

# REPORT ON "**LEADERSHIP FOR EXCELLENCE IN EDUCATION PROGRAMME BY IIMA**"

## Details of the Programme:-

1. **Name of the Program:** Leadership for Excellence in Education for HoS of DoE schools
  2. **Duration:** 19<sup>th</sup> to 23<sup>rd</sup> October 2021
  3. **Venue:** IIM Ahmedabad Campus
  4. **Name of the Coordinator:** Ms. Nishtha Verma
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## **DAY 1 : 25 Oct2021**

### **Session 1**

Session1 was the 'Introduction *session*' , '*Registration session*' and a group photograph was taken .

### **Session 2 and 3:**

Session 2 and 3 were 'Effective **school leadership behaviours and styles** ' by **Professor Vijaya Sherry Chand**.

The session was started by explaining the challenges faced in schools like Maintenance, inclusion of statements to mainstream, value/health, stem, integration of CBSE/ DSSB etc.

Then Building INNOVATION on IMPROVEMENT base was being discussed. In order to grow your institution effectively you need to add INNOVATION to avoid stagnation.

Some important features for development:

1} Develop an anchor: Something which represents a core belief and identity that provides stability, keeps you grounded and connected to your purpose

2} Leadership can be distributed

3} Successful school leaders draw on a set of basic leadership practices

4} School leadership improves teaching and learning, indirectly, by improving status of key classroom and school conditions and by encouraging parent/child interactions in the home that help student success at school

5} Assess and develop your Cognitive, Social and Psychological Personal Leadership Resources

IMPROVEMENT now has to be complemented by SYSTEM-LEARNING from INNOVATION

### **Session 4 and 5:**

The session was on ***Socio - Emotional climate in the school*** by **Mr. Kathan Shukla**.

#### **BRIEF REPORT**

A positive school climate improves students' achievements and a sense of belongingness.

Prof Kathan Shukla discussed the case of Mihir a primary school teacher at Vidyapeeth who got selected by clearing HTAT as a principal in Sidhpurshala. Very optimistic and dedicated person lost interest in continuing his job after 8 months because of many ups and downs in the school. 940 students of school were mainly of low S.E group. There was scarcity of teaching staff and teachers were neither motivated nor interested in trying any new technique. Mihir didnt have convincing power to initiate any innovation. Instructional leadership was missing in the school. Teachers were comfortable with their pedagogy and didnt

want to try anything different or new. School didnt perform well in the annual assessment done at the state level. Even community was not valuing education for their wards.

The important reasons for Mihirs failure were no strategic planning, all stakeholders not involved, no vision for the school, pragmatic approach missing , no team building, teachers in comfort zone , no delegation of responsibilities, communication skills poor , no system culture, basically, positive school climate was missing in the Mihirs school. School leaders can build broad engagement through the following promising shared leadership strategies , set clear parameters to create balanced power and establish , ensure all participants share responsibility and accountability, recognize and embrace diverse perspective in the group , teach and value inner strength in all participants , shared leadership can come from principals who empower teachers to become leaders and from teachers who collectively take responsibility for the wellbeing of the school.

It was an interactive session.

## **DAY 2 :26Oct2021**

### **Session 1 and 2:**

This Session was ***Driving change through gamification'*** by **Professor Kathan Shukla** . It was a very interesting session. It involved games and fun activities , role play etc. to improve teaching to get a better understanding by students to make the classroom interesting .

#### **BRIEF REPORT**

A positive school climate improves students' achievements and a sense of belongingness.

The session was started by group activity in which the class was divided into small groups. Each group was to make a game from the given modules. After completion of making the game, it was to be described by the whole group.

Prof Kathan Shukla explained objectives of the game. There should be short term and long-term objectives or there must be some rules in the game and should include points, badges, reward, recognition, belongingness and fear of failure etc

He further gave an example through a picture in which a stair and an elevator could be seen. All of the passing by crowd used to choose the elevator rather than going through the stairs. A company converted the stairs like a piano, so when a person stepped on one stair a sound could be heard by him. It was concluded that through gamification, a normal thing could be made so fun that everybody enjoys it.

