CLDP Facilitator Development
Offsite 2021
Reflections & Synthesis

Objective Of The Offsite

Facilitator Development   **Teacher as facilitator**

CLDP Facilitator Development Offsite 2021 was conducted in the foothills of **Mussoorie, (18/11/21 - 21/11/21)** for 70 head of schools(HOS) of Delhi, in collaboration with Creatnet Education and SCERT, Delhi.
4 days of working together became an inspiring platform for educators, to practice and embody the **idea of educators as leaders, and leaders as facilitators of learning**.

As both new and old facilitators were introduced to the competencies of facilitation, it is through their own practice of facilitation in small groups, that the experience and understanding of facilitation got alive. Each HOS got an opportunity to facilitate a session for a small group of 7 HOS and was observed by a facilitator developer. Working together, HOS connected with their own challenges and the load that they face in their roles. By practicing problem solving as competency of facilitation (using a design thinking approach), they reframed their own challenges and enabled that for each other. Through working in a safe space of small groups, connection, trust and belief got established. This enabled facilitators to give and receive authentic feedback to each other and this process facilitated working together and learning together. Competencies of listening, asking questions, synthesis - as practiced also started emerging in common language. An important emergence was the leadership shown by 12 Facilitator developers who shared a common vision of developing their own schools as learning organizations. Through developing teachers as facilitators and a culture of non-positional leadership, they promise a future of model learning schools and learning people - that actuates the purpose of education. The offsite became a beautiful opportunity to practice learning, leadership and management - in awareness.

# Process and structure of the offsite and report

To meet the purpose of facilitator development, each day of the offsite was dedicated to different competencies of facilitation. The larger group was subdivided into 12 smaller groups, where there was a dedicated facilitator developer and a lead facilitator for each session of the day.

- The role of the facilitator developer was to observe and facilitate the feedback loop for each facilitator session and model facilitation competencies. They had to makes notes with examples of what they saw the facilitator and the participants being and doing (and also not being or doing), so that they have concrete takeaways as well as bring them to the debriefing session. This facilitation guide with observable indicators for each of the facilitation competencies was shared with all facilitators.

12 facilitator developers facilitated
feedback loops for 12 groups

- The lead facilitator's role was to lead a session and hold space for learning in their groups. Each HOS got a chance to become the lead facilitator for 1 session. They worked with FD's and creatnet team to prepare for the sessions in advance. The themes for the sessions were connected to the practice of leadership, learning and management in the role of an HOS. Please read the detailed 4 day plan for the offsite Annexure A for understanding the process of engagement followed in the offsite. The following report holds a synthesis of the emergence during the various sessions of the offsite and what emerged with respect to the development of facilitation competencies.
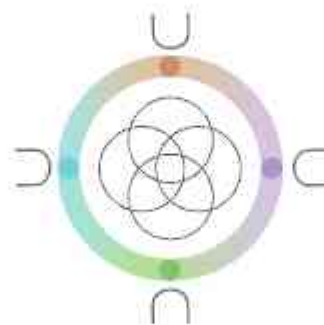
Sessions on leadership, learning
and management

- **The report is divided into 7 sections - each holds a synthesis** of a major emergence that was experienced during the offsite. It shares the key-ideas, some common reflections shared by facilitators and HOS(on the themes or their own practice) and key questions that emerge. The intention of this report is to point our attention to these key-emergences and provoke a deeper inquiry that can translate to learning and practice at the level of self and our schools. Please read more about 7 esctio the 7 sections in the index a head

INDEX

1. CONNECTING SELF, GROUP, TEAMS

Connecting was a theme explored on day 1 through a reflective discussion and activity. This competency was further practiced and reflected upon by facilitators and HOS across the offsite in small group sessions.

Connecting with our group members helps us to empathize and understand how a person learns, about their nature, strengths, and learning needs. As HOS connected with each other, authenticity, vulnerability, inclusivity and trust within the group got established. This acted as a foundation for learning in the groups.

66

"Silence and listening are connected, we are not listening to others if we are not silent within. Silence also helps us to connect to oneself, to learn, to understand, to create something new – emergence – is a realization, not merely information. Today, we observed our breath and body, quietened our mind, in the present. Through various ways of self-observation, we can deepen our practice of silence."

- Darshan

D. As principals we are taking a lot of responsibility. Do we feel that we do not have time for silence?

Group: Most of the time.
D. Our aspiration is that we get reflection and silence for ourselves, and then take it to our teachers and principals we are facilitating. All of us have chosen to be facilitators –a role with a lot of added challenges and yet the choice. However, learning happens in the context of challenges. It is in this act of leadership, that we can experience a great expansion of responsibility and trust and influence we have.

Some questions we explored to connect with ourselves and each other

1. What are our highest aspirations for a child we feel has struggled a lot?
2. What are my strengths? What are your strengths? When can we learn from each other?
3. How do I learn? How does my team learn?
4. Who is a facilitator that inspired me? Why?
5. What is my aspiration? What is my learning need?

FROM POSITIONAL LEADERSHIP *TO* **DISTRIBUTED LEADERSHIP**

2. A LEARNING PHENOMENON - LEADERSHIP FROM WITHIN

A unique aspect of CLDP is that it was founded from within the system. Led by people and leadership from within- even after 9 years of its course, it's thriving as a community.

The first 10 of the facilitator developers, owned the idea of leadership development of principals and teachers out of their own initiative. Irrespective of their positions, with a lot of humility and understanding of the ground reality they embodied practice and took it to the next level. Vice- principals could also be the facilitators of the Principal Program - a clear example of how a non-hierarchical and non-positional space of learning and leadership found its roots.

An ASPIRATION for the future -
Each principal- influences – 400 teachers-and each teacher the learning of 16k children.
Will children experience facilitation or taking in information?
The way teaching happens in classrooms, 17L students could experience how learning happens differently, and would have learnt how to learn by the age of 14.

Next 25 years, the way we imagine education needs to transform.
We can take it to the level we want to take by influencing what we are being.

What do we want to influence?

12 new facilitator developers emerged as model practitioners

During the offsite 12 facilitators took the role of being facilitator developers.

All facilitators were divided into 12 small groups of 6 people each, led by one of the facilitator developers. The role of the facilitator developer was to observe and facilitate the feedback loop for each facilitator session, using and adding to the observable indicators for facilitation competencies. While they modeled the facilitation competencies through example, a major role they played was of being an observer and mirror to the facilitator, leading as a सहायक, enabling an authentic feedback loop for the group.

