SELF LEARNING e-HAND BOOK-III

LEADING TEAM AND BUILDING PARTNERSHIP

EDITED BY-Dr. Mahesh H. Koltame

P.V.D.T. COLLEGE OF EDUCATION FOR WOMEN,
SNDT WOMEN'S UNIVERSITY, MUMBAI

Supported by UNESCO OER Grant

United Nations Educational, Scientific and Cultural Organization

UNEVOC International Centre for Technical and Vocational Education and Training

Self-Learning e-Handbook-3

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EDITED BY-Dr. Mahesh H. Koltame

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Published in 2020 by the P.V.D.T. College of Education for Women, 1, NT Road, New Marine Lines, Churchgate, Mumbai. 400020, India, With the support of UNESCO OER Grant.

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ISBN: **978-93-5437-343-5**

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How to cite this work: Mahesh H. Koltame (ed.), (2020), Self-Learning e-Handbook-3 Leading Team and Building Partnership, published by, PVDT College of Education for Women, Mumbai.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of PVDT College of Education for Women and do not commit the Institution.

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Preface by the Principal, and The Project Director

From last 60 years, our institute has been actively involved in developing teachers with highly professional capacities and skills. We are always prepared to upgrade and lead educational changes for equitable quality education.

Since RTE is introduced school education in India has massively expanded at an extraordinary pace, making access to primary education is now universal. Increase in the number of secondary schools has also been large and is speedily moving towards universal provision in several parts of the country. Apart from this government schools, private school and coaching centres are also rapidly increased. While this quantitative expansion has made a significant impact on the participation level of children, concerns on the quality front have remained.

Schools need leaders with a vision for improving the schools learning environment within a well-function in school management. School managers, principals, headmasters can positively contribute to school effectiveness when they are prepared and able to use extensive leadership knowledge to solve complex school level problems, to collaborate with community resources and to build trust through working relationships with school staff, parents, students, and the community to transform every school into a productive learning organization. This, indeed, is the goal of this Massive Open online Course (MOOC) on "Development of School Leadership Capacities and Management Skills". In this course, undoubtedly, the head teacher of the school, occupies a place of central importance. The course material of module first presented in this self-learning e-Hand Book articulates about the perspective of school leadership. Its focus is to develop comprehensive understanding about own self as school leader.

Dr. Meena P. Kute,
Principal,
P.V.D.T. College of Education for Women

Dear friends,

I heartily welcome you into this MOOC. It is my great pleasure to hand over you this self-learning e-handbook-3, entitled Leading Team and Building Partnership in School.

I am sincerely grateful to the UNESCO-UNIVOC, Bonn, Germany. for their financial support in making this course and its publication possible. My special appreciation extends to the course coordinator, Reviewers and authors that contributed to the developing of this self-learning e- Handbook-3.

Dr. Meena P. Kute, Principal,

P.V.D.T. College of Education for Women, SNDT Women's University, Mumbai.

The Self-learning handbook has been developed, collaboratively. This self-learning e-Handbook has ensured that the theoretical and conceptual knowledge not only address the leaders but also share the learning experiences designed through the scenarios, reflective spots, small quizzes, suggested activities which make this Handbook more engaged.

I congratulate course design team for bringing out this self-learning e-Handbook and hope that will facilitate learning of practicing or becoming the excellent leader to play their role in school effectively. Heads as well as all others who occupy a pivotal role in the transformation of school or any other learning organization, will find it useful.

About the course by the Course coordinator

Considering the UN SDG-4 inclusive and equitable quality education and lifelong learning for all and UNESCO's OER recommendation 2019, area first building capacity of stakeholders to create, access, re-use, adapt, and redistribute OER for SDG-4. We designed and developed this MOOC as OER for school leader's capacity building. It is available in open access under the CC-BY Creative Commons Attribution 4.0 International License.

Over the last 20 years, of 21st century educational scenario is rapidly changed and role of school headmasters and principals are shifted from school Head to school leader. Accordingly, the Institute has designed and developed a 4 credit Massive Online Open Course (MOOC) on "Development of School Leadership Capacities and Management Skills". The main focus of this course is Capacity building of school leaders. The course recognizes school leaders who occupy a pivotal role in the transformation of school or any other learning organization. The main objective of this course is to empower school Headmasters, principals, coordinators, and any other educational mangers as a leader of a learning organization with the knowledge, skills, confidence with a positive attitude to ensure the expected learning outcomes to every child and accelerate equitable, quality education for all. With this perspective developing the school leaders who understand their comprehensive role and efficacy, improve their child centred pedagogical understanding to lead the classroom instructional processes by the fellow teachers, become aware about child rights and make them able to create conducive classroom environment, effective partnership and work as team leader.

In this course we developed total 4 self-learning e-Handbooks for MOOC learners as hands on text course material. In this self-learning e-handbook-3 entitled **Leading Team and Building Partnership in School** we covered module third.

The course materials are provided in this self-learning e-Handbook-3 are useful for the theoretical understanding of course content, for deep learning experience you have to engage with learning activities which is designed and deployed on an online course platform. Through the active engagement you will be enriched with a learning experience.

Let's involve in this course!

Dr. Mahesh H. Koltame,
Assistant professor,
P.V.D.T. College of Education for Women

Dear friends,

This `Self-learning Handbook-3 has been created collaboratively. This publication would not have been possible without the support of a review committee members and mentors Dr. Meena P. Kute and Prof. Pradnya Wakpainjan that provided ideas, reviewed drafts and enriched the content. I am thankful to all three course Author who have worked in last 3 months to shape the development of this Handbook from concept to creation.

I am sure this self-learning Handbook will defiantly facilitate your MOOC learning and help you to achieve its expected learning outcomes.

Dr. Mahesh Koltame,
Course coordinator
P.V.D.T. College of Education for Women,
SNDT Women's University, Mumbai.

Acknowledgement

The P.V.D.T. College of Education for Women is conducted college of S.N.D.T. Women's University, Mumbai. We offer teacher education from last 60 years and develop teachers with knowledge, skills and attitude to transform teaching-learning process in school education.

We gratefully acknowledge the support provided by the United Nations Educational, Scientific and Cultural Organizations International Centre for Technical and Vocational Education and Training (UNESCO-UNIVOC), Bonn, Germany.

This self-learning e-Handbook-3 has been created collaboratively, this is the result of continuous discussion, workshops and online meetings of all team members and hard work and dedication of our all expert content writers and reviewers from the PVDT College and Department of Education, SNDT Women's University, Mumbai. So, I also acknowledge their great efforts.

Special thanks to our Course Director Dr. Meena P. Kute and Prof. Pradnya Wakpainjan for their all kind of support and mentoring.

Dr. Mahesh H. Koltame

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Introduction

Friend's, I warmly welcome you all to "Development of School Leadership Capacities and Management Skills MOOC (SLCB 3)***: Leading Team and Building Partnership in School***

The school is a social learning organization. Under the leadership of the school principal or headmaster, all the human resources of the school are working towards the goal and objectives of the school. The individual contribution of these human resources keeps the school functioning, but it is not enough for the success of the school. The success or failure of the school is not the responsibility of one individual, but all the elements of the school like a headmaster, teachers, non-teaching staff, students, and other representatives of the community such as parents, school management committee members, and other service providers are collectively responsible. The school achieves its goals and achieves the expected learning outcomes of all the students in the school, With proper coordination and cooperation among its all components. But schools often fail to achieve this. Such failures occur even when all elements of the school are faithfully completing their work. It can be varied but one of the main reasons is the lack of team effort. so, all the elements of the school must work as a team with a dedicated spirit towards a specific goal of the school. The headmaster or a teacher alone cannot achieve the goal of the school but it can be achieved easily if all elements work together with the spirit of the team.

Now, various researches have proved that the quality and scope of team work is more than the individual work at any institutional level. In 21st-century knowledge-based dynamic, complex society, and changing social, educational, economic, technological context of personal and professional life, the importance and demand for collaborative work have increased.

Just as the captain of a sport uses his knowledge, positive attitude, skill, and vision to lead his team to victory, so too at the school level, team efforts and work are essential for success, and the role of the team leader is crucial. As a team leader, he has to develop team spirit in all school elements, develop a work culture and system that promotes teamwork, consistently motivate all teachers and non-teaching staff for teamwork, convert their team spirit into work and give it the right direction, where necessary decisions to taken confidently, be ready to

take responsibility of failure, coordinate the team and resolve conflicts, appreciate the team efforts and work, etc.

Figure-1: Leading Team and Building Partnership in School

Along with teamwork, adequate resources like human, organizational, or financial are also important for the school's success. It is also the job of the school leadership to fulfill these resources. For this, the school has to be established partnerships with various individuals, organizations (social, cultural, economic) in the local to global level community. The school is a social organization so it has to mobilize its resources in partnership with other social institutions like family and organizations like NGOs, etc. So, the school leadership needs vision and openness to take the initiative to establish a partnership, to make the best use of the partnership, to sustain the partnership, to make it more comprehensive.

From the above perspective, this MOOC has been developed to the school leader's vision, knowledge, skills, and positive attitudes, to work effectively and solve the issues related to their school. This **Self-Learning e-Handbook-3 Leading Team and Building Partnership in School** is the part of MOOC's hands-on course material.

Although the book contains many practical examples, scenarios, reflective spots, and small practice learning activities, check your learning quizzes are included, it is more than a simple textbook or any theoretical book. Learning activities are also deployed on LMS for sharing and grading. It addresses the following questions:

- What is the need and importance of team work in school?

- Why dose school head needs to develop himself/herself as team leader in school?
- How can school leaders lead the team successfully?
- How to bult useful partnership with local to global individuals and community resources?

In this book four units are included with the conceptual, theoretical information there are few 'what if' scenarios scattered throughout the book. These are semi-fictional, because in almost every case, the scenario is based on an actual example. However, we have sometimes combined one or more cases, or extended or broadened the original case. The purpose of the scenarios is to stimulate imagination and thinking about both our current 'blocks' or barriers to change, and the real and exciting possibilities of teaching-learning leadership in the future. Also, there are some reflective spots with a focus question for contextualization of theoretical content and to motivate them to think about its application into their own context. Also, there are small quizzes for focused reading and retrieving learning. At the end of this book in the appendices section, some practice templates &answer key are attached for easy practice.