Then what is gamification was being explained which was as follows:

Applications of game-elements in real world scenario can be:

Points, badges, ranks; Presenting increasing levels of challenges; Feedback mechanism Competition under clear & fair rules - strictly; Making the fear of failure irrelevant; Incorporating Story-telling, role playing, simulation.

The steps of gamifying learning were being discussed which were:

Step 1: Understanding the Player

Aspirations, Motivations, Fears, Insecurities, Significant others

Things/people they value in life

Step 2: Clarity of Goals (Short-term & long-term) - Specific knowledge & skills which should be obtained

Step 3: Applying Mechanics

Game rules, points, badges, rewards, recognition, belongingness, fear of failure etc.

Step 4: Monitoring & Measuring the progress

Step 5: Evaluation

Evaluation of steps 3 & 4 and modifying goals if necessary.

He also elucidated on the elements of gamification across educational experience. Like, in-depth understanding of the management fields from multiple perspectives (managers, clients/customers, employees, and so on), Analysis and synthesis skills, decision-making, Leadership skills, Communication skills.

### **SESSION 3:**

The session was '**Data - Driven Decision making for school improvement**' by **Professor Kathan Shukla** .

This interactive session was started by explaining data-driven approach for effective teaching learning to build a community trust and learning and conducting students assessments by taking sample of any 20 students from the class at random by conducting a survey on these students by entering these data by class and section name on excel sheet.

He explained that school climate assessment could be improved by doing students survey ,teachers survey and parents survey to do better.

#### **SESSION 4:**

The session was '**Panel Discussion : Leadership Challenges for the Future**' by **Professor Vijaya Sherry Chand and Kathan Shukla** .The panelist were Mr. Kuldeep Singh ,Mr. Hariram , Mr. Ashok Kumar.

#### **Mr. Kuldeep Singh**

- > Distributed leadership implies decentralizing decision making .
- > Classroom culture of academic + non academic is key to school quality.
- > Shared vision involves participation of children .
- > Build in transparency for trust.

#### **Mr.Hariram Sharma**

- > Personal leadership resources important to resolve factionalism: connect through communication (counter 'bad apples' leading factions ) .
- > Absentism can be addressed by indirect role of principal in family path ,teachers to ensure presence of SMC ,parents good liaising(angular excellence)

#### **Mr. Ashok Kumar**

>Problem: Exclusion of children

>Solution:

Peer culture change

Teacher meeting for planning communication with parents

Based on results, mixed grouping.

Fear of quality drop among teachers (ACR in my control) : 100% result challenge

> Monitored by weekly report ; Principal calls meetings of weak students parents (Message: Future of your child)

Tasks to children improves motivation

> Result improved from 59% to 82%

### **SESSION 5 :**

Session 5 was the '**Campus Tour**'.

Campus tour was the great experience to see Vikram Sarabhai, old mango tree, cricket ground, open theatre and all pictures inside the campus and Harvard steps.

### **DAY 3: 27 Oct 2021**

#### **SESSION 1 and 2:**

The session was **Leadership Behaviour : Encouraging innovation Thinking'** by Mr. Vijaya Sherry Chand.

Different innovations in different schools were discussed. Important points of innovations are :

1. Finding the problem
2. Creative response and implementation
3. Monitoring
4. Evaluation of outcomes

Key points for promoting culture of innovation

1. Utsukta- curiosity Helps teachers ask the right question. Teachers should focus on difficult problems
2. Utsah- enthusiasm- solve problems in different or innovative way.

3. Urja- positive energy and attitude provide support, motivate them and monitor them.

### **SESSION 3 AND 4:**

The session was ' **Performance Management for Teachers**' by **Mr.Rajesh Chandwani**.