The same facilitator developers now aspire to be- model practitioners - of building their schools as a learning organization. Contributing to the design patterns within their own schools, where they have a great team, a non-positional leadership, they intend to foster teachers as facilitators. With deep work in their own schools, they can serve to influence their clusters and beyond, for an educational transformation.

3. FACILITATION AND ITS CONNECTION WITH LISTENING DEEPLY, QUESTIONS & SYNTHESIS

The facilitator competency of listening deeply and its connection with asking questions and synthesis was opened up on day 2. This was followed by practice of the same across the offsite

"

अंदर बहुत शोर है. जब हम खुद बोलना चाहते है. दूसरो को सुनना मुश्किल हो जाता है. फरि क्या हम वही सुनते है जो हम सुनना चाहते है?

– HOS

Sharing from HOS on deep listening –

How does deep listening help?
- Understanding of others, know their strengths, beliefs
- Helps us to work on oneself, increases awareness, चेतना का निर्माण कैसे होगा?
- Listening creates empathy
- Sharing and listening help us to solve problems, with empathy if someone is deeply listened to their problems get acknowledged

How can we listen better?
- Paying attention by quieting the mind
- Pay attention to intention
- खुद को जब हम सुनते हैं तो हमें लिसिनंगि परिवर्तन के लिए तैयार करता है
- Open heart, mind, body

Can we listen when no one is speaking?
Is there a connection between listening, asking questions and our ability to synthesize?
What are the most important questions to ask?

The mind has an amazing capacity to quieten and pay attention, whatever you pay attention to it grows. As a facilitator you have a choice to pay attention – what does the other require, what are their strengths/values/how they learn/beliefs – paying attention you know what questions to ask- you learn how to customize language as per the language that works for the other. Through deep listening and good questions we can connect to knowledge within oneself - are able to synthesize the part and whole within. Listen – check for inner quiet, authenticity, integrity, belief in oneself first. -Darshan

- Doosro ke ache sawalon se- hume khud ko janane me better hota hai
- "All know that the drop merges into the ocean, but few know that the ocean merges into the drop." बूँद समानी है समुंदर में, जानत है सब कोई | समुंदर समाना बूँद में, बुझे बिरला कोई ||
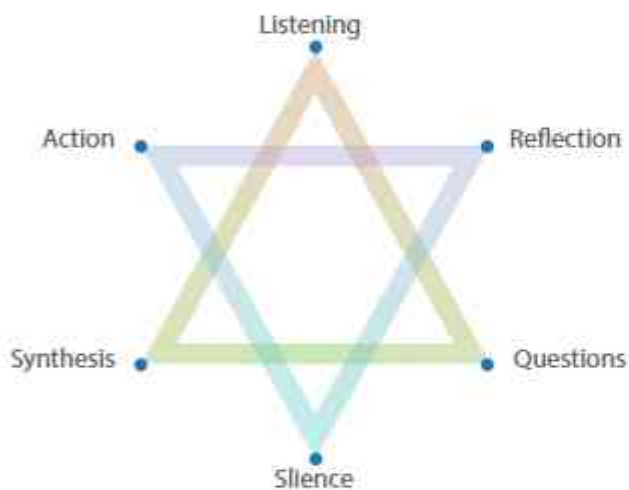
Action - Outer action, interaction
Reflection - As inner action
Silence - Practices of self observation

Competencies of Facilitation

Listening and acknowledging emotions of our children - Sharing from HOS –

What would teachers, parents and children be feeling as they come back to school?
Teacher- Committed hona chahiye, jitney bhi samay arahe hain, learning gaps ko fulfil karen, familiar ho sake, Mission Buniyaad ki aavashakta agayi hai.
Parent – Corona hai, school se door- bus, bacha bimar rehta hai, mera bacha kaise ayege? Der saal me school me araha hai.

Child – I feel excited and happy. Will have fun meeting friends
Facilitator synthesizes – All emotions are valid. Saare emotions ko
pranam.

Aspiration for each student as they return to my school is ...
their social and emotional wellbeing along with their intellectual
development. When children come to classrooms we would focus on
establishing connect and understanding their family circumstances,
wellbeing and suggest alternatives (for eg. if they have started
supporting the family by working, we can motivate them to continue
learning and suggest alternatives). After that Mission buniyad initiative
would help us to invite children to assess their learning requirements
and intervene as required.

4. FACILITATORS working together - Learning as PROBLEM SOLVING

This emergence is in context of session on design thinking that was facilitated centrally on day 2

Context: As principals we face a lot of work overload and struggle with how to balance different responsibilities and expectations – a lot of action is involved. Sometimes problems look magnified, when we can attempt to scale them down, we can feel more empowered to solve them. The purpose of the session was to provide an introduction to Design Thinking towards becoming a facilitator who enables problem solving and decision making.

Design thinking was used as an approach to enable problem solving
Our intention was to learn what we were engaging with by using the framework of design thinking. Working in pairs we attempted to design a solution for our partner to help us cope with our stress and challenges. Following steps were used in this process

Project: To design an effective way of coping with the stress of work overload and too many expectations from the school principals.

Step 1- We listen to the other - We shift our own lens and try to really listen to the problem shared by the other. We note what surprises us, what is the person not trying to share and observe, practicing deep listening.

STEP 2 – Question. Dig deeper to things that surprised us and are puzzling. "Try to dig for stories, feelings, and emotion." "Ask 'WHY?' often"

Step 3 – Understand & Synthesize: What is their most important need? Need is not a strategy or a solution. Let us be aware of not moving to solutions/strategies. What is a repeating pattern here? What's something you see about your partner's experience that maybe s/he doesn't see?

Step 4: Articulate a point of view: My partner_____ needs a way to _____(need) because _____(insight)

Step 5: Brainstorm on alternatives to test. Sketch at least 5 radical ways to meet your partner's needs. Share your solutions and capture feedback. Iterate based on feedback.

The project focuses on three vital competencies i.e., Listening, Asking Questions and Synthesis that are fundamental to being an effective facilitator, while within the context of the topic described above.

Listening: Listening to deeply understand rather than to reply. Listening without making any judgments. Listening beyond what is being said, told or described.

Asking Questions: Paying attention to things that are surprising, curious and appear different to what was expected. Focusing on the desired outcome or intention of a given action, rather than the action itself. Separating questions and answers and focusing only on the questions rather than running questions and answers in parallel.