Each chapter ends with a set of key 'takeaways' from the chapter, and suggested additional web resources with their links and downloadable additional reading resources with links with a complete set of references. There is also a comprehensive bibliography that collects together all the references from the chapters. Most chapter sections end with an assignment activity.

In short, this self-learning e-Handbook-3: Leading Team and Building Partnership in School will facilitate your MOOC learning. Content and suggested activities are given for your better understanding of concepts and develop your knowledge and skills that you need in your day to day school leadership practice. If you wish to earn course completion certificate you must have to complete all learning activities on LMS for sharing and grading purpose.

Let's enjoy the reding and doing!

Dr. Mahesh H. Koltame,

Course coordinator and Editor

UNIT-1

Building Teams and promoting team work

Dr. Pravin Kale
Assistant Professor
&
Mr. Rakesh Ramraje,
Assistant Professor
PVDT College of Education For women, SNDT Women's University, Mumbai.

Hello friends,

A school is a miniature of society. Different types of interactions are constantly going on in school. All the tasks are cooperative and collaborative in nature. There should be a bond of oneness among all the persons. For the success of every task teamwork plays a vital role. A team that gets along is more likely to work well together. It's a simple idea. By encouraging team members to speak up when they need assistance, and creating a culture where communication is encouraged, your staff will be more willing to help one another.

The school is a learning organization so, its function is not a single person's job, it needs teamwork. Therefore, use of human resources as a team is essential to achieve the goals of the school. While it is true that in some places there are single-teacher or two-teachers school, but here also school work has done by the collective efforts of students and community members. Team work and collaborative efforts are very essential for students learning and success. while here leadership plays very important role to leading team and building partnership so in this lesson, we will study it in detail.

Let's start the learning.

Objectives

- To foster the team building and teamwork capabilities among team leaders.

Expected learning Outcomes

At the end of this unit learners will be able to…

- ✓ Explain the Building Teams and promoting teamwork as team leader
- ✓ Explain Need and importance of teamwork in school
- ✓ Explain the role of school leader in organization of collaborative programs.
- ✓ Organize collaborative programs for Team building process.
- ✓ Create opportunities Managerial skills for building teams and promoting teamwork

Content Outline

1.1. Need and importance of teamwork in school

1.2. Team building process and role of school leader

- 3.1.1. Understanding strengths and capabilities of the team members,
- 3.1.2. Matching responsibilities and abilities,
- 3.1.3. Studying group dynamics,
- 3.1.4. Creating processes for collaboration and cooperation,
- 3.1.5. Planning together,
- 3.1.6. Fostering professional discussions and dialogue,
- 3.1.7. Staff meetings as a platform for deep engagement in productive ideas,
- 3.1.8. Establishing review and feedback mechanisms

1.3. Managerial skills for building teams and promoting teamwork (Communication, Collaboration)

Warm-up activity: A story

Retirement of a humble vice principal

This is a social media post, post has written by a school teacher, on the occasion of the retirement of a humble vice principal of his school.

Manoharrao Bhosale, the vice Principal of a very prestigious and big school is retiring tomorrow, October 31, after a long service of 35 years. The fact that Sir will no longer be seen at school with us as a colleague, it is very disturbing us.

Looking at their overall lifestyle, I think their qualities of positive energy, humility, calmness, punctuality, discipline, patience, and endurance are especially important. I have never seen him openly complaining or express dissatisfaction with what is happening against his will or plan. He has the understanding to take everyone along. He never shied away from the responsibilities entrusted to him. He did what he could to achieve. On the very first day of school, he consistently worked to build teams for different work of the school and develop a year plan for next year, and gives a very clear and goal-oriented action plan to hand in every teacher.

His ability to discerning the merits of teachers and accordingly team-building for different work is one of the most endearing qualities we have ever had. He had the attitude of treating the person in front of him with respect and trust whether he is senior or junior, young or old. He did not have the ego that "I am the vice principal of a prestigious school", he always behaves like a team member. That is why he have succeeded in instilling self-respect in the minds of their colleagues.

He believes that the school leader could not sit in one place or his cabin. He has to see to it that schools and classes run smoothly, Sports, cultural and other teams are doing well. I think, sir, never fell short in this regard. We often took work with him, he rarely seemed to sit on a chair. He used to walk around the school classroom, he comes to the staffroom with new ideas and creates teams for its implementation. If there were no teachers in a class for some reason, Sir would always be there. Or go to the kitchen shed to see if all the students get a nutritious midday meal. He should believe that the post of Vice-Principal should not be for sitting in a chair and give orders instead he believe to work in a team, lead the teamwork and achieve the goal collaboratively and share the success among all the team members.

In this story what qualities have shown in the Vice-Principal as a team builder and promoter of teamwork?

Reflect yourself on this scenario and find out which two qualities and two demerits you have.

1.1. Need and importance of teamwork in school:

Whether you are a student or a teacher in the corporate world, underestimating teamwork can bring negative results for your career. Cooperation among team members can enhance a School performance and benefit the school as a whole. Teamwork can improve communication and increase the efficiency of the individual, bringing benefits to everyone.

Some people are introverts, so collaborating with others can be a stressful experience. A group project might be a scary announcement for many students, and that is understandable.

Teamwork can help sensitive students overcome their fears and learn how to deal with critique.

Teenagers can be vulnerable, but to overcome peer pressure effectively, active involvement in social activities is essential. The more you take part in a team and make a contribution, the more confident you become. Making an effort to do your best in collaboration with others is important for your own development.

This will help you for your future career.

Teamwork is a great chance to contribute to the project that you are involved in, and, most importantly, it can show your unique strengths and abilities.

Teamwork also helps children feel like a part of a community and can help in all areas of learning.

Communication, social, and emotional skills are all strengthened when children learn to work as a team, which can help improve self-esteem and confidence among kids.

Collaborative skills are very important at the workplace. Being a teacher loner might be beneficial for some schools, but being able to cooperate with colleagues can bring better results in the long run for many schools.

If you want to succeed in the workplace, you need to be a great team leader, whether you are an employer or an employee.

Teamwork is essential to reaching personal goals faster. It enhances the strengths of each individual and ultimately the team in whole.

In today's multidisciplinary world, team building is a crucial aspect for reaching success. If you are a student or teacher who wants to reach success by any means, you need to make sure that you are aware of the importance of teamwork.

As long as your innovative and creative mind works towards attaining growth and success, keeping in mind the importance of effective teamwork can help you succeed in many of your tasks. Most often, being capable of working as a team is critical to the success of a project.

1.2. Team building process and role of school leader:

School leaders need to acquire team building leadership skills to make high-performing teams are those with members whose skills, attitudes, and competencies enable them to achieve team goals. Developing team building leadership skills necessitate the appreciation of several problems.

Strategic focus: Effective executive teams establish a vision for the organization and invest considerable time and energy at the strategic level. They balance risk and innovation, anticipate future needs and opportunities, and seek to ensure the organization's sustainability.

Collective approach: Top-performing executive teams work together, taking an enterprise-wide view of their individual and team functions. They model for the entire organization ways to break down silos and develop solutions to business problems together. Individuals on top-performing executive teams prioritize the interests of the organization over individual gains.

Team interaction: Finally, the best executive teams are intentional in their interactions. They value their differences, listen and communicate well, seek input from each other, and trust and respect one another. These behaviors make teams more effective. Crucially, they also model for the rest of the enterprise what team interactions should look like.

1.2.1.Understanding strengths and capabilities of the team members:

For developing a top performing team, you need to do more than direct and delegate work. Truly effective managers can recognize the unique strengths of each team member and optimize all those natural gifts. If you're in a leadership position, this might sound like a daunting task, but it's not.

The first step is to identify each person's strengths and then manage around those essential skills. The results will include increased productivity, improved performance, and higher employee engagement and retention.

The following are some of ways to build the strengths of your teacher / students.

1. Name the strengths: Different teachers are having different strengths. Don't assume that all teachers know their strengths. People often take their most powerful talents for granted. Meet individually with team members to discuss how they—and you—see their core competencies and strengths. Name each strength out loud and ask how those strengths might be applied to your project.

2***. Apply individual strengths to achieve the team's overall goals*:** Help your team understand each other's strengths and how these talents unite to create a powerful picture and improve teamwork skills. Speak to the strengths of individual team members in the presence of project compatriots. Suggest how the team might take advantage of others' strengths and listen to what the team has to say. Look beyond your projects to the wider organization to see whether demonstrated strengths can be used in neglected areas of the broader business.

3. Assign team projects based on employees' strengths: You would never intentionally assign tasks based on weaknesses, but you might overlook strengths unless they've surfaced.

4. Incorporate strengths into performance conversations and reviews: Help employees set goals based on their core competencies and strengths.

5. Help staff members align their strengths with the expectations and responsibilities of their roles: In the best-case situations, team members' strengths should align with expectations, but sometimes things go a little off course. Make sure you nurture and guide individuals to focus on their core strengths and then give them goals that align with their talent and responsibilities. You'll have more content team members as a result.

6. Ask your organization for some "strength training.": Invest in a course to different skills that identify and optimize the strength of your team members. training of skills and how to perform a particular task is very important, as a team leader you can organize such types of training. or you might find training outside your organization.

> ***Example:***
>
> ***Mrs. Yogini is a supervisor at a secondary school, during the summer she attended training programs related to the use of smart boards. After opening the school, she trained all the teachers about the use of smart boards. Earlier teachers were hesitant to use smart boards. Now the problem is resolved because of her prompt initiative.***

7. Open career-growth opportunities or training for your team: Tell team members that you want to support them if they have a strength they'd like to develop. This encouragement may motivate your team to actively discover their strengths and do what they need to develop their professional skills.

8. Offer training opportunities for employees who show strength in particular areas: Instead of waiting for team members to come to you, you approach them. Let them know what qualities you see in them and make sure they're willing to build those strengths toward a specific type of career path by sending them to a course or training program. You don't want to invest in anyone who's unwilling to put in the effort to use their strengths to benefit the organization.

9. Encourage team members to act as "strengths advocates" to help others use their talents and gifts more fully: Motivate your team members of your team to be budding leaders and motivators within their roles.

10. Consider cross-training among teammates who have specific strengths: Form mentoring relationships by matching strong employees with teammates who show a weakness in a corresponding area. This cross-training lets strong employees develop their training abilities, while the mentees receive some good modelling and a chance to strengthen their skills.

