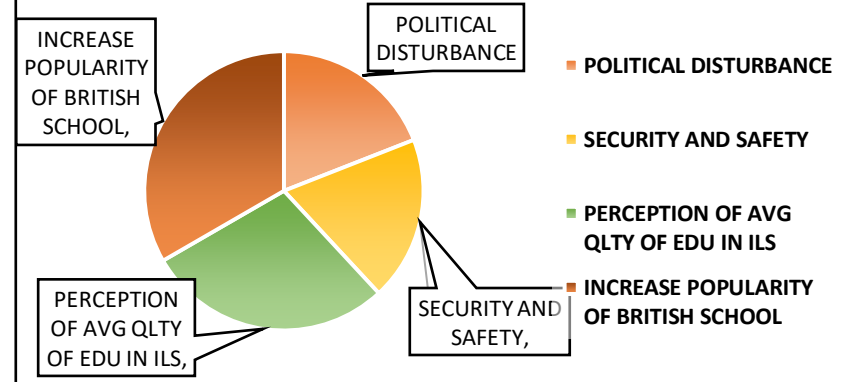
AREAS OF WEAKNESSES



OPPORTUNITIES



THREATS



POSITIVE STEP RESPONSE

LEVEL	REWARD	EXAMPLES OF POSITIVE BEHAVIOUR	FREQUENCY	BY WHO
6	Special Awards	An all-round BEST STUDENT incorporating all Core Values in all the effort and initiatives	Annually	Principal
5	Annual Prize Day Felicitation/ Academic Excellence Award Endeavour Award	For outstanding performance academically throughout the year For extraordinary academic improvement through the year	Annually	Principal & Panel
4	Principal's letter of Commendation	. For exemplary academic performance or effort academically, excellent behaviour and attitude, helpfulness, and contribution	Termly	Principal
3	Certificate of Appreciation	Certificate given for exceptional work, projects, academic performance, excellent behaviour, helpfulness, contribution to school, community, extraordinary effort or improvement, representing the school or participating well/achieving in activities outside school	As achieved	Teachers
2	House Points	Awarded for: Positive learning, engaged effectively in lessons and producing good quality of work. Positive behaviour in and outside classes and during trips/events Self-responsibility and right attitude Cooperative, supportive, and respectful towards all Outstanding attendance punctuality and uniform	As per need Maximum 5 house points at a time	Teachers and Class Teachers
1	Verbal praise and encouragement Parent informed. Phone call/email, note in the planner	Appreciated for: Good quality and timely submission of work Positive and effective collaboration with others Displaying creativity – innovation, initiative Good punctuality, attendance, and uniform	Generously given where appropriate for positive reinforcement	Teachers and Class Teachers

UNACCEPTABLE BEHAVIOUR STEP RESPONSE

LEVEL	SANCTION / ACTION	EXAMPLES OF UNACCEPTABLE BEHAVIOUR	FREQUENCY	BY WHO	CONSEQUENCE
1	Verbal reminders and warning up to maximum 3 over a week.	<input type="checkbox"/> Excessive talking or using abusive language or foul language. <input type="checkbox"/> Distracted or disruptive behaviour <input type="checkbox"/> Not equipped for lesson <input type="checkbox"/> Not listening to instructions <input type="checkbox"/> Chewing gum <input type="checkbox"/> Improper hairstyle, uniform or putting makeup. <input type="checkbox"/> Late for lesson <input type="checkbox"/> Not returning to lesson on time <input type="checkbox"/> Disrespectful towards teacher or peers <input type="checkbox"/> Leaving class without permission	1 Week	Subject Teacher or Class Teacher	Log in BEHAVIOUR REGISTER
2	BEHAVIOUR REGISTER 1. Parents informed through DIARY or email. 2. 1 day break detention	Repeated level 1 of unacceptable behaviour	2 Weeks	Subject Teacher or Class Teacher	Name goes to the Warning Sheet
3	WHITE CARD Reported to Head of Discipline	Repeated level 1 and 2 unacceptable behaviours. Verbal bullying and hurting others.		HOD	Parent informed & Time Out of class
4	YELLOW CARD	Repeated level of unacceptable behaviours, misusing social media, Physical fighting and bullying or any other serious misdemeanour.		HOD	Meeting with the parent
5	PINK CARD	Repeated nonacceptable behaviours		VP	Suspension and behaviour contract signed
6	EXPULSION	Resorting to HIGH Level of unacceptable behaviour	Immediate expulsion	Principal	Expulsion

*Certain disciplinary action will be fast tracked by Principal depending on the seriousness of the incident

ACTIVITES AND CALANDER

Apr-23					APRIL			ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	4th	School reopens for all grades
						1	11th	Classes for LKG
2	3	4	5	6	7	8	13th 14th	Language Day LKG-XII Just-A-Minute Competition Grs III - VIII
9	10	11	12	13	14	15	18th	Heritage India Quiz VII-X
16	17	18	19	20	21	22	22nd	School Election
23	24	25	26	27	28	29	25th- 26th	Student Leadership
30							11th - 28th	Parent Orientations