Synthesis: Clustering scattered information in recognisable groups to sense holistic meaning. Identifying the most essential parts and ordering them in priority.

1. DISCOVERY

I have a challenge.
How do I approach it?

1-1. Understand the challenge.

1-2. Prepare Research

1-3. Gather Inspiration

2. INTERPRETATION

I learned something.
How do i interpret it?

2-1. Tell Stories

2-2. Search for Meaning

2-3. Frame Opportunities

3. IDEATION

I see an opportunity.
How do I create it?

3-1. Generate Ideas

3-2. Refine Ideas

4. EXPERIMENTATION

I have an idea.
How do I build it?

4-1. Make Prototype/Pilot

4-2. Get Feedback

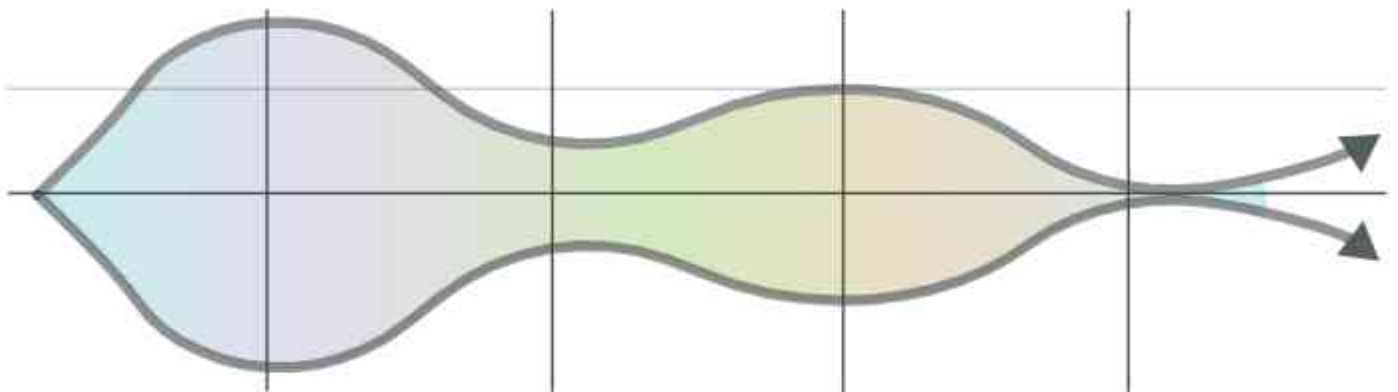## 5. EVOLUTION

I tried something new.
How do I evolve it?

5-1. Track Learning

5-2. Move Forward

The Design Process - that puts design thinking in action. Design Thinking is a mindset. It is about believing we can make a difference, and having an intentional process in order to get to new, relevant solutions that create positive impact.

Some key common problems that emerged

How might we be able to manage our school administrative and teacher capacity/shortage issues?

How might we solve self-management issues and anxiety due to workload?

How might we bridge the gap in teacher ideology and competency?
How can we ensure capacity building?

Some shared alternatives
Guest teachers, SMC alumni, retired alumni to facilitate teacher shortage
Exposure programs for teachers for capacity building
Counselling of students – HOS needs to be more accessible to parents and students

What got created?
A belief that there is a solution to every problem if we look at the problem deeply, we need to keep asking the whys.
Clarity and precision, we need to move from a broad problem to a more specific problem.
An understanding that we need deep listening with staff to connect with them
Performance = potential - interference (we need to understand the interference)

What did not work?
Generalized problems got shared, but human centricity was yet missing
Some facilitators were not clear on the objective of the session, (were we to work on facilitator development or focus on problem solving?)
Challenge was to stick to a need and figure out an interesting insight

5. FACILITATION as MANAGING Learning - Active engagement, attention and feedback loops
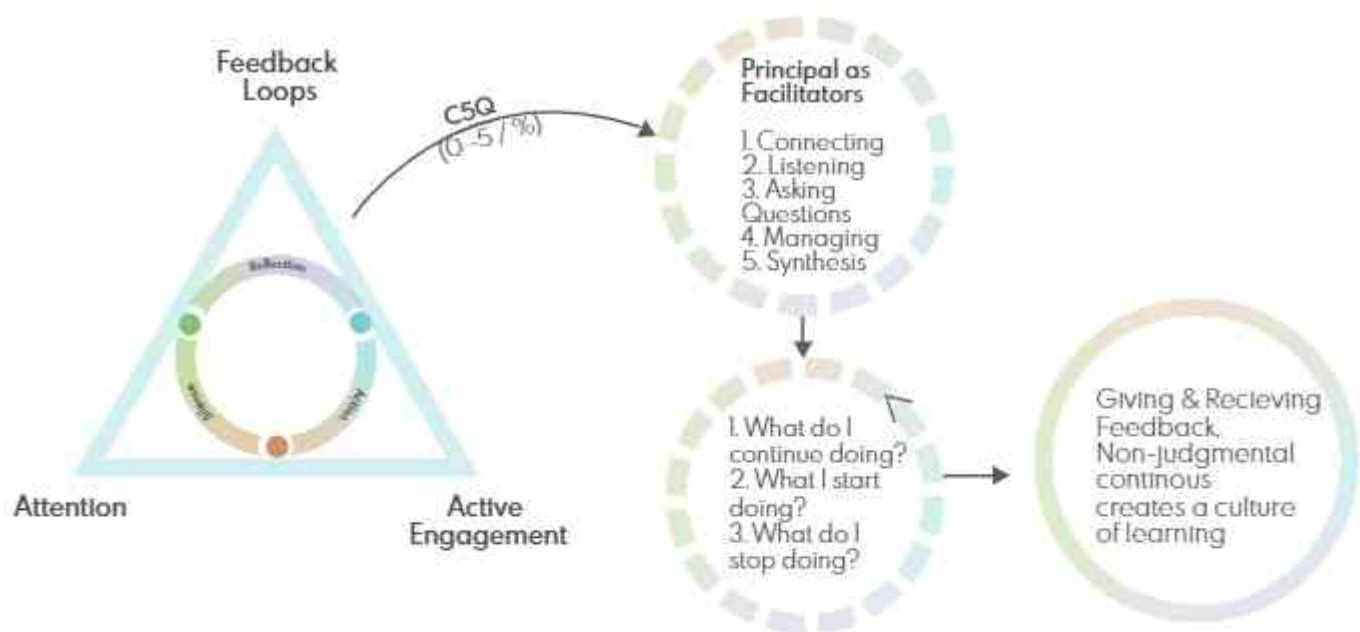
The facilitator competency of managing learning and its connection with other competencies was opened up on day 3. This was followed by practice of the same across the following sessions.