11. Allow strong employees to take responsibility for their own career opportunities through special assignments or off-site activities: Let your staff members decide whether to pursue these activities, even if it means shuffling tasks on your project. Don't push. Developing strength starts with initiative and drive. If an employee doesn't have either, then it might not be worth the investment.

1.2.2. Matching responsibilities and abilities

A team leader is someone who influences and inspires a group towards the attainment of a particular goal.

While a team leader's responsibility is mainly to oversee all activities and guide the members to work towards a common goal, other roles include the following:

Strategize on how to best approach a task and develop a concrete plan to accomplish project success.

Disseminate information among team members and key stakeholders. Keep track of project progress and ensure all documents are organized. Set the goals and motivate team members in hitting targets and milestones. You'll find that the crucial team leadership characteristics center around playing these roles successfully as you read along.

1. Self-Confidence: One of the most crucial team leader qualities is self-confidence. People tend to follow as they're led. So if you are executing with confidence, members will also be confident about the team and its ability to accomplish the project. Self-confidence can be considered a critical foundation of strong leadership because team members will not willingly follow someone who doubts their competence. People want to be led by someone who believes in himself and his ability to make sound decisions. Aside from inspiring trust, it is also important to show confidence in all your dealings with people, primarily if you're representing the company outside of your workplace.

2. *Decision-Making Skills*: Whether you like it or not, being a leader means you will face many business-critical decisions. With this, one of the essential skills for a team leader is good decision-making. What differentiates an effective leader from one that is just a leader by the title is the ability to choose the best course of action in any given circumstance. A good team leader isn't afraid of choice because they are confident in their ability to deliberate their options and decide promptly.

You'll know that you are an effective decision-maker when you do the following:

You can assess which things have to be decided now and which ones can wait. Not deciding on something right away doesn't mean you're procrastinating. It may also mean that you are still gathering more information or waiting for further updates before arriving at a decision.

You fully understand your options and the possible consequences or implications. You show confidence in your decision because it is not only solely based on your guts or intuition, but is based on facts and accurate data. Otherwise, some team members will second-guess your choice.

You can communicate your reasons behind the decision and can justify it when necessary. Instances wherein people will question your decision is unavoidable, and that's okay. Just make sure that you can explain why you made such a choice whenever someone wants to understand it.

Also, what makes a good team leader is the willingness to involve team members in the decision-making, significantly if it will affect the process or the way they work. This doesn't mean that you should pass on the responsibility to them. You involve them because you're considering how individual decisions may affect them and are welcoming their inputs instead of just introducing the changes arbitrarily. In the end, it will still be you who gets the final say.

3. Clear Vision: Concerning decision-making, a good leader addresses the 'why' to tap the drive of employees. Answering the "Why?" means having a clear vision and imparting this vision with the team members. Whenever a decision is made, most team leaders start with the 'what' and 'how' as these are what members ask right away. This includes discussing strategies, daily/weekly goals, and general duties and roles in a given project. Over time, the "whats" and "hows" will sound vague and heavy in an unpassionate or bored employee's ears. On the other hand, helping them gain a deeper understanding of the company vision answers why they are working for the company and why they are assigned to that position. It creates a unique feeling that the members are part of the company's bigger picture towards success and profitability. While instilling a good sense of the project specifics, their responsibilities, and the processes is vital for effective project management and productivity, you should also ensure that your people have a good dose of the "Why". This will prevent them from feeling that they are just mere paid workers for the company doing a 'boring job'.

4. Organization Skills: One of the most apparent skills for a team leader to be successful in the role is organization. Being disorganized can be costly, as it may lead to lost sales, retention issues, and late completion of projects. Meanwhile, staying organized will help you keep everything on track.

Some of the practices and qualities of a team leader to be considered organized include the following:

You have a streamlined system for keeping your physical and digital files and documents organized. You have a To-Do list with defined timelines. You are mindful of how you use your time and always ensure that everything that needs to get done does. You are flexible enough to adjust your schedule when something unplanned comes up. There's no clutter in your computer or workstation. Aside from keeping yourself organized, you should also help keep your team members organized by putting systems in place. As a team leader, the habit of being organized should start with you.

5. *Facilitate Productive Discussions*: When discussing the required skills to be a team leader, the role of being a facilitator of productive discussions within the team should be taken into account. As a good team leader, it is satisfying to see your members participating in a dynamic discussion regarding your company's service or product. Once this becomes a part of their regular conversations, it reflects your effectiveness. The only part that becomes tricky is the discernment between meaningful debates or tension among your team members. Triggering your members to be active in discussions delivers innovative ideas for the company. However, possible conflicts that may arise from such discussions are unavoidable. Keeping these work-related debates, productive and professional can be challenging, but here are three useful tips.

Setting standards and ground rules can help set the professional discussion stage and lead to good outcomes. Everyone who will participate in the debate should know the agenda, understand why it's necessary, and how a beneficial conclusion can be met. Once the meeting has ended and a final decision has been made, every single person involved must be aware that discussing conflicting views outside the allotted time will do no good for the company.

Remind Your Team Not to Make it Personal*:* Remind everyone that trying to win an argument based on mere speculations and false prepositions to look good wouldn't result in a productive outcome. Ignoring common logic, knowledge, and evidence to win the debate defeats the activity's whole purpose. Most importantly, taking heated discussions personally can keep the entire team from coming up with innovative solutions.

Encourage the Team to Put Facts Over Feelings: Although instincts or gut feelings can sometimes be right, data must always come before any conclusion or recommendation should

be made. An avalanche of “perfect ideas” that team members “feel good about” cannot be useful if they don’t serve a practical purpose. So encourage your team to investigate further and support these with facts.

6. *Time Management:* Another critical item in the list of skills to be a team leader that gets things done is time management. If you think this skill is useful to have as a regular employee, it’s even more critical when you’re a team leader. As the head of a team, you won’t just be managing your own time — you will be driving an entire group’s time and overseeing its efforts. It is an upgrade in responsibility as this means you won’t just be thinking about how you can spend your own time efficiently. As a team leader, you will also be concerned with how your team members spend their time and must ensure that the right things get prioritized.

7. Hardworking: One of the most common characteristics of a team leader that you should adopt or hone is hardworking. You can’t tell your team members to render overtime while you leave at the scheduled end of the shift to hang out with friends, play sports, or chill at restaurants or bars. You can’t be a good team leader by reprimanding an active employee on social media during work hours, yet here you are browsing through online shopping apps during the afternoon.

Being a Role Model: Once you take the leadership position, you are taking accountability for your team members. Leaders are the closest connection of employees to the company at large, so your people look up to you for motivation and guidance in their career.

You can’t be a good leader during work, yet exhibit bad habits outside the four corners of the office. Remember, team leaders are the ambassadors of the company’s mission and vision, so you should act as a role model and lead by example.

8. *Analytical Thinker:* The best way to achieve a larger goal is to break it down into parts to gain a better perspective, hypothesize, and test various ideas. To do this, you need to have one of the most critical traits of a team leader — being an analytical thinker. The process of hypothesizing and testing has become forgotten. The problem with this is that if employees cannot contest the ideas and get critical with it, bad ideas can just be thrown in the building stage of the business process.

Successful leaders exhibit exceptional analytical thinking skills and guide team members to apply and improve this skill. Telling them exactly what to do won’t do any good for the

company. They should learn to adopt this way of thinking to add greater value to the organization.

9. *Goal-Setter:* Another critical aspect of the formula of desirable qualities for a team leader is being an effective goal-setter. Because you are heading an entire team, you should know how to set reasonable goals for yourself and your team. Following are some valuable goal-setting tips. Create goals that produce actual value and progress for the School. Establish goals that have clear, meaningful outcomes and not just for the sake of doing something. Keep your team on track and focus on a few high-priority goals. You don't have to put too many objectives on your list just so your team will appear busy. Ensure that your goals are well thought out and not just a waste of time and resources.

10. Planning and Prioritization*:* In connection with being a goal-setter, a related item in the list of skills and traits of a team leader is planning and prioritizing correctly. To achieve the best possible business outcomes, you should direct the team through a carefully mapped out plan. Before asking your team members to do anything, ensure that you have a strategic plan in place. Planning also involves creating a timeline for each task that contributes to the completion of the objective. Once you have set milestones or smaller goals, you must decide how to prioritize them. Keep in mind that without proper planning, your team will likely waste time and effort or generate mediocre results. As a team leader, this poor outcome will impact your credibility and reputation.

11. *Coach Team Members:* When analysing a team leader's characteristics, the ability to coach team members proves to be highly beneficial. Through effective coaching, your members will develop key skills, improve their performance, and adopt excellent work ethics. As mentioned earlier, you are responsible for the entire team. With this, you need to identify the strengths and weaknesses of each member. Once you have this information, you will be able to delegate tasks appropriately and devise ways to help them become better in challenging areas.

12. *Proper Delegation*: You can't do everything alone, and you shouldn't. You'll be able to make efficient use of your time through accurate delegation. As mentioned in the previous item, one of the qualities of a team leader is identifying each member's areas of strength and weakness. By understanding what the task entails and matching these with your team members' skills and expertise, you'll be able to assign work to people who can do it well with greater ease.

1.2.3. **Studying group dynamics:**

Group dynamics play a significant role within any organization, culture, or unit. The important thing to remember with any of these structures is that they are made up of people with different ideas, motivations, background, and sometimes different agendas.

Browse more Topics under Group Dynamics

- Meaning and definitions of Group Dynamics
- Classification of Group Dynamics
- Group Dynamics and Group decision making
- Stages of Group Formation
- Group Cohesiveness

Group member resources, structure (group size, group roles, group norms, and group cohesiveness), group processes (the communication, group decision making processes, power dynamics, conflicting interactions, etc.) and group tasks (complexity and interdependence).

Important Principle of Group Dynamics:

Important principles of group dynamics can be quite repetitive in nature if the establishment of a solid differentiation does not exist. However, here is an in-depth analysis of the important principles of group dynamics. Some of the most critical principles of group dynamics are as follows:

1. The Principle of Belongingness: An essential group dynamic is for the group members to have a strong sense of togetherness. Moreover, a group will not be able to function to its fullest without the coordination and belongingness that the members feel. It is very important for the group members to feel like they belong to the right group. Moreover, this feeling of belongingness is what drives the group to perform their best, in turn boosting the group morale. Therefore, the principle of belongingness is a rather important principle of group dynamics.