Oct-23							OCT	ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	4th	School reopens for Term II
1	2	3	4	5	6	7	6th	Nigerian parade III-VI
8	9	10	11	12	13	14	13th	Expression series G-20
15	16	17	18	19	20	21	20th	Kavi Samelan IX-XII
22	23	24	25	26	27	28		
29	30	31						

May-23					MAY			ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	2nd	Gratitude Day
	1	2	3	4	5	6	5th	Story Telling IV- V
7	8	9	10	11	12	13	8th-10th	Adolescence Guidance Days
14	15	16	17	18	19	20	12th 13th	Jingle Mania (Ad Making On Social Awareness) Grs VI-X PTM
21	22	23	24	25	26	27	16th- 19th	Sports Activity
28	29	30	31				22nd	Vacations begin for LKG-XII

Nov-23							NOV	ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	3rd	Recitation (Hindi and English) I -V
			1	2	3	4	9th 10 th - 17th	International Science Day Spelling Bee Competition Week VI-X
5	6	7	8	9	10	11	14th	Various Competitions VIII-XII
12	13	14	15	16	17	18	25th	PTM
19	20	21	22	23	24	25	30th	Constitution day (III-XII)
26	27	28	29	30				

Jun-23					JUNE			ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa		
				1	2	3		
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29	30			

Dec-23						DEC		ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	4th	
					1	2	8th	Mathematics Day
								School Closes for December Break
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								

Jul-23					JULY			ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	3rd	
						1	4th	School reopens for Staff
								Unit Test IX-XII
2	3	4	5	6	7	8	10th	School reopens for LKG-VIII
9	10	11	12	13	14	15	14th	Exhibition & Sapling Day
16	17	18	19	20	21	22	17th - 28th	Music Competition II-XII
23	24	25	26	27	28	29		
30	31							

Jan-24						JAN		ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	8th	
	1	2	3	4	5	6	9th	School Reopens after the break
								Preliminary Examinations
7	8	9	10	11	12	13		
14	15	16	17	18	19	20	25th	State Tableaus (House Competition)
21	22	23	24	25	26	27	27th	Farewell
28	29	30	31					

Q
A
K

Aug-23					AUG			ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	4th	
		1	2	3	4	5	18th	Mock Parliament and S.Sc. day
6	7	8	9	10	11	12	14th	BB GARG Debate competition
13	14	15	16	17	18	19	19th	Magazine cover competition I-XII
20	21	22	23	24	25	26	23th	PTM
27	28	29	30	31				Innovative Rakhi Competition III-VIII

Feb-24								ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	5th-9th	
				1	2	3		Environmental & Climate Change Awareness Week
4	5	6	7	8	9	10		
11	12	13	14	15	16	17		
18	19	20	21	22	23	24		
25	26	27	28	29				

Sep-23					SEP			ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	4th	
					1	2		Half Yearly Examinations
3	4	5	6	7	8	9		
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
-	25	26	27	28	29	30		

Mar-24								ACTIVITIES
Su	Mo	Tu	We	Th	Fr	Sa	1st	
					1	2	27th	Annual Examinations
3	4	5	6	7	8	9		Result Day
10	11	12	13	14	15	16		
17	18	19	20	21	22	23		
24	25	26	27	28	29	30		
31								

AREAS OF IMPROVEMENT

- Improve the achievement level of students in all subject areas
- Strengthen the emotional and social behaviour 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

SCHOOL COMMITTEES

Student Council	Career Counselling Committee	Personality Development Committee
Teacher In-charge: Dr. (Mrs.) M. Jain	Teacher In-charge: Mrs. S. Tandon	Teacher In-charge: Mrs. N. Jha
Student Voice Group	Student Counselling Committee	School Innovation Council
Teacher In-charge: Mrs. S. Gupta	Teacher In-charge: Mrs. D. Dixit	Teacher In-charge: Mrs. A. Singh
Events & Event Logger Committee	Discipline Committee	School Safety Committee
Teacher In-charge: Mrs. I. Yadav & Mrs. G. Singh	Teacher In-charge: Mrs. U. Shankar & Mrs. Kumkum	Teacher In-charge: Mrs. A. Dhawan
Global Awareness Committee	Sports Committee	Eco Club
Teacher In-charge: Mrs. B. Mathew	Teacher In-charge: Dr. (Mrs.) P. Nagine	Teacher In-charge: Mrs. S. Chandran
	DEAR	Charity Committee
Teacher In-charge: Mrs. R. Lakhnupal	Teacher In-charge: Mrs. S. Mitra	Teacher In-charge: Mrs. V. Tiwari
Hubs of Learning	First Aid Committee	Drama
Teacher In-charge: Mrs. N. Ramchandani	Teacher In-charge: Coach Mooney	Teacher In-charge: Mrs. G. Singh & Ms. Ebere
Magazine Committee	Art Integration	Yuva Club Committee
Teacher In-charge: Mrs. S. Thakur	Teacher In-charge: Mrs. K. Bali, Mrs. N. Steve, Mrs. V. Arora	Teacher In-charge: Mrs. S. Thakur
Mrs. D. Arora (Junior School)		
Mr. Alexander (Middle School)	Creative Trails Committee (CTC)	Health & Wellbeing Committee
Mrs. V. Chaturvedi (Senior School)	Teacher In-charge: Mrs. T. Bhalekar	Teacher In-charge: Mrs. Rukkaiya and Mrs. G. Manaise

INFRASTRUCTURE OF THE SCHOOL

Established in 1982, our school has traversed a remarkable journey from its inception at 11 Johnson Street to its present stature as a testament of educational excellence, now situated at 14/16 Oba Nle Aro Avenue since the year 2000. This transition marked the evolution of our institution, with 11 Johnson Street now serving as our Junior Wing and the new location housing our main school building.