Facilitation was opened up and practiced from the perspective of managing a group and its learning. Facilitators practiced holding attention and engagement of the group through deep listening, asking questions, sharing objectives, moderating for participation, managing time and enabling group silence. A key focus of the sessions was enabling an authentic feedback loop for each of the facilitators, which got actuated and strengthened in the climate of trust and connection that had been established between the group. Key questions that enabled a culture of feedback were:

a). What can I continue doing?
b). What can I start doing?
c). What can I stop doing?

Enables Learning & Working Together

Feedback Loops

C5Q
(0-5/%)

Reflection

Attention

Active Engagement

Principal as Facilitators
1. Connecting
2. Listening
3. Asking Questions
4. Managing
5. Synthesis

1. What do I continue doing?
2. What I start doing?
3. What do I stop doing?

Giving & Recieving Feedback, Non-judgmental continous creates a culture of learning

While facilitators got peer feedback on each of the facilitation competencies, post their facilitation practice, self feedback was also shared to complete the feedback loop. Understanding and leveraging differences as strengths within the group also became a practice.

Responsibility

Leadership

Influence

Trust (Vulnerability + Belief)

R(eflection)

Learning

S(ilence)

A(ction)

Objectives

Managing

Learning

Time & Energy

3. All students need to be happy globally. Develop good citizens, so that everybody could live peacefully, live and let live. Develop students values and behaviour wise. Conducive school environment (motivational – directly go to classroom, check-in (dressing behaviour), accept others (for learning to start), children become positive thinkers

4. All round-development(mind, body, soul) develop discrimination(between good and bad)

5. The child understands their purpose and how she can learn (going beyond a good job), be together with humanity (vasudev kutumbkam), transforming the learning environment – joyful learning spaces. Role of teacher-shifts from source of knowledge – to become a facilitator of learning

What is a shared vision – and why is it important - how can we build one?

1. Ownership होना जरूरी है, सबको साथ मे लेना जरूरी है
2. For academic excellence and performance.
3. सुनलो भाई ये मेरा प्रोग्राम है, और ऐसे अच्छे से करना है - we need to move from imposition to distribution of leadership- saajha, participation, where all stakeholders are included and we feel connected as a team.
4. In parent teacher meetings – parent feedback could be taken and capacity building, deliberations and then execution can happen. How can we involve and work on the next level? We have to encourage questions and take suggestions.

A Holistic Education Integrates
The World Around Us & Within Us
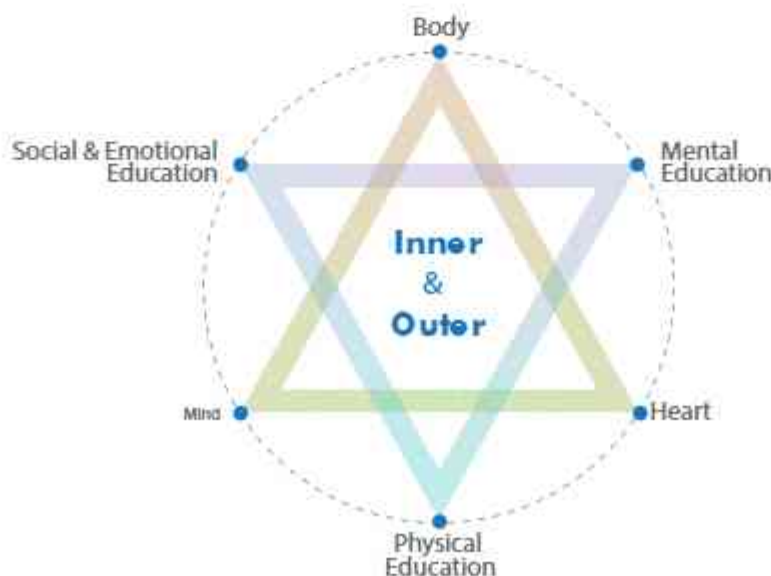
Some reflections shared by HOS on assessments

### What is the purpose of assessments?

- Evaluation vs learning
- Assessment for learning and of learning
- To know the status of learner for further improvement, Diagnostic – remedial
- Reflection – as feedback loop- it has to be in progression- helps to identify learning gaps and learning requirement
- Needs to be continuous, regular, cyclic
- Cognitive, affective, psychometric – problem solving.

How can we understand and progress on the learning gap?

- Peer learning can be done
- According to Mission Buniyaad children for 3 months might need to repeat some concepts, all of them, together. We need to build up a common base
- Mission buniyad is not useful, we should not categorize and labeling is problematic.. Why does it need to be the same for everyone? In my school we do not divide the children according to results into sections, we focus on teacher results. We need teacher capacity in the first place, children who need to learn are still not coming, in their villages.

Assessments as Feedback Loops

Feedback loops enables growth by creating continuous shifts in being & doing. Through continous non-judgemental self and other feedback.
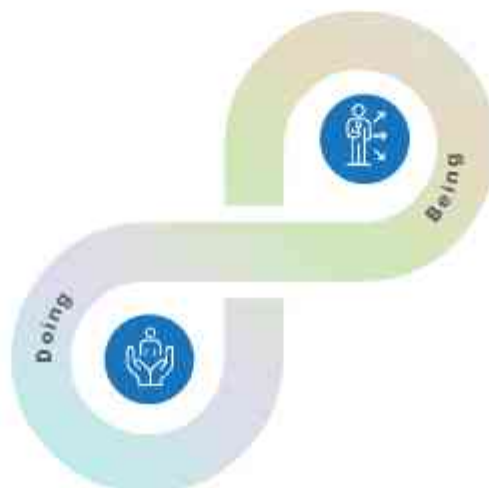
Integration of Programs, Reflection on EMC initiative

EMC – is helping in building an entrepreneurship mindset, we need to help our children understand that they can be either employment seekers or employment generators. In both conditions, a lot of our workforce does not have good communication skills and other 21st century skills. How can we say that a person is not skilled? Is there value in degrees?

ये सोच बदलने वाली बात है, बच्चे अलग तरह से सोच रहे है. पार्टिसिपेशन भी बहुत है इस प्रोग्राम में, दिवाली मेला में काफी अच्छा प्रदर्शन किया बच्चों ने. कुछ टीचर्स पूरी तरह से जुडी हुई है, पर कुछ टीचर्स ऐसा महसूस करती है की ये उनके बच्चों के लिए उपयोगी नहीं है.

