



State Council of Educational Research and Training

(An autonomous organization of Govt. of NCT of Delhi)

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F.No.-3(3)(iv)/CLDP/INSET/SCERT/2022-23/9767-83

Date: 06/09/23

CIRCULAR

Sub: CLDP Cluster Sessions of August 2023

SCERT Delhi has initiated the Cluster Leadership Development Program (CLDP) for Principals, HoSs, and Mentor Teachers of DoE, GNCTD. The objective of the CLDP program is the development of the leadership competencies of the Principal/ HoSs, and a constant journey of growth and improvement in the school.

The focus of CLDP cluster sessions will be on:

- Building practices for resilience in the role of HoS.
- Strengthening learning on Maths & its pedagogy (with Class Observation).
- Sharing school assessment (display chart for each school to be brought to the session).
- Setting a vision and goals for the school.

The details of the Clusters are as follows:

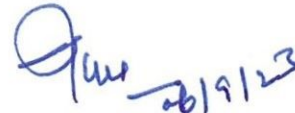
S.No	ZONE	Cluster	DIET
1	North East	10	DIET DGN
2	North West A	10	DIET KP
3	North West B	12	DIET PP
4	South West B	8	DIET GH
5	East	9	DIET KKD
6	West A , West B	5,7= 12	DIET RN
7	South	6	DIET MB
8	South West A	3	DIET RK Puram
9	North ,Central& New Delhi	5,3= 8	DIET DGN
10	South East, SoSE & K8	7,5=12	B.Ed Divison (SCERT)
	TOTAL	90	

Please note the following:

- The timings for the sessions are **8:45 am to 2 pm**.
The dates for the Cluster Sessions are **12th, 15th, 16th and 18th September 2023**
- The participants for each cluster session include Principals/ HoS of all schools of the cluster (**no teacher may be sent as a replacement in any condition**), Mentor teachers of the same schools, Facilitator, any observer (School Branch, SCERT INSET Team, District Coordinators, Knowledge Partners, etc).
- The cluster session will include **classroom observation** by the cluster participants at the venue school. The same can be mutually discussed and planned between the Facilitator, MT, and venue school Principal.
- Tea and lunch as per the sanction to be organised by the venue In-charge and claims will be settled at respective DIETs or B.Ed Division.
- All facilitators are expected to bring a chart for display with their school assessment (details in Annexure A)
- The detailed schedule for the cluster sessions for all districts of DoE is as follows:

Venue Wise List of Participants	https://bit.ly/460Mt0F	
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This issues with prior approval of the competent authority.


Dr Nahar Singh
Joint Director (Academic)

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Copy to:

1. PS to Secretary (Education), GNCTD
2. PS to Director (Education), GNCTD
3. PS to Director (SCERT, Delhi)
4. Addl DE (Schools), School Branch, DOE, GNCTD
5. All concerned Principals/HoS of DoE schools
6. Nodal officer, INSET Cell, SCERT Delhi
7. OS IT for uploading on DoE website
8. WIM of SCERT, Delhi
9. Guard File


Dr. Nahar Singh
Joint Director (Academic)

School Assessment & Chart Template for CLDP

School Assessment

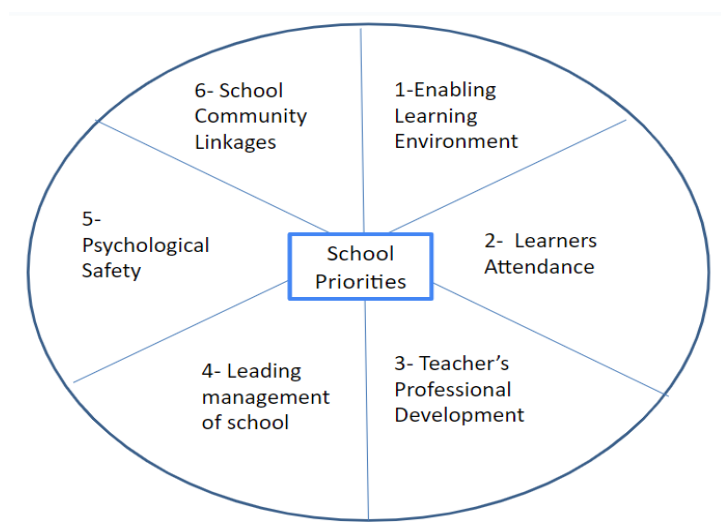
Please follow the following steps as was discussed in the last CLDP session to carry out the school assessment