The session was about performance management system in school . By story telling he explained there are PMS and PAS. PMS is about ongoing continuous process and

PAS which is measures in end of session.

Detailed discussion was carried out on how to measure the performance of teachers through giving very unique examples. PMS should be measured fairly, impartially and transparency should be there.

Prof. Rajesh Chandwani explained that PMS is a motivator, a strategic tool and how it helps in monitoring and communication.

He further explained the PMS goals which are as follows: Continuous communication, Feedback on performance, Development goals, Alignment with strategic planning goals, Documentation.

Then full form of SMART goals was explained which is:

#### **Specific Measurable Attainable Realistic Timely**

But it was concluded by saying that PMS is just beyond goals.

He then explained the methods of measurement ,Graphic rating scale , Ranking method, Forced distribution method, Essay method, BARS- Behaviourally anchored rating scale ,MBO- management by objectives.

It was an interesting and interactive session.

### **DAY 4: 28Oct2021**

### **SESSION 1 AND 2:**

Session was '**Managing Self -Limiting Beliefs**' by **Devasmita Chakraverty** .

Session included the following two activities:

1. Connecting dots where we were asked to join all nine dots with taking the pen off the paper.

2. Stranded on a lifeboat. We were given a situation and according to that we were to Rank the items in the order that you would discard first (number 1 is discarded first, number 17 is discarded last). Their respective weights and value are provided. This was to be completed in 7mins.

Then we were divided in group of five to arrive at a consensus about the order in which to discard things. At the end of the conversation, everyone has to agree. Then afterwards we were divided in group of ten to arrive at a consensus about the order in which to discard things. in the last we were asked How quickly and effectively did you convince people about what goes and what stays in the lifeboat?

Then prof Devasmita discussed the topic of BELIEFS by using an activity. Self-limiting beliefs was also explained by her through various examples.

Further we had a 10mins discussion on UNCOMFORTABLE THOUGHT FOR THE DAY where we were given a situation:

Students do not need grades

Some questions were also asked like If students do not need grades, then who needs grades? And what do students need? What are the issues in the current grading system? What do students say about grades?

And some more examples were being given by her on the same. Then she discussed the purpose of education and also asked us questions like is it; To prepare students to sit, listen, and do as they are told? To prepare students to follow directions in ways that would be valuable to their future employers?

It was an involving and interactive session.

### **SESSION 3 AND 4:**

The session was **Understanding the inner game through mindfulness management of Negative Emotions'** by Mr Vishal Gupta .

The session started with mindfulness activity. Then he discussed the story of Mohan Dixit who was in stress so he had no time for the family , food and became arrogant. Then our two selves were being elucidated by the professor i.e., Ego self and Natural self.

Ego self is formed from exposure to others, great at Self-attack, loves judgment and is merciless. Whereas natural self is limitless potentials we were born with, innate ability to perform, enjoy, learn, love and grow and is best seen in a child. Listen to Natural-Self and not to Ego-Self.

The inner game is performance= potential — interference. The definition of STRESS was also discussed. It means Physiological and psychological reaction when there is an imbalance between the level of demand placed upon us, and our capability to meet those demands. Further it was discussed that you should be CEO of your life and you should make your choices, you should know what you want from your life and you should learn to say NO. Competing to win should be your aim and it is a way to your self-discovery. You should challenge rather than pressure, find an opportunity to find yourself. Then Prof Vishal Gupta explained four basic emotions which were GLAD, SAD, MAD, SCARED and he added that & SHAME is not a primary feeling. Primary feelings are present at birth. Every baby will feel sad, mad, glad and scared. But no baby feels ashamed. This is being learned.