How can we motivate the teachers to work on the EMC?

a). Asking teachers questions why they will not be able to do it and training them
b). A principal promoted it(social media), motivated the students in the office by felicitating them

6. TEACHERS AS FACILITATORS OF LEARNING

The theme of teacher's as facilitators was explored across the offsite, however a focused session was led by facilitator's on the same in small groups.

The role of every educator and learning institution is changing – From content delivery to enabling the construction of knowledge that is within the learner. In the world we live today content has been democratized and is accessible at a click. A teacher, as a facilitator, needs to take the child at the center, and connect in a way to enable the child to grow and learn in their own unique way.

"

"समस्या भी टीचर ही, समाधान भी टीचर ही. क्लस्टर सेशंस में जो होता है वो मैं टीचर्स तक ले जाती हूँ."

– HOS

SAGE ON THE STAGE   *TO*   **GUIDE BY SIDE**
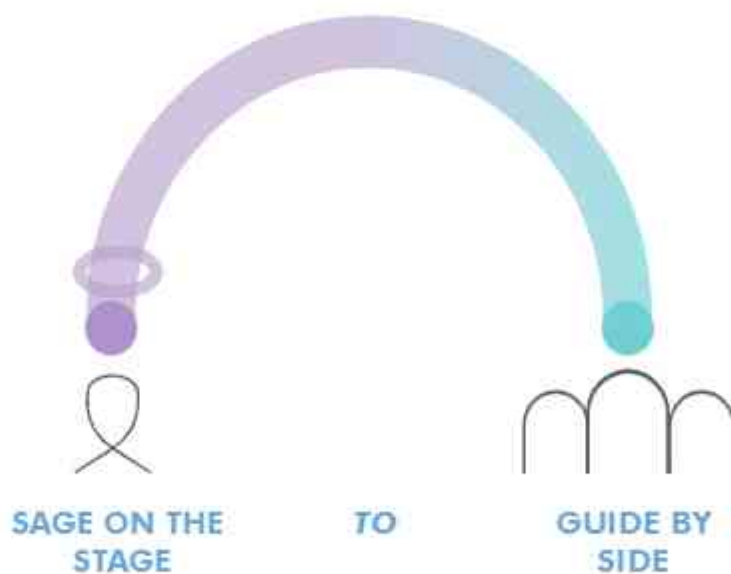
Principals deliberated upon this shift and shared their challenges, possibilities and aspirations.

How do you visualize the classroom in your school in the next 3-5 years?

For pre- primary and primary sections:

1. Teacher as support; co-creation of knowledge (80% students speak, 20% teachers speak); 2 teachers per primary class, one help for pre-primary
2. Classroom should have a home like environment with a 20*20 living room, freedom for movement – open class, smart look (audio & visual), resource rooms, a separate space for me-time
3. Classrooms need to be stress free rooms with- play items - library – where children learn to handle their own books, library inside each classroom creating opportunities for children to read in their free time
4. Classroom should not be a restriction, children should be able to move and learn in different settings.Joyful education calls for an informal learning environment, circle time. We should check if the curiosity and ability to question is increasing/ decreasing?
5. Focus on nutrition and physical development should be there considering the context of corona.

Secondary and senior secondary:

1. Children become self-motivated, independent, construct their knowledge
2. Interdisciplinary subject learning is happening in classrooms
3. Youngsters know role for oneself, community and society with clarity
4. There is alignment of societal needs – with what youth learn
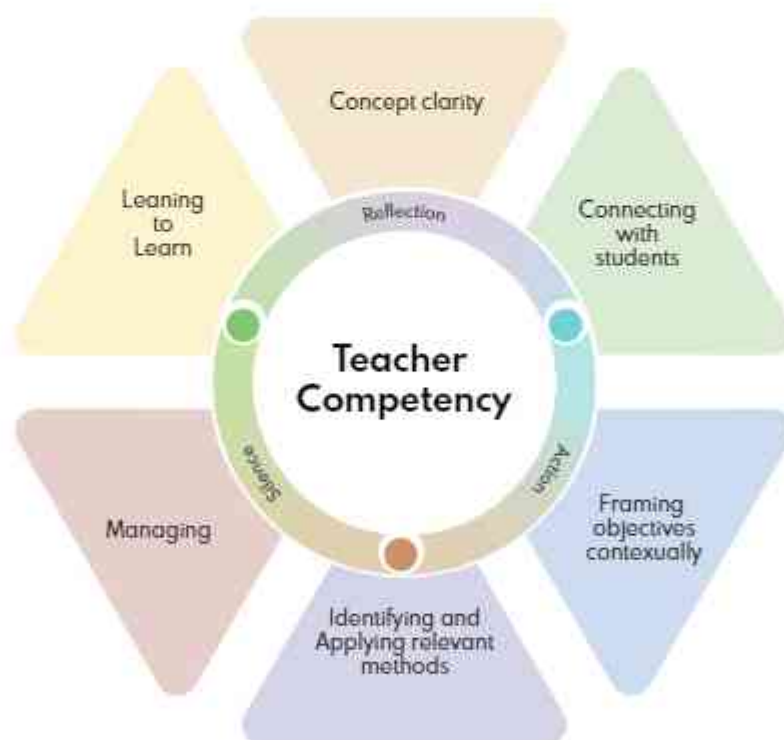5. Enough opportunities for exposure and exploration are provided

What can we do to make our classrooms aligned to our vision? What are the challenges/hindrances?

1. Teacher is coming with a mindset –that is teacher oriented (eg. focus on give me the timetable, short term thinking and planning), changes are required in teacher training to shift the mindset towards facilitation
2. Bigger support is needed- but is not there
3. Time constraints due to systemic work and a lot of syllabus, guest teachers are concerned about their time
4. As HOS time and patience for classroom observation is missing

Some suggestions - What can be done?

1. Reduction in load in terms of syllabus and administrative work
2. Exposure to training programs
3. Giving teachers an opportunity to practice facilitation in the morning assembly - centrally - 2 min – silence, teacher facilitates a 10 min class
4. Replacing classrooms with teacher rooms (subject based rooms)

Concept clarity
Leaning to Learn
Reflection
Connecting with students
Silence
Action
Managing
Framing objectives contextually
Identifying and Applying relevant methods

Teacher Competency

It is when a teacher integrates the why, what and how that the curriculums and learning will get integrated.