Nestled on a sprawling campus, our infrastructure is thoughtfully designed to cultivate a conducive learning environment. The heart of our academic spaces lies in our well-maintained classrooms, each equipped with modern teaching aids to facilitate dynamic and engaging lessons. These spaces serve as hubs for intellectual exploration and collaborative learning.

Our commitment to providing a comprehensive education is reflected in our library, which boasts an extensive collection of books spanning various subjects. This rich resource empowers our students to delve into in-depth research, supporting their academic endeavours across disciplines.

In recognition of the importance of practical learning, our institution is equipped with state-of-the-art laboratories specifically tailored to cater to the demands of science and technology disciplines. These laboratories provide students with hands-on experiences, fostering a deeper understanding and proficiency in their chosen fields.

Physical well-being is a cornerstone of our educational philosophy, and our athletic facilities play a vital role in promoting an active and healthy lifestyle. With a dedicated sports field and other amenities, we encourage our students to develop not only academically but also physically.

Embracing the digital age, our school integrates technology seamlessly into the learning experience. Computer labs equipped with the latest technology provide students with the tools and skills necessary for the modern world.

Amidst all these facilities, our overarching priority remains the creation of a secure and comfortable atmosphere for students to thrive academically and personally. The journey from our humble beginnings to our current state-of-the-art campus is a testament to our unwavering dedication to excellence in education, preparing students for a future of limitless possibilities.



SCHOOL HEALTH AND WELLNESS POLICY OBJECTIVE:

The primary objective of this School Health and Wellness Policy is to promote a safe, healthy, and conducive learning environment for all students, staff, and stakeholders. This policy is designed in line with the guidelines provided by the Central Board of Secondary Education (CBSE) to ensure the physical, mental, and emotional well-being of the school community.

Health and Safety Measures:

1. The school will maintain a clean and hygienic environment to prevent the spread of diseases.
2. Regular inspections will be conducted to ensure that the school premises, including classrooms, restrooms, and common areas, are safe and free from potential hazards.
3. Adequate fire safety measures will be in place, and fire drills will be conducted periodically to prepare students and staff for emergencies.
4. First aid kits will be available and accessible in strategic locations throughout the school.

Physical Education and Sports:

1. The school will incorporate regular physical education classes as part of the curriculum to promote physical fitness and overall well-being.
2. Various sports activities and games will be encouraged to foster teamwork, sportsmanship, and a healthy competitive spirit.
3. Students will be encouraged to participate in outdoor activities to ensure adequate exposure to fresh air and sunlight.

Nutrition and Dietary Guidelines:

1. The school will provide nutritious snacks in the cafeteria, adhering to CBSE dietary guidelines.
2. Students will be encouraged to adopt healthy eating habits, and awareness programs on nutrition will be organized.
3. The school will collaborate with parents to monitor and address any dietary concerns of students.

Mental Health and Counselling:

1. The school will employ qualified counsellors to provide support and guidance to students facing emotional or psychological challenges.
2. Regular workshops and awareness programs on stress management and mental well-being will be conducted for students and staff.
3. The school will maintain confidentiality while dealing with sensitive mental health issues.

Health Records and Medical Check-ups:

1. Health records of students and staff will be maintained and updated regularly.
2. The school will provide for the establishment of a First-Aid room with qualified staff to ensure timely first aid services are provided to the staff and students when needed.

Physical Facilities and Infrastructure:

1. The school will ensure that all infrastructure is accessible and inclusive for students with disabilities.

2. Proper ventilation and lighting will be maintained in classrooms to create a conducive learning environment.

Hygiene Education:

1. The school will conduct hygiene education programs to promote good personal hygiene habits among students.
2. Special emphasis will be placed on handwashing and maintaining cleanliness to prevent the spread of infections.

Substance Abuse Prevention:

1. The school will organize awareness programs on the risks of substance abuse and addiction.
2. Strict disciplinary action will be taken against any student found involved in substance abuse on the school premises.

Health and Safety Committee:

The school will form a Health and Safety Committee comprising teachers and school management to monitor and review the implementation of health and wellness policies.