- Step 1: Identify a representative group of teachers that will assess the school. (suggestions: ART members / SMC convener & teacher members)
- Step 2: Based on the Shala Sidhi domains provided, the team marks/ ticks all the relevant parameters applicable to your school the majority of the time (75-80%) in L1, L2 & L3 (*this group's authenticity and objectivity is critical to the exercise being useful for the school*).
- Step 3: Total the number of ticks for each level in each domain
- Step 4: Using the Google form, enter the number of ticks for each level in each domain (for your school) (*Please ensure that the email id you use is correct, with no spelling mistakes, and you can access it immediately*).
- Step 5: You will get a report (on the email address provided) analysing your Google form responses (Link to [google form](#)). You can feed the percentages into the infographic
- Step 6: Based on this, the Principal and the team together, identify the areas that your school needs to work on

School Display Chart Template for CLDP

Each Principal to bring a display chart for the next cluster session with the following information

1. **Basic details:** Name of school, School ID, name of Principal
2. **School Assessment data:**
 - Please complete the school assessment with your school team as shared in the last cluster session and mention on the chart the team that did the assessment.
 - Please complete the infographic with the percentage scores for each domain
 - Based on the scores, please decide as a school team the priority areas of focus that are required
3. With your school team, please **draft the annual goals** for the school based on the priority areas identified. These goals will be further refined in the CLDP session.



Assessing my school based on key Shala Sidhi Domains

1. Domain - Effective Teaching Learning

This involves strategic planning, understanding children and creating an optimal learning environment for children in the classroom.

Core Standard - Enabling Learning Environment		
Level 1	Level 2	Level 3
a) Teachers address learners by name b) They make basic resources available for teaching-learning	a) Teachers make all learners comfortable and involve them in class activities b) plan and organise group work/activities and display learners' work and charts, etc. on the wall c) TLMs are accessible to all	a) Teachers create a conducive and interactive environment in the classroom b) encourage peer learning/interaction c) Provide opportunity for expression d) appreciate the views of all learners e) encourage questioning/sharing of ideas
No. of ticks in L1 =	No. of ticks in L2 =	No. of ticks in L3 =

2. Domain - Learners Progress

Every school encourages learners to participate in all curricular areas. This is only possible when students attend regularly and are involved fully in school activities.

Core Standard - Learner's attendance		
Level 1	Level 2	Level 3
a) Teachers take and record attendance of learners regularly b) Identify learners who are frequently absent or not punctual c) Display class-wise attendance of the learners on the school notice board d) Sometimes inform parents about frequently absent learners	a) School provides regular information about learner attendance to parents b) Identifies the reasons for prolonged and frequent absence c) Discusses with learners and parents about the implication of low attendance on learning d) making home visits as and when appropriate	a) School analyzes attendance data of all learners b) ascertains whether the high absence rates can be associated with any particular category of learners or at any period of the year c) addresses the problem with the help of the SMC and parent d) evolves measures to motivate learners and parents to ensure punctuality and regular attendance e) acknowledges and appreciates punctuality and regularity of learners
No. of ticks in L1=	No. of ticks in L2=	No. of ticks in L3=

3. Domain - Managing Teacher Performance and Professional Development

Teacher development is a continuous process of identifying teacher potential, and developing their skills, through a systematic approach to performance review and capacity building programmes