A new approach to learning process - to enable both conceptual and exam related understanding was experienced

All HOS experienced two methods of learning during a session. The objective of this exercise was to establish the difference between traditional methods of learning to scientifically validated learning strategies.

Both these methods of learning were followed up by 2 MCQs that allowed for deliberation on how the learning method also impacted and increased the average test score of the group along with building conceptual understanding

Learning process – both conceptual and exam supporting

Why did the scores increase?

1. Instructions were clearer the second time
2. Repetition increases the score
3. With the first material -one way instruction – lecture method was used– no questions were allowed and a traditional way of teaching learning happened.
4. With the 2nd material - we engaged with group work, facilitator engagement with students happened, different alternatives – asking questions, preparing questions, participants teaching (flipped teaching), reading time, reflection time was there, questions had to be in our context was used.

Learning, engagement and average scores for the entire group were higher with non-traditional pedagogy of learning.

7. Facilitation as SYNTHESIS

What is the purpose of synthesis? Who is it for?

Role of a facilitator is to enable synthesis for participants. Unless we are wide enough, and see the whole, we will not be able to synthesize. Synthesis allows construction of individual knowledge and helps it construct for the group. Key concepts help you anchor, but one should not be restricted by research and key concepts. Synthesis keeps evolving with time, as our reflection deepens. Synthesis is also knowledge that can be used by others to learn. It also is an emergence on what needs to change – What will I do as I go back, differently?

– Emergence of the group, with Darshan

Synthesis and emergence by Facilitator developers on facilitation competencies

Connection
- Need to build a relationship with the staff, if we believe in distributed leadership, we need to enable them
- Team members were able to share their thoughts and ideas briefly, cohesion and connection with my group, I was able to win team confidence, trust, was able to understand their strengths
- My rappo worked with them, talked to them individually, was accessible to them
- Well connected group
- I need to bank on the strengths of the individuals and my team

Managing
- How to manage time got opened for me

Listening
- I was an objective, keen observer, polite
- Practiced deep listening and realized its importance in facilitation, sunna ek vyapak prakriya hai
- Silence and patient listening, eye to eye connect worked
- Started sharing my own knowledge, might not have been related to the objective
- Need to learn – how to strike a balance between speaking and listening?
- How to be non-judgemental and listen deeply?
- Need to be fully rested to listen deeply
- Bole bina nahi reh paye

Problem Solving
- A possibility that there is a solution to every problem got created

Asking questions
- Started asking questions which are most relevant
- Ability to question better, strengthened group dynamics
- Success stories based on vision and purpose of education were opened up
- A lot of questions were asked
- Questioning as a need for reflection and sharing got opened
- How many questions with, what frequency, probing in the right direction is a learning need

Synthesis
- The importance of synthesis got explored
- What is synthesis?

- How to give and receive feedback, sharing feedback with my facilitator got created
- How to moderate and bring the group back on the objective?
- These were lab conditions, managing time was easier
- Good trust and connection – authentic feedback was given, listening improved
- Facilitation skills ki samajh badhi – facilitator does not need to be more knowledgeable(no ego and no guilt)
- 4 years me pehli baar feedback mila
- Feedback kab dena chahiye, first you have to develop trust and confidence, with acceptance we can
- Context setting and sharing objective of the session need to learn
- Effort to make the group focused was difficult
- Dilemma on role, could have included others in the group better
- Self-management, managing time– when someone is saying something relevant, how to ensure fair distribution of time and equal participation?

- Need, problem and solution, human centric soch, doosron ki bhavnon ko reflect karen, chote chote problems ko bhag karna, pinpointing isolating and being very specific in an issue was learnt
- Design thinking being a new idea in practice helped me to look at systemic thinking
- Analysis and understanding of challenges and needs
- Conversation on Mission Buniyaad and its possibility
- Technology as area of challenge got opened up

- Synthesis – sampoorna ki samajh bani, nirtar reflection helped in synthesizing

RAS
- Importance of silence and reflection got created (school staff ko bhi suggest kiya – daily silence ka practice), teachers also have a feeling that silence(abhi tak habit nahi bani hai) ki ownership leni chahiye, silence se better connect karti hun ab
- Facilitator bhoomika ke live examples mile (eg. time kaise manage kare)

8. CONCLUSION

All life is learning. We looked at multiple roles we play – as parents, teachers, principal, as all aligned with nature- during this time. We experienced and enabled a practice of listening, synthesis, solving problems, connection, managing, asking questions and building learning communities. These competencies of facilitation – allowed for learning and working together. The offsite provided the opportunity to learn how our self-practice would strengthen and influence others, how we can apply this in the context of our schools and also different roles we play.

Connections experienced, planned or unplanned, allowed us to discover extraordinary leaders, discover interconnections and complementary strengths as a team. Silence empowered our reflections and helped us to connect with each other.

All of this learning was experienced in small groups. How can we influence others if we cannot influence this in our own schools?

Student as a leader of his own learning. Teacher as a leader of own learning. Principal as a leader of own learning.

Leadership is about influence - and this became a point of inquiry for all of us. Non-positional distributed leadership – is what could create and leverage the possibility. And this, we realized, is a part of our role. A new way of learning, connected to the purpose of education, is afterall accessible to all children - with our own learning, leadership and awareness.

"Irrespective of our constraints we can figure out the answers within ourselves.

9. APPENDIX

1. Offsite plan and keynotes
2. Note to facilitators
3. Facilitator competency observation sheet
4. Case study on problem solving session
5. A Design Approach to enable Problem Solving

Annexure A - Day wise Structure of the offsite

Day/Theme	Session	Objectives	Key Questions	Key Questions
Day 1 Connecting and Listening	**Session 1** Context Setting (Darshan) 17.00 – 18.00	• Introduction to the offsite, team and format of the program. • Introduction to Facilitation Competencies: Connecting and Listening.		
	Session 2 Connecting with ourselves and each other 18.00 – 18.45	• Connecting with ourselves and each other. • Building the competency of connecting with our teachers and students.	i. What do I value? What are my strengths? ii. How do I learn? What is my learning style? iii. Why did we do this reflection?	**Keynote Doc 1.2**
Day 2 Asking Questions/ Learning and Leading	**Session 1** Context Setting (Darshan) 9.00-10.00	• Understanding Facilitation Competency; Asking Questions • Sharing on emergence for day1- Connecting & Listening		
	Session 2 & 3 Designing Facilitation (Sharique) Session 2 - 10.00-11.30 Session 3 - 12.00-1.30	• An applied and experiential understanding of BEING a 'Facilitator' compared to that of a 'Teacher'.	i. What is the pattern of our Beliefs and related Behavior vis-à-vis the Teacher and the Facilitator?	