INCLUSIVE EDUCATION POLICY

At Indian Language School, we strive to support all children to enable them to achieve their potential at school. I.L.S is dedicated to positive growth of its students in all areas of life. We believe that every student is unique and strive to provide a well- rounded educational program that is suitable for the diverse intellectual, social, emotional and physical needs of all our students. Indian Language School has children with varied needs. There are children from different economic and social backgrounds. There are children with different needs. We have children on the Autism Spectrum, Slow Learners, ADD, ADHD, Dyslexic and Gifted children.

Our Aim:

- a) Work towards meeting individual student needs within the class and school environment by ensuring consistent whole school approach to identification and provision.
- b) Monitor and evaluate the student's progress, providing the appropriate information and records as part of this process.
- c) Raise attainment and progress for all students, regardless of their abilities. Follow a team approach with increased parental engagement.
- d) To involve and work in close partnership with teachers and parents in the identification and review of goals set in the IEP.
- e) Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.

Objectives Of Our Inclusion Policy:

- a) Each child is enabled to fully participate in the learning environment that is designed for all students.
- b) A positive environment is provided to ensure students' progress toward appropriate personal, social, emotional and academic goals.
- c) The teaching practices are student-cantered.
- d) The teaching methodology is auditory, visual (presentations) and kinesthetics (hands on experience).
- e) The children practice collaborative learning, where each one could contribute what they are good at.
- f) The testing is formal as well as informal. The children are given opportunities to present themselves using presentation tools, which take care of children with different abilities.
- g) CWSN can learn at their own pace. They are provided extra assistance through a policy of intervention at different levels.

Creating Inclusive Classrooms:

All students are provided an effective conducive common learning environment.

- a) Each child is enabled to fully participate in the learning environment that is designed for all students.

- b) A positive environment is provided to ensure students' progress toward appropriate personal, social, emotional and academic goals.
- c) The teaching practices are student-centered.
- d) The teaching methodology is auditory, visual (presentations) and kinesthetics (hands on experience).
- e) The children practice collaborative learning, where each one could contribute what they are good at.
- f) The testing is formal as well as informal. The children are given opportunities to present themselves using presentation tools, which take care of children with different abilities.
- g) CWSN can learn at their own pace. They are provided extra assistance through a peer in taking down notes and completing pending work.
- h) They are given alternatives to written assignments such as Infographics, flow charts, virtual books and projects.
- i) They are provided extra time to complete their assignments.
- j) CWSN are encouraged to take part in all extracurricular activities such as Games, Music, Art and Dance.
- k) The children who are attention deficit are made to sit in a place where there are less distractions. They are involved in errands where they get an opportunity for some movement. During exams they are provided a quieter environment.

Inclusion Practices Followed at I.L.S:

- Referral system
- Informal-formal assessment
- IEP's / work plan for each learner
- Support in the classroom in collaboration with teachers.
 - Modified academic plans to be documented regularly
- Collaborative Teaching--- A model at practice
- Best Practices--- Multi sensorial, Project based learning, Differential Learning
 - Academic Pull outs—As per the need of the child
 - Intervention/ Adaptation/ Accommodation to make the Curriculum Content, Teaching Methodology, and Evaluation more accessible for each and every student
- Counselling—For Socio Emotional Guidance
- Provision of speech therapy and Occupational therapy by the Occupational Therapist of the Educational Consultant Organization under the supervision of the CWSN department.
- Sensitization activities for the teaching faculty and parent body.

Responsibilities of the Class Teachers: Although the CWSN head has the overall coordinating role, the role of the class teacher is important both within their classroom and in their role as subject coordinator as it is their responsibility to:

- a) Set the school procedure into motion if there is a concern about a child's progress, beginning with a referral form.
- b) Collate accurate information where there are concerns and deliver quality practice for children with special needs.
- c) Liaise with learning support staff to ensure correct learning objectives are met.
- d) Assist with the implementation of IEPs.
- e) Liaise regularly with Head of CWSN about students with special needs and those receiving learning support.
- f) Ensure that individual needs are provided for within their curriculum area e.g. suitable resources, planning etc.
- g) Use IEPs to differentiate lessons in the classroom to meet the needs of SEN and learning support students.

PROFESSIONAL DEVELOPMENT (PD) POLICY

Our school values all the people who work within it. A programme of continuing professional development recognises and develops the contribution that all adults can make to school improvement. Expenditure on the professional development of teachers and other staff is critical to and directly related to raising standards in the classroom. This policy provides the framework through which all staff are supported and professionally developed.

Principles, Values and Entitlements

- a) The Indian Language School believes that all staff should be involved in a continuing process of improvement. The school is committed to fostering a positive ethos of continuous learning.
- b) Professional Development (PD) is the means by which a school is able to motivate and develop its staff community. This development takes place at a number of levels: individual, team, whole school and through wider networks.
- c) The Indian Language School believes that a carefully planned program of PD improves standards, raises morale and assists with recruitment, retention and succession planning.
- d) All those involved in the school community shall have an entitlement to equality of access to high quality induction and continuing development.

e) The school will have effective measures in place to audit the professional and personal needs of staff and link to the performance management system.

f) The focus of PD will be on improving standards and the quality of teaching and learning. The school will ensure that mechanisms are in place to disseminate good practice in PD that supports and improves teaching and learning.