Moving forward, what is Inevitable Complexity was explained. Some complex feelings. The primary feelings combine to form complex feelings. Here are some combinations to ponder. Sadness and anger combine to hurt feelings. There is a mixed sense of loss and violation. Sadness and fear combine to feeling needy. A sense of impending loss mixed with a desperation to cling to what you expect to lose. Sadness and joy combine as nostalgia. — Fear and joy combine to excitement or fun (depending on the proportions). Kids love this combination. Fear and anger combine to form rage. There is always an element of helplessness, of fear, in rage. Anger and joy combine to form self-righteousness. Another name for this is cruelty.

Further Emotional Intelligence was discussed in the class which means the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships.

Prof Vishal Gupta then explained the topic Becoming Intelligent about our Emotions which included:

Anger: Reflection

Reflect on the last episodes of anger as in what made you angry? or what triggered you? or what did you do?

Anger could be managed by: Questioning the Expectations like do I have valid grounds to have this Expectation, did I communicate the expectations. Cognitive reappraisal could I be wrong?? Or do I have enough info to jump to this judgment??? and also through appreciative inquiry and anger meditation Envy, jealousy, disgust Reflect on your envy as in what made experience envy? What thoughts did you have?

It could be managed: competition - who are we chasing? challenge rather than pressure, is a way to my self-discovery comparing yourself with yourself 10 years ago remembering our strengths and envy meditation Fear, shame, guilt

First reflect on your fear, shame and guilt

F also

E vidence

A ppearing

R eal

Manage it by being less self-critical and more self-compassionate, Appreciative inquiry, and through Mindfulness, Fear/shame Meditation and awareness Emotions, Feelings, Actions ,Feelings and emotions are instinctual

How we behave is within our control

At times it appears as though emotions are flowing without any preceding thought at all. They cause us to act or react, for better or worse, before we can even consciously think about them. Strategies for Developing EI: Mindfulness — Analyse your Inner Talk, Recognize and name feelings, Understanding the causes of feelings, Differentiating between feelings and the need to take action, Managing anger through learned behaviour or distraction techniques.

It was a wonderful session.

**DAY 5: 29Oct' 2021**

**SESSION 1 and 2:**

The session was ' **Decision Making for Leaders and Managing change**' by **Ms. Neharika Vohra**.

The session was started by two faced picture activity and guessing the age. The next activity was about a puzzle that was solved by the resulting lady doctor surgeon. We have a fixed mindset and do not accept the change . Dr. Neharika explained about decision making for leaders and managing change by the story that was *Tea shall not be served...* which is a story of principal Mrs. Dawe and their teachers about to revise the norm of going to drink tea at the mess suddenly which is not accepted by teachers and they organised a signature campaign that tea shall be served in staff room.

Change cannot be driven drastically ; Change can be managed by taking in the confidence of all stakeholders slowly.

It was a great session.

#### **SESSION 3 AND 4:**

The session was ' **School Discipline : Restorative practices**' by **Mr. Kathan Shukla**.

The session started with a case study of an 8th std girl who threw her pencil-box at a classmate. The victim got hit on the forehead and was bleeding. The principal decided to ask the girl for an apology letter and suspended her for two days. It's almost a week now. The girl has not submitted the apology and has stopped coming to the school.

In this story Lambu was the triggered feeling of sadness, isolation and anger are the negative emotions through pencil box and avoiding people are the negative behaviours.

Kathan Shukla explained Authoritative School climate theory by giving various examples from Bollywood movies. Based on Baumrinds (1968) Authoritative Parenting Theory.

He then explained the prevalence of teasing and bullying through graph in types of school climate. Teasing is high in low structure and low support schools and very low in high structure and high support schools. Then the school climate improved by assessment students surveys, teachers surveys , parents surveys to reform student's support system , discipline ,

and relationships between each other. It is a very emotional and interactive session .

**SESSION 5:**

The session was '**Feedback and Valediction**'.

This programme was a great experience to improve my leadership skills. I learned more about innovation and gamification to improve teaching ,learning .

Developing a personal development plan 35 point formula will help me to improve. Case studies by resource persons helped a lot .

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