		• Generate a set of directional ideas for Principals to enable Teachers become Facilitators, using the design approach.	i. What are our challenges in enabling teachers as facilitators? ii. What are possible challenges that teachers may have in becoming facilitators? iii. What are the challenges that students and parents may face related to this change? iv. What are the changes in infrastructure, facilities, space and overall environment to support the desired change? v. What are the most fundamental issues that we need to address in order to make such a change and transformation possible?	
	Session 4 Nov Core Program Part B + C 2.30-4.00	• C5Q on - What steps did I take based on the learning and discussion in the last session? i. Access to the internet in school for teachers.	i. How do we support the learning gap + preparation for exams for our students?	

		ii. Blended learning methods		
	Session 5 Synthesis (Darshan) 4.15-5.30	• Sharing on emergence for the day; Asking Questions/ Leading & learning.		
Day 3 Managing/ Learning & Leading	**Session 1** Context Setting (Darshan) 9.00-10.00	• Managing as a facilitation competency – through leading and assessing.		
	Session 2 Change – Vision – future of education – based 10.00-11.30	• Connecting to the purpose of education • Connecting to the value of a shared vision	i. What is the purpose of education? What is my vision for my school - linked to the purpose of education? ii. What is a shared vision and why is it important? iii. How will I involve my stakeholders in the creation of shared values, vision and balanced objectives?	**Keynote Doc 3.2**
	Session 3 Assessment 12.00-1.30	• Connecting to assessments as feedback loops • Connecting to assessing school learning needs	i. What is the purpose of assessments? What are the criteria that the system uses to assess my school's performance? How can I assess the performance of my	

			school, with the purpose of education in mind? iii. How can we use any assessment to understand school learning needs?	Keynote Doc 3.3
	Session 4 Nov Core Program Part C & D 2.30-4.00	i. Teacher Interaction ii. Technology Enhancement: Google Drive, edudel, making & sharing folders and files		
	Session 5 Synthesis (Darshan) 4.15-5.30	• Sharing on emergence for the day: Managing, Leading & Learning		
Day 4 Synthesis and Learning Community	**Session 1** Context Setting (Darshan) 9.00 - 10.00	• Introduction to Facilitation Competencies: Synthesis and building communities		
	Session 2 Principal facilitates teacher, Teacher facilitates students 10.00 - 11.30	• Learning to lead as Principals who are facilitators • Developing Teachers as leaders, Leaders as facilitators - of RAS	i. Think from the perspective of a child. What are their challenges with education today? What competencies do teachers need to address these challenges? ii. Teacher Development – a. What am I being	

			doing that is working? b. What am I being/ doing that is not working? iii. Giving and receiving feedback with teachers (for self and peer – we attempt giving feedback to self and team) c. What can I/ they continue doing? d. What can I/ they start doing? e. What can I/ they stop doing?	
Session 3 Nov Core Program Part 11.45 – 12.30	• Revisiting all parts of the Core Program as a whole			
Session 4 Synthesis (Darshan) 13.30 – 14.30	• Sharing on emergence for the day: Synthesis & Learning community			

Annexure B - Facilitator Competencies Observation Indicators

Dear Facilitators,

The intention of observing each other, is to bring attention to the competencies of facilitation and use that to develop ourselves as facilitators. In the session you observe, request you to keep a **keen eye on 2 levels at all times: the content & the facilitation.**

Please make notes with examples of what you see the facilitator and the participants being and doing (and also not being or doing), so that you have concrete takeaways as well as bring them to the debriefing session

We will be observing the following **facilitation competencies:**

Connecting:

- What is the connection and understanding that you see between the facilitator and the participants?
- What is the facilitator being and doing for deepening the connection? Make a note of actions and behaviors that you see. And also behaviors s/he is avoiding (eg cutting people off mid-sentence)

Listening:

- What is the quality of listening that you observe the facilitator doing? Able to grasp even what is not explicitly said?
- What is the facilitator being and doing for this? Make a note of actions and behaviors that you see.

Managing self & group:

- How is the facilitator managing themselves? What is the facilitator being and doing for this? Make a note of actions and behaviors that you see.
- How is the facilitator managing the group? What is the facilitator being and doing for this? Make a note of actions and behaviors that you see.

Asking questions:

- Pay attention to the framing of the questions being asked. Are they helping participants go deeper in their understanding & sharing? Could they be framed in a different way to elicit more thoughtful & useful responses?
- Make a note of questions (different from the slides) and their impact that you experience. Can you think of questions that were not asked?

Synthesising:

- What kind of synthesis was there?
- How did the synthesis enable the participants to have clear takeaways?