g) PD planning will be integrated with School Development Plan and based on priorities identified through self-evaluation such as

- priorities identified in our school improvement plan;
- appraisal as part of our performance management programme
- priorities identified by members of middle and senior leadership

h) All forms of professional development will be based to develop their knowledge, skills, understanding and attitudes to enhance their professional work; to discuss their development needs and professional aspirations

i) The school will support professional recognition, including accreditation of the PD undertaken. The key elements of our PD policy comprise:

- a. Effective auditing and identification of need and aspiration
- b. Appropriate match of provision to learning needs

- c. Reliable and explicit evaluation of the impact of provision
- d. Dissemination of effective practice

Auditing and Identification of Need and Aspiration

- a. The PD Coordinator along with other senior and middle leaders will be responsible for identifying the training and development needs of the school community. These needs will be identified through mechanisms such as staff survey, appraisal, self-evaluation, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams.
- b. The PD Coordinator will be responsible annually for discussing with the PRINCIPAL the main training and development priorities and the budgetary implications of addressing these needs.
- c. The PD Coordinator will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.
- d. There will be monthly PD sessions on two Saturdays in a month followed by Subject meetings.
- e. The PD Coordinator will be responsible for ensuring that opportunities are provided for the Trainee Teachers, new Staff new, Teachers, Middle leaders.

We will plan and use our training days and any other training day of innovative PD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning in the school.

Training & Development of Teachers

1	21st Century Teaching Skills
2	Methodologies to make Teaching more Interactive
3	Involving students for a Meaningful Learning
4	Teaching students with Learning Disabilities
5	Sharing Best Practices in Subjects
6	How to Prepare an Effective PPT for engaging the learners
7	Differentiated Instructions
8	Developing Effective Facilitating Skills
9	Assessments & Effective Questioning
10	Understanding Emotional Needs of the Learners
11	Technology in Teaching & Learning
12	Communication Skills for Effective Teaching
13	Student Centred Learning
14	Step Response and Positive Feedback to Students
15	Lesson Planning
16	Using Bloom's Taxonomy
17	Starter Activities / Ice breakers for class
18	Active Learning and student engagement
19	Great Teachers
20	NEP 2020
21	Importance of learning outcomes and how to achieve your goals
22	Content/Development of the lesson plan
23	use of resources in development
24	Relook at the lesson plan
25	Empathy

School Improvement Plan



Central Board Of Secondary Education
School Quality Assessment And Assurance Framework

SQAAF FRAMEWORK |

SCHOOL CODE - 90084 | AFFILIATION - 6830001 | INDIAN LNG SCHOOL NO 9 OBA NLE ARO
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Domain Wise Maturity Level

S.No.	Name of Domain	Total Standards	Total Applicable Standards	Total Score	Score Obtained	Weightage Assigned	Weighted Score Obtained(%)
1	CURRICULUM, PEDAGOGY AND ASSESSMENT	26	22	88	82	40	37.27
2	INFRASTRUCTURE: ADEQUACY, FUNCTIONALITY AND AESTHETICS	20	13	52	42	10	8.08
3	HUMAN RESOURCES	10	10	40	30	10	7.5
4	INCLUSIVE PRACTICES	7	6	24	17	10	7.08
5	MANAGEMENT AND GOVERNANCE	10	10	40	33	10	8.25
6	LEADERSHIP	5	5	20	17	10	8.5
7	BENEFICIARY SATISFACTION	6	6	24	23	10	9.58
Total Score Obtained in 72 Standards (out of 284 Marks)		84	72	284	244	100	86.26

AREAS OF FOCUS

<p>1. <u>MEETINGS</u></p>	<ul style="list-style-type: none">a) Monday Meeting with the Senior Leadership Teamb) 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.
<p>2. <u>FEEDBACK AND IMPLEMENTATION:</u></p>	<ul style="list-style-type: none">f) Students and teachers construct learning pathways together based on two-way feedback during the class by understanding the Vision and Mission Statement of the school.g) The students who are a part of the Student Voice Group and Curriculum Development Group organize sessions for students.h) A <u>NO</u> teachers Assembly is held once a month which is led by the students, Head Boy and Head Girl.i) School Committees help in getting feedbacks which further helps in regulation and implementing the vision of the school.
<p>3. <u>INDIVIDUAL PERFORMANCE AND DEVELOPMENT PLANS:</u></p>	<p>The teacher's individual performance and developments plans are aligned to the school goals.</p>