2. The Principle of Common Motives: The main purpose behind the creation of groups is to aid the process of goal achievement. The group members have a common motive which involves the successful attainment of the predetermined goal. To know more about the various aspects of group decision making.

3. The Goal Orientation: Every group is created with the aim to achieve the goal with the help of their common motive. The primary principle of the group is that they are goal oriented and focus all their activities towards the successful completion of the task.

4. The Principle of Power: Being a part of a group can let a group member believe that they have powers vested in them. One of the more critical principles of group dynamics is the existence of power among the group members.

5. The Continuous Process Principle: Last but not least, group functioning is a continuous process. This principle states that every group so formed and every member who is a part of such a group is responsible for the continuous functioning of the same group.

Groups adjourn only upon the completion of the task or the achievement of the goal. Until then, the principle of the continuous process is widely applied to group dynamics.

1.2.4. Creating processes for collaboration and cooperation:

As a teacher/student you know your team's capabilities better than anyone. When the crew is falling short of its full potential, you're the first one to notice. Fragmented communication, lack of cooperation, and close-mindedness are common obstacles to efficient, innovative progress. That poor teamwork is the leading cause of stress in today's workplace. Strained employees/teachers/students are taxed both on the personal and team level, and performance suffers. Schools are conquering internal challenges by bolstering collaboration processes. There are some practical steps managers can take to lead their team into a more collaborative work process.

How to sharpen the team collaboration process?

***1. Form strategic teams*:** Every team needs a variety of skill sets to cover projects, but even if members have been selected purposefully, their areas of expertise can go untapped. For a variety of reasons, assignments often don't go to the person who could offer the best results based on experience, and others are left floundering to complete the work another team member could easily accomplish with more expertise in less time.

2. Promote diversity: A strong sense of community, where differences are respected, is essential for collaboration. If someone has a new idea but fears backlash and keeps quiet, the collaborative process is hampered. Understanding personality and demographic differences goes a long way in expanding open-mindedness, growing empathy, and softening negative

feelings among colleagues. Start by implementing a personality test to team members and asking them to review the results together gives members a chance to understand individualities different from their own. Then, also take time to learn from others about diversity related to age, race, gender, and more. When other personalities are better recognized, bias and prejudice can begin to subside.

3*. Encourage team-oriented goals:* At times, it's easier for managers to hand out deadlines and goals to their teams. But when a group works together to establish their own goals and targets, everyone is more tightly connected to the venture and more deeply committed to success. Managers can provide a model for setting objectives, such as SMART, for teams to use so that goals are clear from the start. As parameters are discussed, individuals should be aware of how their tasks align with the overall goal and supporting business strategy. Through a project's duration, communicating with others to stay within the goal framework is essential, which leads us to the next point.

4. Designate a tool for the collaboration process: Email and work-based chat apps are familiar to employees, but these tools create a disconnect between the communication that surrounds work and work-related tasks. Conversations and documents are scattered across applications and difficult to find or share. Contextual collaboration, however, ties discussions directly to projects, marketing endeavors, or contracts in the same platform. Workflow and communication all take place under one tab in an integrated digital workplace. If someone leaves or switches teams, getting a new member on board and up to speed only requires one login where they can see documents, conversations, and projects online from any location.

5. Create a psychologically safe environment: Encourage your group to share constructive criticism and praise respectfully. Each individual's experience and talents play into their unique perspective to tackle problems and tasks. No one's opinion should be discredited. In a truly collaborative environment, ideas will regularly clash, but common team objectives should motivate team members to work through conflict for the greater good. When handled with poise, conflict can ignite creativity and innovation in a team.

In addition to the vocational proficiencies your employees possess, they also need skills essential for collaboration. Collaborative Outcomes identifies five primary skills necessary for collaboration: active listening, dialogue, feedback, conflict management, and facilitation. Offering seminars or training sessions can help strengthen these skills to maintain a positive environment.

6. Offer rewards and incentives for collaboration: Rather than sticking to traditional incentives for individual performance, offer rewards for team performance. Did the team meet a major milestone on time? Reward the entire team. It doesn't have to be monetary. Get creative! What are some special privileges that would motivate your teams to perform together? When employees see that management highly values collaboration, the "team" mindset is reinforced. Barriers to collaboration fed by internal competition, like data hoarding and "my project" mindsets, begin to fade. Team members see each other as assets instead of threats to their career advancement.

7. Establish consistent standards for the collaboration process: Publish roles, policies, and requirements for collaboration in teams and across the organization as a whole, if possible. For example, for all one-time projects, teams must create a project board that specifies the individual processes and target timeline.

The purpose and benefits of collaboration tools in the workplace should be explained to help get everyone on board with the shift toward collaboration. Some employees would be comfortable using email for the rest of their days, but a little intentionality can help them see that the familiar way isn't always the best.

1.2.5. Planning together:

In short, team-based planning is one of the best tools high performing teams use in their quest for success! There are many benefits for the organisation, for the team as a whole and every team member. It provides focus, clarity and direction for each member. And in addition, the activity itself allows your team to control their own agenda, develop a long-range view and see how they contribute to the organisation's overall goal. Team-based planning also explores how you want to work as a team in order to get results. There are behavioural elements which include discussions around team values and purpose. Team-based planning gives the team insights, meaning and drive which create the motivation required to move forward. How often do you see plans developed and delivered to teams from up on high with, 'Here's your plan for the year. Now make it happen.' (And they wonder why there's no buy-in!) Team-based planning is entirely inclusive. It provides each and every team member with an opportunity to get involved and have a say in how they see success being achieved.

How long should planning take?

Team-based planning sessions can take a whole day or be spread out over two half days or a day and a half. We recommend trying to get as much as possible done in a single day to keep up interest and momentum. To get the most out of the session, it's best to do some prep work first on your organisation's initiatives. This way, you can cascade them down and discuss your team's role in helping reach the organisation's overall objectives.

Who's involved in team-based planning?

The simple answer is 'the whole team'. As a people manager, it's all those who report to you, including secretarial support. We've seen great results from bringing in a stakeholder or joint venture partner to the team-based planning sessions. If you have a great relationship and your success and if they are connected, invite them into the discussion and let them be involved. We also suggest you bring in you one-up manager, though perhaps just at the beginning and end. Why not for the whole session? Well, having a manager there can change the dynamic and inhibit open communication. For example, when crafting objectives, you may feel you need some practise and you want to be your best when presenting to your superior. Coming in at the start of the session means they can provide useful context around initiatives coming through the pipeline or report something from elsewhere in the organisation. Bringing them in at the end of the session gives you the opportunity to present them with your plan, and gives them the opportunity to give you feedback. It's a great strategy for getting support for your plan because having seen it from the initial stages, they'll have bought into it from inception.

When do you carry out team-based planning?

We recommend doing it each year, the closer to the beginning and end of the financial or calendar year, the better. However, we've had teams do it as a kick-start or refresh at other times of the year - so all is not lost if it's not done in January! Having new team members can present a good opportunity to come together and plan as a team. After that, you can check in every quarter to see how you're tracking. It could be part of an agenda item or a stand-alone two-hour team session. You may want to pull out components of the plan and deep-dive a bit more at certain times. Some really effective teams we've worked with have all the objectives from their team-based plan as part of their regular agenda. (What else do you talk about in your team meetings if not your plan and whether or not you're on or off track?)

1.2.6. Fostering professional discussions and dialogue:

Developing team alignment in fast-moving, network-based organizations, with many virtual colleagues, takes special efforts by leaders and followers alike. The key is to create time for deep dialogues when needed while respecting cultural and professional differences. People from highly diverse backgrounds instinctively recognize the difference between deep dialogue and casual conversation. We all know that satisfying feeling of having really connected with someone. There are important cultural differences, however, in how this is achieved since it cannot just be ordered when needed. It takes investment in relationships. When defining deep dialogue, people in the West focus more on having a "good exchange of views" or "a meeting of the minds," whereas Asians are more likely to emphasize "warm feelings "and a "conversation of the heart." Both groups agree, however, on several features that are essential for genuine deep dialogue: information exchange, mutual trust and respect, and shared interests.

1.2.7. Staff meetings as a platform for deep engagement in productive ideas

1. Know the objective of the meeting: Whether you need to share information in person, gather feedback, brainstorm ideas, or make decisions as a group, make sure everyone in the room knows the objective of the meeting. This might seem obvious, but it's not uncommon for a standing weekly meeting that was once necessary to remain on the calendar out of habit, even if the meeting is no longer required. If you can't identify a clear objective for the meeting and write it at the top of the agenda, maybe you don't need to meet.

2. Get input from all participants: One benefit of meetings is that they allow you to gather multiple perspectives, but only if everybody gets a chance to participate. Make sure you send the agenda in advance, and indicate items you will want input on so people can be prepared. At the start of the meeting, ask for no interruptions; while it's great that some people are energized by group discussions, it's easy for them to shut others down by talking over them, even if it's unintentional. Finally, gather input in multiple ways so that everyone gets a turn. For example, go around the table so each person can comment on an item, or have people write ideas on sticky notes or whiteboards.

3. Ensure there is clarity between fact and opinion: In any meeting, people are likely to have opinions about the way forward or how to fix a problem. There is a time for opinions and "thinking out loud," but when it comes time to make decisions, it is important to be clear on the facts and data so they are factored into the ideas that are generated. Consider writing the

facts on the whiteboard so that they don't get lost in the discussion. This clarity will help to keep the meeting on track and make the best use of everyone's time.

4. Recap periodically over the course of the meeting: One way to help keep a meeting flowing and make sure everybody stays on the same page is to do periodic recaps. This might include a list of the decisions that have been made so far, the work tasks that have been assigned, or a list of the agenda items still to be covered. Periodic recaps help keep people engaged and on-task, especially if you reference the meeting objective at the beginning of the recap.

5. Make decisions: Although not all meetings require decisions to be made, many do. When this is the case, it's important to make clear decisions rather than just repeating the same pieces of information and ending the meeting no further ahead than before it started. When a decision can't be made because more information is required, assign people to gather the information and present it at the next meeting or through another channel.

6. Assign tasks to individuals: Deciding what needs to happen in order to move a project forward is just one step in the right direction. You must also assign the work to individuals, or sometimes smaller teams, and give each task a timeline. Assigning tasks in the meeting makes it clear who is responsible for what and increases accountability because the entire group knows the assignments.