- Was the facilitator able to capture everything important that got expressed in a crisp way? What are your suggestions to make it better?
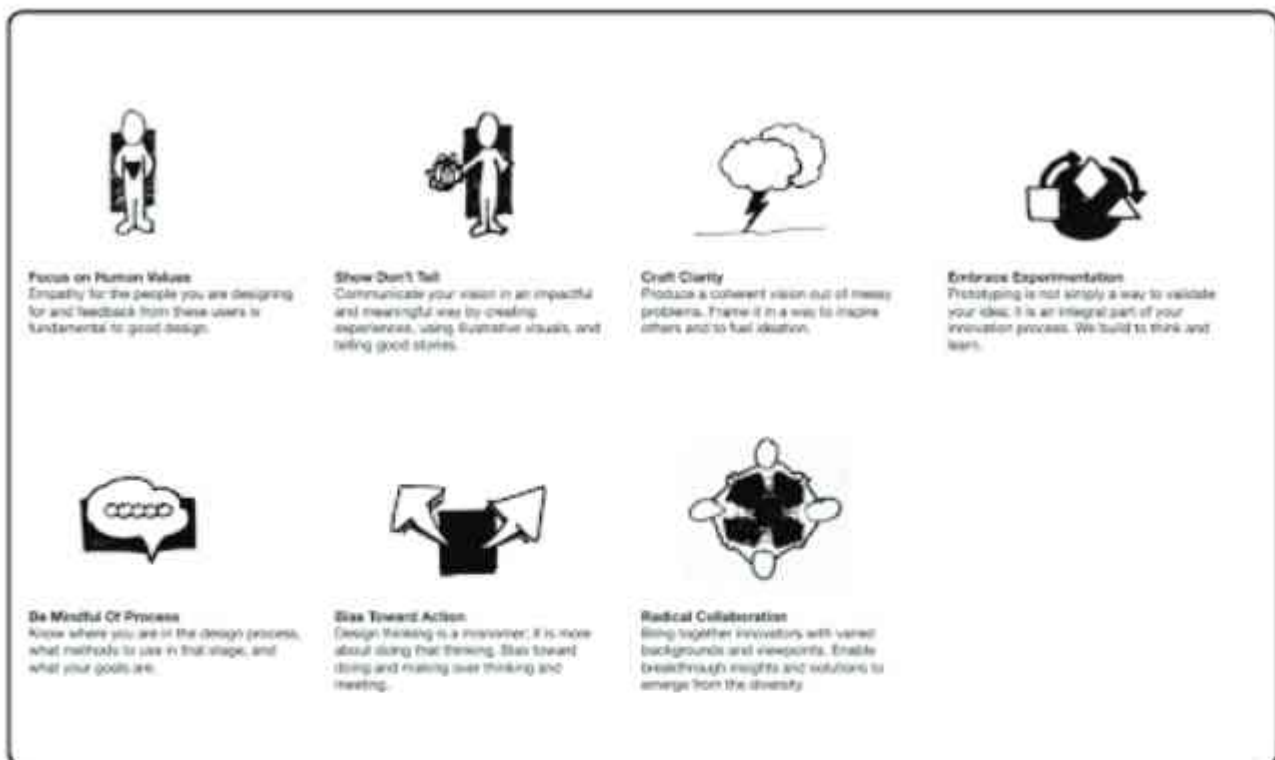
How can we practice giving and receiving feedback with our groups?
Preparing for conversations to give and receive feedback can help us to understand others and be understood. Learning is enabled through feedback loops – what is working – continues , what is not working- changes. Feedback of others is very important to get a different perspective – than one's own and helps in growth. As a group we would be sharing feedback to facilitators, basis our observations on their practice of facilitation competencies.

- Giving feedback would require us to be aware of the purpose (to enable self-other growth) and our own judgements regarding a situation or a person. Whenever giving feedback let us be cognizant and use the language of sharing observations (facts, what you see/hear/notice, observable indicators of a competency) and not our judgements (our perceptions or evaluation of a situation/person, something that can be different for different people).

- Observations can be followed by sharing our request, basis what we feel and need. This is different from putting forth a demand. Observations can be shared for self and the by the group.

- Preparing to receive feedback requires deep listening to understand. After receiving feedback, the receiver could reflect on what he/she needs to start/stop /continue doing.

The Design Mindsets

Focus on Human Values
Empathy for the people you are designing for and feedback from these users is fundamental to good design.

Show Don't Tell
Communicate your vision in an impactful and meaningful way by creating experiences, using illustrative visuals, and telling good stories.

Craft Clarity
Produce a coherent vision out of messy problems. Frame it in a way to inspire others and to fuel ideation.

Embrace Experimentation
Prototyping is not simply a way to validate your idea; it is an integral part of your innovation process. We build to think and learn.

Be Mindful Of Process
Know where you are in the design process, what methods to use in that stage, and what your goals are.

Bias Toward Action
Design thinking is a misnomer: it is more about doing that thinking. Bias toward doing and making over thinking and meeting.

Radical Collaboration
Bring together innovators with varied backgrounds and viewpoints. Enable breakthrough insights and solutions to emerge from the diversity.

An example of a problem solving conversation held between 2 HOS during the offsite

STEP 1- Listen and note the challenge of your partner

1. Multitasking, alone on 3 post, Inspection, zone inquiry, rti, exam duty could not focus on my teachers I am responsible for everything No time after 7 am -7 pm, khana khane ka time nahi hai, illness Multitasking became a habit, district held accountable staff – kuch keh do – rona – I have not done this before audit – approvals (officials have to be taken care) beyond control hain- circular guided.

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1. Children face Financial problem- parental support
3000k children, only 100 teachers
Google form bharo, guru nanak bharo – galat bhar diya – submit – main hi na bhar dun- I delegate – its not teacher is incompetent – maybe because of stress my instructions are incomplete – anxiety – phone – defaulter; (voter id)
Teachers – IB content writing – shortage of teacher
File bana ke pareshan – 235 children for physics – but no teacher since a year
Stress – not too strict – people take you for granted- school related
Political stress- vaccinations – infrastructural damage – kitna badal waun – PWD issues

Apna bhi kaam, doosre ke bhi
Zone ka data collect karke do – 66 schools.Covid – schools
Mere stress mere kaam ko effect- tez baat karun- I don't want to come across as
a monster, kaam streamline nahi hota –effort dun – mera mind idhar udhar-
time ka crunch hai.
I give CCL easily, routine gadbad hogaya hai

STEP 2 – Question

Dig deeper to things that surprised us and were puzzling.

What is the problem with time – teacher's not coming on time?

What is your approach?

How does multitasking disturb you?

Why are you not able to streamline?

Are you disturbed because of your health?

Step 3 – Understand & Synthesize

What is there most important need?

Need is not a strategy or a solution. Let us be aware of not moving to solutions/
strategies. what is a repeating pattern here?

1. More support – not alone Health & relaxation

2. Need to be not taken for granted
Need to stay calm in all situations and not react with teachers
Need to streamline work and not become anxious
Capacity problem – physics – science teachers
Need Cordial relationships with evening shift

3. Random circulars and immediate reply required, need not be disturbed
Need to Manage circulars in time

Challenge was to stick to a need and figure out an interesting insight

Step 5

Brainstorm and share solutions.

Your need is get a physics teacher for your school because you are concerned of how the students would be able to score in the physics exam.

1.   Approach ddes for pushing of gpr
2.   Get teachers deputed from neighbouring schools
3.   Find teachers from smc fund
4.   Contact retired teachers for social service
5.   Contact pub sch where she is DE nominated

Annexure D - CLDP Facilitator Development Offsite

Resource Persons:

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Facilitator Developers:

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3. Sangita shil
4. Hari Ram Sharma
5. PD Sharma
6. Parvinder kumar
7. BP dhyani
8. Sanjeev Kumar Baliyan
9. Rakesh semalty
10. Ranjana budhiraja
11. Khaleeq Ahmed
12. CS Verma
13. Meenakshi Kohli