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: Expose teachers to new technology which can be used in a blended way to make the teaching learning more effective.	Conduct more sessions to make the teachers well versed with technology that can be easily blended in the classroom. Collaborate with teacher peers/ colleagues to discuss and share new technology which can help in teaching and learning.	Weekly Professional Development (PD) Sessions, Workshops and Webinars – In collaboration with other local schools and educators.	The PD Team/School Innovative Ambassadors Will hold brainstorming sessions – Grade and/or subject wise to share the new technology that can be used.	April '23 to March '24 (Academic year)	Classrooms will function in more positive and fun way as technology will be used as a tool to support the learning.
Actionable 2: Assist teachers in blending the technology suitable for their class and subject.	Develop interest in use of technology as the tool to support the teaching and learning. Increase the awareness about the various technological skills that can be used for the blended learning.	Weekly Professional Development (PD) Sessions, Workshops and Webinars on accessing instructional resources/ software available on the web.	The PD Team Will create list of available tools/ software/ technology Grade/ Age/ Subject appropriate to implement blending learning.	April '23 to March '24 (Academic year)	Classrooms will become creative sites of learning and Students will become active learners and student outcomes will improve.
Actionable 3: Consistent support to develop expertise in creating different and creative class-room resources and research various new pedagogical skills.	Strengthen the way teachers deliver their lesson using new instructional resources. Help teachers to create/use instructional resources which will enhance student centered learning	Workshops and Webinars Teacher-Mentor Program (TMP)	The SLT/ The PD Team Will use evidence of student learning to determine PD needs and priorities. Will design PD sessions based on data derived from the expertise and needs of the teachers.	April '23 to March '24 (Academic year)	There will be effective teaching and learning in all the classes. Improved pedagogical skills. Positive and effective resource building for inclusive education.
Actionable 4: Prepare teachers to do research on changes in curriculum, teaching styles and create high quality resources for each subject / interdisciplinary teaching.	Assist teachers in creating high quality resources for effective teaching and learning, to do research, share the changes in the curriculum and reflect on their classroom instructional resources and find ways to make them all-inclusive for SEN children.	Build Professional Learning Communities (PLC)	The SLT/ The PD Team Will develop collegiality among teachers by working alongside them. To hold PD sessions on Teacher Collaboration and resource development skills.	April '23 to March '24 (Academic year)	Teachers do research and will be abreast with the current curriculum changes. Student centered learning will take place as high-quality resource will be used which includes SEN children also.

Descriptor 2: Initiating innovations in the school

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 A: To foster a culture of thoughtful selections and purposeful planning in career exploration, guiding students to make informed choices. <i>CHALLENGE:</i> <i>Limited awareness, insufficient exposure, and inadequate experience in making autonomous decisions.</i></p>	<p><u>VISION:</u> To nurture 21st century innovative lifelong learners who are equipped with life skills and social values in an inclusive environment to become global citizens. <u>ACTION:</u></p> <ul style="list-style-type: none"> ➤ To educate and support students as they explore and further understand themselves and career options, gain valuable experience and develop as professionals. ➤ To inspire and encourage students to reach their full potential, considering their unique needs and backgrounds. 	<p><u>PROCESS:</u></p> <ul style="list-style-type: none"> ➤ Gather and disseminate information on career development, Indian and international universities. ➤ Conduct orientations that concentrate on subject selection and career planning. ➤ Organize a program called 'Journey to Self-exploration' to enable students to uncover their aptitudes, abilities, strengths, weaknesses, preferences, and aversions through various activities. ➤ Strengthen students' career decisions by connecting them with alumni for inspiration, advice, and suggestions. 	<p><u>Career Counsellor</u> Conducting one-on-one counseling sessions for personalized support, in addition to hosting workshops on Profile Building to equip students with the skills needed for career planning. <u>SLT, MLT & Teachers</u></p> <ul style="list-style-type: none"> ➤ Incorporating activities that promote a growth mindset, fostering a culture of continuous learning and development. ➤ Improving students' employability and life skills, equipping them with the competencies needed for success in both their professional and personal lives. <p><u>Other Stakeholders</u> (Parents, Mgt, Alumni & Community) Sharing their resources, experiences, providing internship avenues, and the best practices in the job market thereby increasing the awareness and acceptance.</p>	<ul style="list-style-type: none"> ➤ Academic Year (April 2023 till March 2024). ➤ Reaching out to students with updated information through sessions and blogpost. ➤ Career Counselling Sessions by the Alumni and representatives from universities in the months of May, Sept, Oct 2023, and Nov. 2024 ➤ Session on application process. Aug, Sept. 2023 and Jan 2024 ➤ The Career Counselling Committee will be in action throughout the year. ➤ Monthly assessment to review progress on individual sessions. 	<ul style="list-style-type: none"> ➤ Greater awareness and confidence among the students about decision making and upcoming career options. ➤ Most (75-90%) of the stakeholders will encourage students to choose careers based on interest, ability and aptitude. ➤ A large majority (61-74%) of students will develop self-awareness, occupational awareness, learn career decision making skills, university search skills end of the academic year 2023. ➤ All students will display confidence while choosing subjects and career path.