7. Keep the meeting engaging: Even when people are interested in the meeting content, it can be difficult to keep everybody engaged for the entire time, especially in larger team meetings that last multiple hours. Use various formats to keep meeting participants engaged. For example, your meeting might include a single presenter, a facilitated group discussion, an activity that requires people to move around the room, or mini rewards for great ideas. Include interactive moments that make people want to pay attention and participate.

8. ***Commit to following up after the meeting or at the next meeting:*** At the end of the meeting, run through the list of assignments and responsibilities and clearly communicate what is expected to happen next. If another meeting is scheduled, state the objective of that meeting and let people know what they will need to do to prepare for it. Send meeting minutes to participants and any other relevant parties to promote accountability.

1.2.9. Establishing review and feedback mechanisms

Collecting user feedback on your innovation throughout the pilot is critical for guiding ongoing activities and ensuring you are accountable to users and target groups. Carrying out regular reviews with your team during project implementation is also an important way of tracking progress and understanding when you might need to pivot. Monitoring and accountability systems enable us to learn in real-time, to change direction – or 'pivot' – when required, and to capture this for future learning. It is strongly recommended that a robust Research and Learning work stream is established alongside these activities to further inform project monitoring, accountability and interaction. Both the tools in this work stream, and your work under the Research and Learning work stream will help you engage your target group and other stakeholders and create dynamic feedback loops.

Learning Activity 1: Scenario based discussion

Dear learners, read the following scenario carefully and think about it with the given focus questions. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.

During the COVID-19 pandemic principal, Mrs. Jasika has selected four teachers randomly and formed a team to work as a facilitator of ICT and pedagogy for other teachers in school. The aim is to develop asynchronous learning resources for their students like video tutorials, small chunks of text content, quizzes, puzzles, learning games, online collaborative projects, etc. She ordered the team to force teachers to this work and monitor their work regularly and come with tangible outcomes of learning resources. After three months, she called a meeting and asked them about the outcomes of their work, but this team is not succeeded in their work.

Focus questions:

1. ***What are the reasons of the failure of this team?***
2. ***How will you correct this scenario?***

CHECK YOUR LEARNING-1

Q1. Select proper alternative and fill in the blanks

1. Successful teambuilding needs ----------, ---------- and ----------.

(*strategic focus*, mutual trust, *collective approach, team spirit,* t*eam interaction, team work)*

Q2. Multiple choice questions

1. When you are going to build team what will you consider most?
   a) Matching responsibilities and abilities
   b) Designation and Seniority
   c) Matching abilities and their previous performance
   d) Mating team members attitude and relations

2. What is the key of professional dialogue among team members?
   a) Knowledge and experience
   b) Authorities and autonomy
   c) Respect to cultural and professional differences among individuals.
   d) Mutual personal or professional relationship

Q3. Identify the statement is True or False

1. Introvert people are feeling stressful experience during collaborating with others.

   a) True

   b) False

1.3. Managerial skills for building teams and promoting teamwork (Communication, Collaboration)

Communication:

Communication is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules.

The main steps inherent to all communication are:

1. The formation of communicative motivation or reason.
2. Message composition (further internal or technical elaboration on what exactly to express).
3. Message encoding (for example, into digital data, written text, speech, pictures, gestures and so on).
4. Transmission of the encoded message as a sequence of signals using a specific channel or medium.
5. Noise sources such as natural forces and in some cases human activity (both intentional and accidental) begin influencing the quality of signals propagating from the sender to one or more receivers.
6. Reception of signals and reassembling of the encoded message from a sequence of received signals.
7. Decoding of the reassembled encoded message.
8. Interpretation and making sense of the presumed original message.

Definition of Communication can be defined in many ways, but P21 defines communication skills as follows:

Communicate Clearly:

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)
- Use multiple media and technologies, and know how to assess impact and their effectiveness a priority.

- Communicate effectively in diverse environments (including multilingual and multicultural)

Collaboration:

Teamwork seems like a simple concept to implement in your organization. You discuss tasks that need to be done, who will do them, and you are off and running. However, the reality is that teamwork skills require work. Collaboration is another hot topic today - most people assume that collaboration is simply another way of saying teamwork. But the difference between the two is not just a matter of semantics.

Effective collaboration requires a lot from your people. And having the right skill set can help collaboration thrive. Here are six skills that make collaboration happen (and how you can foster them in your people).

1. ***Open-mindedness:*** One of the most important aspects of collaborating well is being open to and accepting of new ideas. When people get in that meeting room to discuss a project, each coming from a different perspective and area of expertise, there's inevitably going to be a flurry of ideas on the table about how to proceed—ideas that'll be unfamiliar, new, exciting, and possibly difficult to understand. People who are naturally curious will thrive in this kind of environment, but those who are a little more resistant to new ideas could potentially stall or otherwise disrupt the project before it even gets started. And because curiosity and open-mindedness are among the fundamental building blocks of collaboration, leaders will need to find ways to encourage them in their people.

2. Communication: Clear and thoughtful communication is another must-have for successful collaboration. Your people will need to be able to express themselves to each other. The problem is, people communicate differently. Some of us feel perfectly comfortable speaking in groups; others don't. And fostering clear and open communication means being mindful of different communication styles and adapting the way you communicate accordingly.

3. Organization: Collaboration can't be successful unless people are able to delegate workload, take care of their responsibilities, and keep themselves organized—and that's why organization is another crucial collaboration skill. Ideally, this isn't a skill that you'll need to teach your people (assuming of course you've made an effort to hire organized people). But sometimes things don't turn out as planned.

4. Long-term thinking: Another extremely important component of collaboration is being able to think long-term and envision the end-result of your collaborative work. Collaboration is all about working towards a common goal or shared purpose and recognizing how your contributions fit into that goal. For employees who want to improve their collaboration skills, this means gaining an understanding of a project's scope and everyone's role in it. The more you know about the focus of a given project, the better equipped you'll be to make it happen.

5. Adaptability: Let's face it: collaborative projects often don't go as planned. Priorities shift, obstacles delay progress, and problems occur, catapulting the whole project into complete disarray—all of which might tempt us to throw up our hands and walk away. Of course, that's typically not an option in the workplace. To persevere, people will need to be able to adapt at a moment's notice.

6. Debate: Another skill that'll make you a more effective collaborator is being able to tactfully and productively debate ideas with your colleagues (without taking it too personally). When you're in the meeting room with your project team, debate is often the driver of innovation: good ideas take precedence, not-as-good ideas take a backseat, and the project moves forward. But debating well can be very difficult, especially if you're emotionally attached to your argument.

Learning Activity 2: Managerial skills: Self-analysis

Dear learners, this is a practice learning activity. Here you have analysed your managerial skills. For this analysis please consider the following skills and its components. Make this analysis by the use of a given checklist in your reflective learning diary. If you wish to earn the course completion certificate then you have to submit your reflective learning diary on course LMS as evidence of your active participation.

Here you read the component reflect yourself and just tick √ in its appropriate level column.

Skill and its components	Basic level	Moderate level	High level	Professional level
Communication				
Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts				
Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions				
Use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade)				
Use multiple media and technologies, and know how to assess impact and their effectiveness a priority				
Communicate effectively in diverse environments (including multilingual and multicultural)				
Collaboration				
Open-mindedness				
Communication				
Organization				
Long-term thinking				
Adaptability				
Debate				

CHECK YOUR LEARNING-2

Q1. Multiple choice questions

1. What skills are essential to successfully work together

a) Management skill
b) Cognitive skill
c) Effective communication and collaboration skills
d) psychomotor skills

2. These are the main forms of communications.?

a) Visual, symbolic and silent
b) Meaningful, meaningless and nonverbal
c) Active, passive and impartial
d) Oral, written and nonverbal

3. What is the basic quality of good collaborator?

a) Ability to solve problem with unique way
b) Ability to guide others
c) Ability to work effectively and respectfully with diverse teams
d) Ability to understand hidden complexity of problem

Q2. Identify the statement is True or False

2. In collaborative work shared responsibility, and value the individual contributions made by each team member it is assumed.

c) True

d) False

Activity 3: Reflective discussion

Dear learner it is the time of reflection. In this unit you have to reflect through the following questions. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.

Focus questions:

1. **What are the possibilities for establishing a new partnership in your school?**
2. **What are the major obstacles in leading teams and building partnership in your school?**
3. **After learning of this unit, in your team leading practice what change you will do or make correct?**

Key take away

- ✓ The team teaches essential communication and social skills such as essential listening and effective speaking. The team teaches students how to effectively present their thoughts and opinions in a group setting with respect and confidence. It is important for students to recognize that speaking is not like speaking.
- ✓ The team teaches essential communication and social skills such as essential listening and effective speaking.
- ✓ While working as a team, students learn how to listen to their leaders and coaches to perform their individual roles. Students learn how to listen to each other to act as a unit.
- ✓ The team teaches students how to effectively present their thoughts and opinions in a group setting with respect and confidence.
- ✓ It is important for students to recognize that speaking is not like speaking. It's about talking about how to interact with the audience.
- ✓ The school is a perfect place to develop your students' team skills.
- ✓ He/She has many opportunities to develop her listening and speaking skills during partner activities and group projects.
- ✓ Team games, school plays, and debating teams are also great experiences at school and in the community to learn how a team game should be. It is important to participate.
- ✓ Teamwork teaches students that their voices are respected and valued.
- ✓ The mentor plays an important role in boosting a student's confidence while encouraging further participation in group activities.
- ✓ Participating in team work teaches students how to be good communicators and helps each member of the team feel valued and respected. As a result, even the most introverted and quiet members of the team can become active participants and learn to enjoy team activities.