Core Standard - Teacher's Professional Development		
Level 1	Level 2	Level 3
a) School Head ensures the participation of all teachers in the mandatory in-service training programmes	a) School motivates and creates regular opportunities for teachers to participate in different programmes relevant to their professional	a) School makes provision for continuous academic mentoring of teachers b) Supports teachers in trying out innovative ideas and practices

	needs b) Seeks support from other academic institutions/experts to address difficulties faced by teachers	c) teachers discuss collectively on inputs received during training d) reflect on the possibility of integration of the acquired knowledge and skills in classroom practice
No. of ticks in L1=	No. of ticks in L2=	No. of ticks in L3=

4. Domain- School Leadership and Management

School leadership goes beyond administrative and managerial responsibilities to include proactive practices for school transformation. It includes developing a vision for a school and aligning all planning to it so as to improve the performance of the learners.

Domain 4 - Core Standard - Leading management of school		
Level 1	Level 2	Level 3
a) School Head manages routine activities and school resources (staff, material and financial) b) Allocates responsibilities to a few c) Takes decisions; acts on the orders and instructions received from the authorities for compliance d) communicates decisions e) Shares the orders and instructions received	a) School Head and staff plans and manage routine activities and school resources (staff, material and financial) b) Involve staff in decision-making c) School Head communicates details of the SDP and provides clear directions to staff members and takes the lead for its effective implementation	a) School Head and staff members collectively develop a shared vision and a strategic plan in consultation with parents and learners b) distribute the responsibilities among the staff members on the basis of mutual consensus and areas of expertise c) Take action with mutual support, monitor and evaluate the progress collectively
No. of ticks in L1=	No. of ticks in L2=	No. of ticks in L3=

Domain 5: Inclusion, Health and Safety

The idea that ‘all children can learn’ forms the underlying basis for ‘universalization’ of education. This necessitates inclusion of children with diverse backgrounds into the ambit of schooling. **Inclusion** not only means ‘including all’, but also providing equal opportunity to every child.

Domain 5 - Core Standard - Psychological Safety		
Level 1	Level 2	Level 3
a) School is aware of the policy on child abuse and exploitation b) Does not allow corporal punishment or verbal abuse	a) School staff is trained to recognize signs of sexual/ physical/ substance abuse b) school creates awareness among children to differentiate between ‘good touch’ and ‘bad touch’; c) screens all digital/ non-digital learning material for objectionable content d) ensures no child is left alone in isolated/ dark places e) also ensures that there is no adverse psychological impact on children due to work overload by spacing out assignments, assessments, etc. f) has a mechanism to address complaints and grievances of children and parents; g) Undertakes background checks of all adults working in the school	a) School adopts a structured approach to ensure emotional safety of all children which includes awareness building through dialogue and discussion, b) programs on child abuse, sex and adolescent education, regular one-on-one counseling sessions, dialogue to resolve complaints and grievances c) checks the implementation of the policy on emotional safety and reviews the same on a regular basis; d) conducts counseling sessions for children and parents to ease out child anxieties related to curricular overload and pressure of performance e) helping children develop coping mechanisms; regular career counseling sessions are also held for age-appropriate groups
No. of ticks in L1=	No. of ticks in L2=	No. of ticks in L3=

Domain 6: Productive Community Participation

Working together with community members is critical to school development. The school needs the support of the community for achieving its objectives and providing quality education to its learners.

Domain 6 - Core Standard - School Community Linkages		
Level 1	Level 2	Level 3
a) Parents and community members are invited to school functions b) School informs parents about the facilities available in the school and challenges currently faced	a) School interacts with the community and discusses the issues relating to the socio-economic background, enrolment, attendance, etc. of learners b) SMC mobilizes resources for maintenance of the school and for improving its facilities c) School and community jointly organize functions within the school and in the community	a) School and community jointly assess the needs of the school; b) Identify available resources, plan and optimally use them for the development of the school; c) School and community reach out to other sources such as NGOs, corporate bodies, alumni, etc. to mobilize resources
No. of ticks in L1=	No. of ticks in L2=	No. of ticks in L3=