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>Setting of School Curriculum Committee. Develop a shared understanding of teaching-learning.</p> <p>CHALLENGE: Multidisciplinary and collaborative approach is practiced occasionally.</p>	<p><u>VISION:</u> To implement Multidisciplinary and collaborative approach across the school.</p> <p><u>ACTION:</u> <u>Setting up of School curriculum Committee</u> 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. Evidence 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 School Curriculum Committee</p>	<p>Academic year April 2023- March 2024</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.</p> <p>Classroom atmosphere will become joyful.</p>
<p>Implement Instructional Techniques to Enhance the Curriculum</p> <p>Create a conducive environment for learning.</p> <p>Challenge: Student centered learning and competency-based learning is not practiced very often.</p>	<p><u>VISION:</u> To introduce student centered learning and competency-based learning in the curriculum.</p> <p><u>ACTION:</u> Identify specific future-ready skills for the students. Instructional Techniques in each subject will be implemented to enhance the curriculum. 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. Conduct Study Skill Workshops to enhance the techniques how to learn.</p> <p>Support teachers to undertake innovative and research based pedagogical practices to improve student learning and competency.</p> <p>Encourage the students to display their subject enrichment activities in the form of competitions.</p>	<p>Principal Senior Leaders Middle Leaders Teachers Students School Curriculum Committee</p>	<p>Academic year April 2023- March 2024</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 outcome-based lesson plans.</p> <p>25% of teachers will include competency based and skill-based pedagogies by the end of year 2023. Students will be aware of their skill of learning.</p> <p>Classroom atmosphere will become student centered and conducive.</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. Conduct surveys on various levels to ensure and aware about the implementation of various methodologies. 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 School Curriculum Committee</p>	<p>Academic year April 2022-March 2023</p> <p>Lesson Observation Cycles twice in a term (May23, August23, November23, January24)</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>Build teacher competency in using data to inform Teaching Learning Process.</p> <p>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>	<p>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 Teaching Learning Process. Design Action research Program based upon the students' performance for the improvement.</p>	<p>Principal Vice Principals Exam Head School Curriculum Committee</p>	<p>Academic year April 2023-March 2024</p> <p>Periodic tests, Mid Term Assessment Term End Assessment</p>	<p>Teachers 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 A: To foster a culture of thoughtful selections and purposeful planning in career exploration, guiding students to make informed choices. <i>CHALLENGE:</i> <i>Limited awareness, insufficient exposure, and inadequate experience in making autonomous decisions.</i></p>	<p><u>VISION:</u> To nurture 21st century innovative lifelong learners who are equipped with life skills and social values in an inclusive environment to become global citizens. <u>ACTION:</u></p> <ul style="list-style-type: none"> ➤ To educate and support students as they explore and further understand themselves and career options, gain valuable experience and develop as professionals. ➤ To inspire and encourage students to reach their full potential, considering their unique needs and backgrounds. 	<p><u>PROCESS:</u></p> <ul style="list-style-type: none"> ➤ Gather and disseminate information on career development, Indian and international universities. ➤ Conduct orientations that concentrate on subject selection and career planning. ➤ Organize a program called 'Journey to Self-exploration' to enable students to uncover their aptitudes, abilities, strengths, weaknesses, preferences, and aversions through various activities. ➤ Strengthen students' career decisions by connecting them with alumni for inspiration, advice, and suggestions. 	<p><u>Career Counsellor</u> Conducting one-on-one counseling sessions for personalized support, in addition to hosting workshops on Profile Building to equip students with the skills needed for career planning. <u>SLT, MLT & Teachers</u></p> <ul style="list-style-type: none"> ➤ Incorporating activities that promote a growth mindset, fostering a culture of continuous learning and development. ➤ Improving students' employability and life skills, equipping them with the competencies needed for success in both their professional and personal lives. <p><u>Other Stakeholders</u> (Parents, Mgt, Alumni & Community) Sharing their resources, experiences, providing internship avenues, and the best practices in the job market thereby increasing the awareness and acceptance.</p>	<ul style="list-style-type: none"> ➤ Academic Year (April 2023 till March 2024). ➤ Reaching out to students with updated information through sessions and blogpost. ➤ Career Counselling Sessions by the Alumni and representatives from universities in the months of May, Sept, Oct 2023, and Nov. 2024 ➤ Session on application process. Aug, Sept. 2023 and Jan 2024 ➤ The Career Counselling Committee will be in action throughout the year. ➤ Monthly assessment to review progress on individual sessions. 	<ul style="list-style-type: none"> ➤ Greater awareness and confidence among the students about decision making and upcoming career options. ➤ Most (75-90%) of the stakeholders will encourage students to choose careers based on interest, ability and aptitude. ➤ A large majority (61-74%) of students will develop self-awareness, occupational awareness, learn career decision making skills, university search skills end of the academic year 2023. ➤ All students will display confidence while choosing subjects and career path.