Additional web resources:

https://www.coburgbanks.co.uk/blog/staff-retention/ways-to-encourage-teamwork/

https://www.thesuccessfactory.co.uk/blog/how-to-promote-teamwork-in-the-workplace

https://biz30.timedoctor.com/teamwork-in-the-workplace/

https://blog.jostle.me/blog/12-easy-ways-to-improve-workplace-teamwork

https://blog.weekdone.com/promote-effective-teamwork-in-the-workplace/

https://tppevents.com/featured/five-ways-promote-good-teamwork-workplace/

https://www.gallup.com/cliftonstrengths/en/278225/how-to-improve-teamwork.aspx

https://hr.berkeley.edu/hr-network/central-guide-managing-hr/managing-hr/interaction/team-building/steps

https://talkingtalent.prosky.co/articles/7-tips-on-how-to-build-effective-teams

https://hbr.org/2016/06/the-secrets-of-great-teamwork

https://aboutleaders.com/teamwork-school-workplace/

https://www.rasmussen.edu/student-experience/college-life/importance-of-teamwork-skills-in-work-and-school/

https://work.chron.com/teamwork-important-classroom-18281.html

https://groupdynamix.com/teamwork-kids-succeed-in-life/

https://www.potential.com/articles/5-important-reasons-why-teamwork-matters/

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Margaret Searle and Marilyn Swartz. (2015) Teacher Teamwork: How do we make it work?: ASCD Arias

Paul H. Ephross; Thomas V. Vassil, (2005) Groups That Work: Structure and Process (2nd edition): Columbia University Press

Elaine Biech, (2008), The Pfeiffer Book of Successful Team-Building Tools: Best of the Annuals (2nd edition): Pfeiffer

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UNIT-2

Being a Team Leader

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Hello friends,

A leader is "a person who influences a group of people towards the achievement of a goal"

The success of every field is dependent upon the good leaders. John Maxwell said, "The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails". Many great innovations and inventions are the fruits of leadership. Inventions in Science, Space Science, New geographical areas are nothing but the fruits of dare leadership.

The teacher is a manager of educational activities, if a teacher is innovative and has leadership qualities then certainly a school can have a better outcome. In the school organization, the role of every person is complementary to each other. Teacher's leadership will flourish when other teachers and Principal will support him/her. We have so many examples in our society that some schools have done tremendous work for their students and society with mutual cooperation and dedication. Popularly we call it 'Teamwork'. Let's start to Being a Team Leader…

Objectives

- To enable the learners to become successful team leader.

Expected learning Outcomes

At the end of this unit learners will be able to…

- ✓ explain various roles of a team leader,
- ✓ analyse the qualities of a good team leader,
- ✓ explain the characteristics and responsibilities of team leader,
- ✓ apply managerial skills for leading a team.

Content Outline

2.1. Characteristics of good team leader

2.2. Roles and Responsibilities of team leader

2.2.1. Roles of team leader

2.2.2. Responsibilities of team leader

2.3. Qualities of a Good Team Leader

2.4. Do and Don't when you leading team

2.4. Managerial skills for team leader (Decision-making, Coordination,)

Warm-up activity

In a school there are many teachers, characteristics of every teachers are different. Some teachers take initiative for every activity, they are cooperative, friendly in nature, they are enthusiastic and liked by everyone they understand the person before them and are always ready to help. Such teachers get more opportunities.

In your school also there might be such teachers. Do you think that the characteristics mentioned can make them a good team leader?

Activity: **As a good team leader to whom you admire most? What qualities of that team leader do you admire most?**

A leader is "a person who influences a group of people towards the achievement of a goal"

Leadership is an art of motivating people to act towards accomplishing a common goal.

Remember

A team leader is a person who provides direction, instructions and guidance to a group of individuals, who can also be known as a team, for the purpose of achieving a certain goal. An effective team leader will know his team members' strengths, weaknesses and motivations.

Effective leadership is to inspire people and engage the team through effective communication. Dear learners, in every walk of life we find some people are taking initiative to start a work. I would like to share an example, last year in one of the areas of our city municipal corporation erected speed breakers but somewhat they were faulty, many small accidents occurred because of this but nobody was bothered about this. Everybody was just blaming but action was zero all were thinking that somebody should take an initiative. After some days a young man who was shifted in that area recently wrote a letter to the corporation regarding this and within a few days the problem of faulty speed breakers was taken away. Because of so many reasons people are not ready to come forward. Many times, people say it is not my work, why should I come forward? simpler, Leader is a director of any action taken by the team. It’s not necessary that the ideas which are being implemented by the leader should be

Remember

Successful leaders don't start out asking, "What do I want to do?" They ask, "What needs to be done?" Then they ask, "Of those things that would make a difference, which are right for me?" They don't tackle things they aren't good at. They make sure other necessities get done, but not by them. Successful leaders make sure that they succeed! They are not afraid of strength in others. (Source: HYPERLINK "https://en.wikiquote.org/wiki/Leadership"https://en.wikiquote.org/wiki/Leadership)

original, it can also be borrowed, and however, a leader is the one who discusses the ideas with the team to come up with the implementable ones and implements the same.

In and around the world some countries are doing well in all the fields and are giving enormous contribution, people are happy in those countries just because of good leadership. Some people are having inborn qualities of leadership but always they may not flourish. It is an era when we should have deliberate efforts for inculcating leadership qualities among all.

In the school organization Principal, Supervisors are having the responsibility of leading the team. They are having great responsibility if the leaders are not capable the organization will sink with all. Team leader should be enthusiastic, optimistic, visionary and so on. In the remaining section of this chapter will learn the qualities and roles of team leaders.

Learning Activity 1: Scenario based discussion

Dear learners, read the following scenario carefully and think about it with the given focus questions. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.

In a very young age Mr. Anuj became a Principal of Junior college. Because of his higher qualification, social work, extra-curricular activities selection committee appointed him as a principal. The junior college is having strength of more than 1500 students 100 teaching staff and 30 non-teaching staff. Some of the teachers are very senior to Anuj they are having negative attitude with newly appointed principal. They think that as principal is junior in age while taking all the decisions, he should consult senior teachers first. Sometimes they deny to obey the orders of Anuj. There is also assumption in senior teachers mind that newly appointed principal is having superiority complex and always he neglects senior teachers. They suspect that junior teachers in the college tell wrong things about senior teachers and junior teachers are near to principal. The staff is clearly divided in to partitions. Day by day conflict between them became crucial.

Focus questions:

1. **What suggestions you will give to Mr. Anuj to overcome this situation?**
2. **In most of the schools there is a conflict between senior and junior teachers? What is your experience?**

2.1. Characteristics of good team leader:

Remember

The most dangerous leadership myth is that leaders are born, that there is genetic factor to leadership. This myth asserts that people simply either have certain charismatic qualities or not. That's nonsense; in fact, the opposite is true. Leaders are made rather than born.

Warren Bennie- Management Thinker

Team leaders naturally possess certain qualities such as compassion and integrity or learn leadership skills through formal training and experience. The qualities of an effective team leader inspire trust and respect in the team and encourage productivity in the workplace.

1. A good communicator: Effective team leaders communicate clearly. Verbal and written communication skills allow leaders to present expectations to team members in a way worker

can understand. Effective communication skills also allow team leaders to listen to the input of others.

2. Organizational Skills: Effective team leaders possess exceptional organizational skills. Organizational skills help team leaders plan objectives and strategies, which allow team members to perform optimally. Organized team leaders put systems in place that maintain order and guide team members toward meeting goals and objectives of the institution.

3. Confidence in the Team: An effective team leader is confident about his/her abilities, as well as abilities of team members. A confident leader is secure in the decisions he makes that affect his team. A self-confident team leader also reassures team members of his authority within the organization.

4. Respectful to Others: A quality team leader is respectful of his team members. A respectful leader empowers employees by encouraging them to offer new ideas about decisions that affect them. This lets team members know that the leader respects their input and opinions.

5. Fair and Kind: The important quality of team leader is he/she have to treat his team members fairly. He/she should be consistent with rewards and recognition, as well as disciplinary action. A fair leader ensures all employees receive the same treatment.

6. An Example of Integrity: An effective team leader is honest and open with his team members. Leaders who possess integrity gain the trust of team members because he does what he says he will do and treats others the same way he wants to be treated.

7. Influential Power: Influential leaders help, inspire the commitment of team members to meet company goals and objectives. Influential leaders also help manage to change in the workplace by gaining the confidence of co members through effective decision making and communication.

8. Willing to Delegate: Effective team leaders know how to share leadership through delegation. Delegating certain tasks to trustworthy team members allows the leader to focus on improving workplace functions and production.

9. Powerful Facilitator: Effective team leaders are powerful facilitators. As a facilitator, team leaders help members to understand their goals. They also help to organize an action plan that ensure team members meet their goals and objectives more efficiently.

10. A Skilled Negotiator: Team leaders utilize negotiation skills to achieve results and reach an understanding in the event of a workplace conflict. Team leaders who negotiate effectively streamline the decision-making process, as well as solve problems for the best interest of everyone involved.

2.2. Roles and Responsibilities of team leader:

2.2.1. Roles of team leader:

A team leader is someone who oversees the functionality of a work group by providing guidance and instruction. These individuals can have many roles, including:

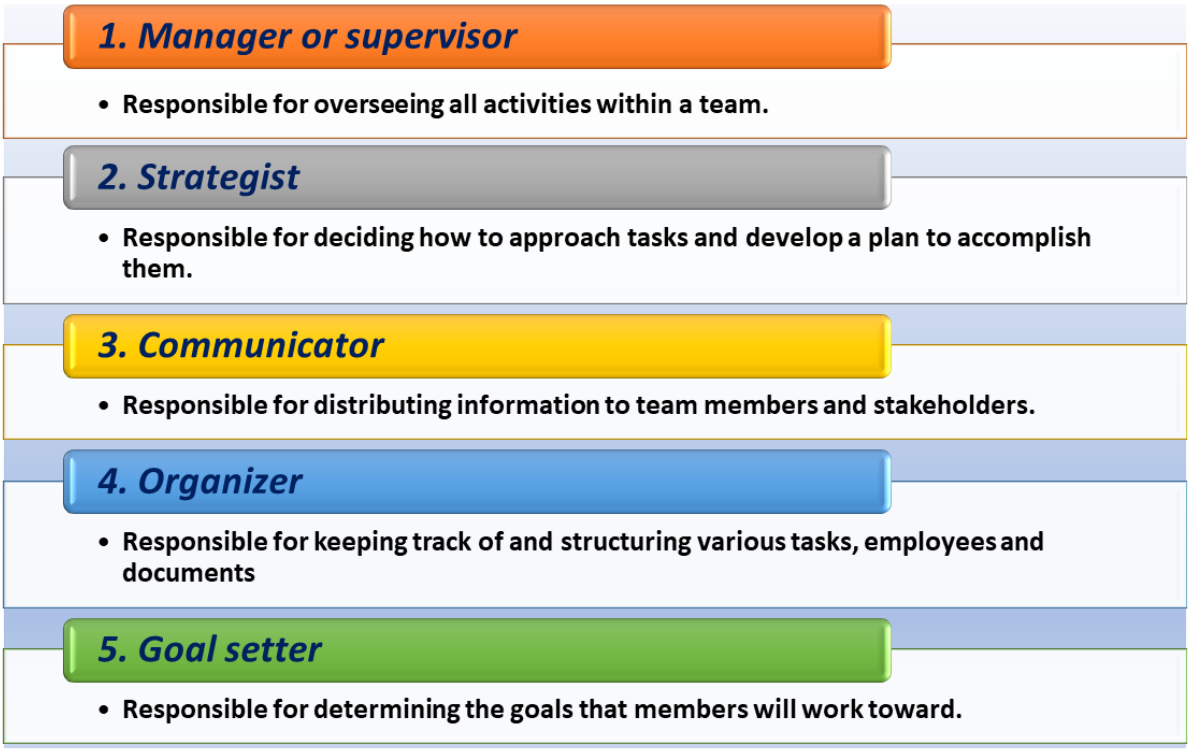

Figure-2: **Roles of team leader**

Each role includes responsibilities that can overlap with others. For example, a manager and communicator both include discussing strategies with a team and giving verbal directions to complete tasks.

A team leader is responsible for guiding a group of employees as they complete a project. They are responsible for developing and implementing a timeline for their team to reach its end goal. Some of the ways team leaders ensure they reach their goals is by delegating tasks to their members, including themselves. Depending on the structure of an organization, team leaders may play a role in managing a certain group, subgroup or project. The way they

perform their duties can have a substantial impact on the productivity and success of their team.

2.2.2. Responsibilities of Team leader:

Responsibilities of a team leader include decision-making, coaching, mentoring, developing the team's skills and managing conflict. Learning these important team leader skills is an ongoing process that requires regular practice and use. Here are five important responsibilities of a team leader:

1. Creating opportunities for effective team work: As supervisor, your first priority in creating consensus is to stimulate debate. Remember that employees are often afraid to disagree with one another and that this fear can lead your team to make mediocre decisions. When you encourage debate, you inspire creativity and that's how you'll spur your team on to better results. Be sensitive to the frustration that can mount when the team is not achieving consensus. At the outset of your meeting, establish time limits, and work with the team to achieve consensus within those parameters. Watch out for false consensus; if an agreement is struck too quickly, be careful to probe individual team members to discover their real feelings about the proposed solution.

2. Establishing effective communication processes for team: Successful teams are made of team members who are purposeful in their interactions. One on one interactions is important with every individual you hire to make sure employee engagement doesn't fall short in your workplace. During these interactions, set your expectations and needs. Tell them about what your project demands, what are the norms of your institution for employees and give them adequate preparation time to maximize their potential. When having one-on-one interactions, make sure you know when to listen to what your employees have to say. The leaders need to put their best foot forward for their new hiring to get to the bottom of things.

3. Decision-making in team work: Many small and simple decisions can be handled appropriately by a single leader. Complex and far-reaching decisions, however, are typically best made by a team of key stakeholders who understand how they contribute to making a fast, high quality, and graceful decision. When the decision will have far reaching consequences, it should be addressed by a well-chosen group who are assigned specific roles. We recommend the following five basic decision-making roles and responsibilities for efficient and sound decision making.

4. Executing work through teams: A "high-performance work team" refers to a group of goal-focused individuals with specialized expertise and complementary skills who collaborate, innovate and produce consistently superior results. The group relentlessly pursues performance excellence through shared goals, shared leadership, collaboration, open communication, clear role expectations and group operating rules, early conflict resolution, and a strong sense of accountability and trust among its members. A team is a group of people who work together toward a common goal. Teams have defined membership (which can be either large or small) and a set of activities to take part in. People on a team collaborate on sets of related tasks that are required to achieve an objective. Each member is responsible for contributing to the team, but the group as a whole is responsible for the team's success.

5. Conflict resolution in team: Because teams are made up of different personalities, work traits and motivations, conflict can sometimes occur. The team leader is responsible for preventing conflict where possible and resolving it when it does arise. By setting ground rules and clearly assigning tasks, you can prevent many sources of conflict. If you notice conflict, it is best to resolve it before it escalates. Meeting with both team members can give your insight into the cause of the issue. Conferring with the members as a team can give everyone the opportunity to come up with a solution that works for both sides.

The resolution of conflicts in the workplace typically involves some or all of the following processes:

- Recognition by the parties involved that a problem exists.
- Mutual agreement to address the issue and find some resolution.
- An effort to understand the perspective and concerns of the opposing individual or group.
- Identifying changes in attitude, behavior, and approaches to work by both sides that will lessen negative feelings.
- Recognizing triggers to episodes of conflict.
- Interventions by third parties such as Human Resources representatives or higher-level managers to mediate.
- A willingness by one or both parties to compromise.

- Agreement on a plan to address differences.
- Monitoring the impact of any agreements for change.
- Disciplining or terminating employees who resist efforts to defuse conflicts.

6. Coach team members: An effective team leader is coaches' members on achieving goals and developing necessary skills that get results. Coaching involves developing team members' performance, offering feedback and demonstrating the desired skills and expected work ethic. A coach-style team leader works alongside its members to develop their skills.

7. Develop team strengths and improve weaknesses: It is also the responsibility of the team leader to identify the team's strengths and weaknesses. By determining which team member excels at which task, you can delegate the required tasks to the appropriate person. It's also helpful to determine areas of opportunity and the appropriate steps to improve on them.

8. Identify team goals and evaluate team progress: In order to measure team success, it's important to identify what success means. Evaluating goals and determining how the team will measure success can prevent gaps in communication. This also gives team members a clear understanding of what they are expected to complete. Setting clear team goals and evaluating progress along the way allows teams to work collaboratively.

9. Organize team initiatives: Organization is necessary when there are multiple team members working on a single goal. Individual projects, goals, communications and important documents should remain clear and accessible. It is the responsibility of the team leader to organize team meetings, topics of discussion and the progress toward the goal.

Learning Activity 2: Case study

Dear learners, Read the following case carefully and try to understand the Barriers in developing Learning Organization with focus question and write your answers in your reflective learning dairy. If you are looking for the course completion certificate then you have to submit your reflective learning diary on LMS as evidence of your active participation.

In a reputed school of a town Mr. Arvind became a Principal. By seniority he is promoted to this post. As he became principal his roles changed. He is a little bit heisted also that can handle the responsibilities of this new post. While taking decisions he takes too much time. Many times, his decisions are not clear. When one person approaches him, he gives some instructions but when another person goes to him, he gives some different guidelines. Because of this there is a chaos among the staff members. He always thinks that someone will trap him and some staff members are trying to dominate him. As a result, he is trying to take some members in his favor. Mr. Arvind never tells mistakes of his staff members individually but discusses it with others; this attitude is disliked by his staff members. Many tasks are pending in the school. Reputation of the school is being affected. Management is also not happy with this. Mr. Arvind accepts that there are some misunderstandings and confusions. He wants to come out of this situation and needs support.

Focus question:

1. **What suggestions will you give to Mr. Arvind to come out of this situation and become a successful team leader?**

2.3. Qualities of a Good Team Leader:

For a successful leader one should possess leadership qualities. Let's discuss some of the qualities of good leaders.

1. Motivator: Good leader should be a motivator. He/she should identify the various expertise among his team members and assign the task as per interests. Some of the team members have qualities but many times they hesitate to reveal it, so it is a task of the leader to give them opportunity and motivate them to work. Words of praise play an important role in any task; it provides energy for the work.

2. Democratic: It is a prerequisite for any team that they should have democratic atmosphere to work. Team leader should not be authoritarian but he should be permissive. There should

be freedom of speech, and in exceptional situations team members should have the right to make decisions.

3. Extrovert: Research in the field of management has proven that extroverts are more successful leaders. Extroverts communicate freely, accept others views and they are more enthusiastic. Although one may have an introverted personality but deliberately one must learn skills and become a successful leader.

4. Empathetic: many times, leaders are blamed by the team that the leader does not understand them. This happens if the leader is not emphatic. Team leader should be able to think from the perspective of his team members, then and only then can he/she understand practical problems.

5. Commitment and dedication: Team leader must be a role model of Commitment and dedication automatically this commitment will imbibe on his/her team members. Education is considered as a pious field. It is different from other fields. Great work like education will be incomplete without dedication and commitment. Many visionaries committed leaders established great educational institutes e.g. Rayat Shikshan Sanstha: Karmveer Bahurao Patil, SNDT University: Bharatratna Maharshi Karve.

6. Decision Maker: Good leader should have decision making ability. Right decision at the right time is a foundation for any successful task. Leader should not impose decisions on his team members. A leader must consider his/her team members also.

7. Confident: Confidence is a key for success. Confidence of a leader gives motivation for team members. Because a confident leader is optimistic and gives constant encouragement. Confident leader is a good supporter for his team.

8. Resilience: Good leaders have a positive attitude. Any difficult situation they handle with a positive mindset. While most people are busy complaining about the problems, great leaders always focus on solutions, not the problems.

9. Emotional Intelligence: A team leader should have emotional intelligence because he/she has to consider the emotions self along with team members. Emotionally intelligent leaders are great at understanding the emotions and care about the feelings of others. Emotional intelligence gives better social awareness, seamless communication, conflict resolution and able to manage emotions effectively.

Let's examine a following situation.

Flip Story Part I

Mr. Vikas is a Headmaster in secondary school. This year his school is a host for the National Science Congress. The representatives form schools across the country are attending the event. It is a big event. Mr. Vikas needs the cooperation, support, help. In the meeting with authorities of Science Congress and committee members of his institution he has prepared the planning of this event. When he presented this planning in the meeting with his staff members, he said that this planning is final and there will be no change in it. Most of the staff members were not agree with the planning they wanted to suggest some ideas and also wanted to point out some drawbacks. Some staff members were residing far away from the school and night duty for welcoming the guests and making arrangement for their stay was given to them. But Mr. Vikas was not ready to listen anything.