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><i>Actionables:</i></p> <p>Building an inclusive culture to create an environment of acceptance</p>	<p style="text-align: center;">VISION <i>Differentiated Teaching and Learning in an inclusive environment to support all kinds of learners.</i></p> <ul style="list-style-type: none"> ●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. 	<ul style="list-style-type: none"> ●Facilitate teacher training sessions for laying the basis for an inclusive environment throughout the school. ●Organize orientations to create awareness on valuing student differences. ●Motivate parents to share the learning issues of their wards with the CWSN department and other teachers. ●Sensitizing students to support and accept their peers. 	<ul style="list-style-type: none"> ●Principal ●Head of the CWSN department. ● Special Educator ● Student Counsellor ●Teachers in the CWSN department. ●SLT, MLT, CWSN Department Teachers & Other Teachers ●Educational Partners- KYC-KTC Edu. Consultants 	<ul style="list-style-type: none"> ●Academic Session 2023-24 ●Quarterly Review Sessions. ●Professional Development Sessions in September '23 & March '24. ●Continued support provided by CWSN Department along with the Student Counsellor throughout the year. 	<ul style="list-style-type: none"> ●At least 80% of all classrooms with differentiated teaching methodology to support diverse learners. ●100% acceptance among all stakeholders. ●Empowering teacher faculty to enhance their skills by 50% to create joyful classrooms.
Formulate inclusive policies and structures.	<ul style="list-style-type: none"> ●Devise an inclusive school policy to aid teaching and learning. ●Construct a Response to Intervention team to address special needs of learners. 	<ul style="list-style-type: none"> ●Incorporate inclusive policy in school diary for all stakeholders. ●Create a multi-tiered Response to Intervention support system throughout the school to aid inclusion process. ● Monitor, track and support children who are at risk of exclusion, marginalization or underachievement. 	<ul style="list-style-type: none"> ●Principal ●Head of the CWSN department. ● Student Counsellor ●Special Educator ● CWSN Department Teachers. 	<ul style="list-style-type: none"> ●Academic Session 2023-24 ●Quarterly Review Sessions with parents of CWSN. ●Continued support provided by CWSN throughout the year. 	<ul style="list-style-type: none"> ●Reinforce 100% continued commitment to creating inclusive classrooms. ●An established process of 'Response to Intervention' throughout the school.
Adopt inclusive teaching practices	<ul style="list-style-type: none"> ●Enhance knowledge and skill of teaching faculty through continuous professional development. 	<ul style="list-style-type: none"> ●Organize Professional Development sessions by experts to provide valuable support to teachers. ●Support students with 'Individual 	<ul style="list-style-type: none"> ●Principal ●SLT ● Special Educator 	<ul style="list-style-type: none"> ●Academic Session 2023-24 ●Quarterly Review Sessions. ●Continued support provided 	<ul style="list-style-type: none"> ●IEPs to provide for necessary curriculum modifications and classroom accommodations to ensure 'no child left behind'.

	<ul style="list-style-type: none"> ● Incorporate principles of Universal Design of Learning & Differentiated Instruction in the teaching and learning processes. ● Promote reflective teaching practices in Professional Learning Communities. 	<p>Education Plans (IEP)* to provide for necessary classroom accommodations & curriculum modifications</p> <ul style="list-style-type: none"> ● Assimilate inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum and evolve innovative strategies. ● Persuade teachers to work together in collaborative teams to improve student learning outcomes. 	<ul style="list-style-type: none"> ● School Teaching Staff 	<p>by CWSN throughout the year.</p>	<ul style="list-style-type: none"> ● Integrated Lesson planning by 80% of the teachers based on the UDL and DI principles to help reach out to diverse learners. ● 100% Teacher readiness to meet the challenges of an inclusive classroom.
Support student learning.	<ul style="list-style-type: none"> ● Accommodate varied student learning styles. ● Encourage buddy support or peer learning and child-to-child co-operation. ● Focus on collaborative learning in the classrooms. ● Embrace positive behaviour and support strategies to address behaviour issues. 	<ul style="list-style-type: none"> ● Design lesson plans with multiple means for student engagement, representation and expression. ● Recognise learning challenges of CWSN to create 'Individual Education Plans(IEP)j'. ● Emphasize group processes and a problem-solving approach. ● Identify gaps, plan for early intervention and individualize learning. Use ICT, digital resources and assistive technology to provide meaningful learning experience to children. ● Augment engagement and value the achievement of all learners. 	<ul style="list-style-type: none"> ● Principal ● Head of the CWSN department. ● Special Educator ● Teachers in the CWSN department. ● School Teaching Staff ● Supportive Parents ● Student Peers 	<ul style="list-style-type: none"> ● Academic Session 2023-24 ● Quarterly Review Sessions - throughout the year with to revise the IEPs according to progress made by CWSN. ● 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 100% students ● Optimum 100% usage of technology and blended learning. ● Positive strategies to resolve behavioral issues.

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						
Actionable	Sub-points in the actionable	1	2	3	4	5
Creating a culture of innovation.	Build expertise, knowledge and necessary skills of teachers and students.				✓	
	Provide the freedom to explore and the time for ideas to incubate and develop.			✓		
	Allow flexibility and risk-taking, with no fear of judgement.			✓		
	Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.				✓	
	Promote a growth mindset where failure is seen as a 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 become reflective practitioners.	Assist teachers to establish their own SMART goals for teaching -learning, with particular focus on developing self-aware learners.		✓			
	Guide teachers on how to achieve their SMART goals.			✓		

	Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.			✓		
	Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, 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						
Actionable	Sub-points in the actionable	1	2	3	4	5
Create the 'social glue' by building a culture of trust and selfimprovement.	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.				✓	