During the event people observed there was a chaos. The planning was collapsed. Team members were not enthusiastic to work. Guests were not getting proper guidance about where is food arranged? what will be next program, when will be prize distribution, particular about valedictory program, when will be the certificates issued. Anyhow the event happened. After the event Mr. Vikas blamed his team members about the not following the guidelines given by him and for their careless work. During the meeting with Institution authorities he said that because of my team he could not make the event grand success.

If you were in place of Vikas what would you have done to make that event successful.

10. Transparency: For a team leader It is immense important to maintain transparency. A leader should give equal treatment to all his members. There should not be only some people near and dear to a leader. A leader should not favour a particular individual. All the communication should be open and should not hide anything from members. A leader is a role model for others.

A good team leader should have been **courageous** also, he should not afraid of taking decisions also he should not be victim of pressure of any situation. While taking decisions a team leader should consider all but **should take right decision** without favoring anybody. Also, a team leader **should keep his promises**. I f he is not true to his words his/her authenticity will ruin he /she will lose credibility.

Let's examine a following situation.

Flip Story Part II

Mrs. Namrata is a Principal of a junior college, she is liked by her staff. All the staff members are very impressed by her way of managing people. They share thoughts , innovative ideas, their problems with her without any hesitation. She also listens her staff patiently. Her attitude is corrective, even if any mistake is committed by staff, she understands the basic cause of the mistake. She tells in a soft way. Also, she motivates the staff for innovative projects. All the staff is happy to work under her administration.

In the last month the school successfully organized National level intercollegiate Sports competitions. Organization, coordination, facilities are very much appreciated by the participants.

She said that it is just because of efforts of her committed team!!

Compare the leadership qualities of Mr. Vikas and Mrs. Namrata?

CHECK YOUR LEARNING-1

Q1. Select proper alternative given below

1. The supervisor of the future will be prepared as a team leader because

a) teams reduce the number of problem employees in a workplace.
b) most supervisors are not capable of serving as department managers.
c) employee involvement generates increased employee productivity.

2. What is the most important personal characteristic of a team leader?

a) Patience
b) Sensitivity
c) ability to inspire others
d) willingness to listen

3. The effective leaders of the team are powerful .....

a) Facilitators
b) Lecturer
c) Communicator
d) Guide

2.3. Do's and Don'ts when you lead a team:

Good leadership is the cornerstone of any successful business. You want to ensure that you're offering useful and helpful leadership to your team, but you're not sure where to start. In Human Resources, this gets even more tricky as you're expected to set an example for the entire organization. If you're looking for some help, here are some do's and don'ts of leadership that every effective leader should know.

Do's:

- ✓ A good team leader should have emotional-self-awareness. Also, should manage emotional response in every situation.
- ✓ A team leader should assess strengths and limits.
- ✓ Know and have a good sense of one's self-worth and capability — The good leaders are very confident in what they know and can do from an objective view, rather than an assumed view
- ✓ Innovative and searching for the opportunities.
- ✓ Ready to accept challenges.
- ✓ A leader should have an optimistic attitude. It helps to tackle any obstacles.
- ✓ Must develop listening skills.
- ✓ Good leader encourages his/her team members.
- ✓ Provide regular feedback to members.

Don'ts:

- ✕ Should not hurt the emotions of other members.
- ✕ Should not be involved in politics with authority, members.
- ✕ Should not blame other members for failure because responsibility of failure or success is with team work
- ✕ Should avoid harsh language for giving feedback.
- ✕ Avoid competition with colleagues
- ✕ Fault finding attitude.
- ✕ Ambiguous messages. /communication. Unclear decisions.
- ✕ Should not treat mistakes as failure.

Do's	Don'ts
Lead by Example You'll be asking your team to maintain a high standard, so make sure that you're giving the same effort as they are. Make sure you're in on time, pull your weight, and do your share of the work. It's much easier to respect someone who will happily pitch in with everyone else. You'll also have a better idea of what it's like to work on a project, so you'll be more realistic in your requests.	**Don't: Ignore your Team's Feelings** There's an attitude in some businesses that emotions should be kept out of the workplace. To an extent, this is true, but everyone has feelings about every aspect of their work. It's a bad idea to dismiss any of your team's feelings offhand. Make time to listen to them, and act on them if necessary. Remember, the members of your team aren't robots.
Improve Your Writing Skills Most of the communication that happens in the workplace is now through the written word. After all, how many more emails do you get now, compared to phone calls? Therefore, your writing skills are very important. Without them, you can't effectively lead.	**Blame Others for Mistakes** If things go wrong, bad leaders blame the issue on their team without looking at the bigger picture. This causes resentment, and things can quickly turn sour. Instead, look at what everybody could have done better, including yourself. Ask for feedback from your team and use the lessons learned to improve in the future.
Proof read your Communications You've got to be clear in all the communications that you make. Your team should be able to read an email and know exactly what you need from them. This means that whatever you're sending, you need to proofread it first. To be a good leader, you should make time to proofread these communications. If time is too tight to do this, you can enlist the help of professionals.	**Talk More Than You Listen** Some leaders are under the impression that what they have to say is more important than anything else. In fact, the opposite is true. A good leader is more of a facilitator, bringing together everyone else's ideas and making them work in unison. Aim to listen more than you speak, and you'll get much more done with you team.

Set Sensible Goals A good leader can balance the needs of a project with what the team can realistically accomplish. If you want to excel as a leader, you need to understand what your team can reasonably accomplish, and track how well they succeed in hitting your targets. That way, you can help them increase their successes and output.	**Isolate Yourself or Your Team** Some leaders try and keep their team separate from the rest of the organization, as they feel they can do it all. They may also isolate themselves from their own team, out of a sense of self-importance. Doing this means that they're missing out on help and key information from other workers, and actually weakening their own team.
Be Optimistic and Positive “Your attitude will rub off on your team. Think about it. Who will make you feel better about coming to work: someone who's downbeat and pessimistic, or someone who's upbeat and excited about the job at hand.	**Be Afraid to Make Mistakes** If you're afraid to make mistakes, your team will be too. This means that they'll take less risks, get less done, and contribute less than they would have otherwise. It's much better to work to the best of your ability, and when the mistakes happen, learn from them and move on.
Be Prepared Good leaders are always thinking about the future, and looking for options that may become available to them. If you're keeping one foot in the future, you can take advantage of opportunities as they arise, and be prepared for any issues that come your way. They also take advice from others, including their team, about what they think should be done to plan in advance.	**Take Credit for Your Team's Successes** If your team does well, don't take personal credit for it. Many of your peers will see through it, and your team will resent you. Instead, it's much better to give credit where credit is due. If you take the time to credit your team, they'll appreciate it.

2.4. Managerial skills for team leader:

1. Effective Communication: Employee communication is the keystone of effective leadership. At its core, communication is about expressing yourself so that the things you think and the things you say are closely aligned. You need to communicate:

- **Priorities**
- **Long term goals**
- **Gratitude**
- **Strategy and executional information**

2. Organizational Skills: Every time we think of organizing, the organization expands from time to time on executive items such as project timelines. This task is not easy to say because the organization is building and working on the main team.

3. Functional Skills: It's hard to respect management who can't get stuff done. Someone who can't "do" is problematic – it's like having a ship captain who never learned how to sail. If a leader doesn't have the skillset to understand the industry, and the ability to make things happen, they're probably not a great leader. This doesn't mean that leaders need to be knee deep in the nitty-gritty; they simply need to effectively delegate and create timelines to ensure that goals are met.

4. Adaptability Skill: Change is the only constant in our lives, and teams look to their leaders when the seas get stormy and the caves get dark. As a leader, you have to adapt and take changes in stride, thriving in transition.

5. Strategic thinking Skill: It's frustrating to work at a place where the leaders take on itty bitty projects without a lot of strategy. We look to leaders for guidance on everything, and when we feel that they're not being deliberate, we panic. Basically, people want to understand how you're going to accomplish company goals. You must be able to think and act strategically in order to be successful as a leader.

Dear learners, in this topic you have learned that Leaders are made rather than born. For the successful execution of any task a leader plays a vital role. A leader should understand his role clearly. In different organizations nature of work is different but leadership qualities are core. Clear planning, vision, execution, team building, motivation, feedback are important roles of any leader. A leader should possess some qualities also like clear communication; keep away

from politics, empathy, commitment, dedication, and decision making, enthusiasm, transparency, resilience and so on.

Let's think…

Mrs. Aparna is a principal in a private school. The school is opened before five years. This year first batch of SSC came out. But the result was not very satisfactory only 70% students passed in the examination. Most of the students got 'B' grade. Techers claimed that they took wholehearted efforts for the students whereas according to the parents' teachers are guilty and they demanded that all the teachers should be removed from the school for the better of other students' future.

In such a situation what should be the role of principal as a team leader?

CHECK YOUR LEARNING-2

Q1. Select proper alternative given below

1. Which is the first step in problem-solving?

a) collect and analyze data
b) consider possible solutions
c) identify and analyze the problem
d) observe, evaluate, and adjust

2. **Many small and simple decisions can be handled appropriately by a ------.**

a) single leader
b) two leaders
c) three leaders
d) many leaders

3. Research in the field of management has proven that most successful leaders are---.

a) Introverted
b) Extroverted
c) Manager
d) Consumer

Let's Think

Dear learner it is the time of reflection. In this unit you have to reflect through the following question. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.

How will you use following skills to become a good team leader? Explain with examples.

Problem Solving Skill

Critical Thinking Skills

Collaboration

System Thinking Skill

Key take away

- ✓ Team leader plays an important role in a success of any organization.
- ✓ Teacher is also having enormous opportunities to become a team leader.
- ✓ Team leader should have cordial relations with his team members.
- ✓ An effective team leader should be a friend, philosopher, facilitator, counselor for his team members.
- ✓ Role of a team leader as a manger is important.
- ✓ A leader should be effective communicator.
- ✓ A team leader should implement his /her strategies with proper study and confidence.
- ✓ Should avoid harsh language for giving feedback and avoid fault finding attitude.
- ✓ A leader should ready to accept challenges.
- ✓ Transparency is an essential quality of a team leader.
- ✓ Team leader should maintain democratic atmosphere in his organization and must motivate team.

Additional web resources:

1. https://www.dayjob.com/
3. https://resources.workable.com/team-leader-job-description/
4. https://www.jobhero.com/resume/examples/administrative/team-leader/
5. https://www.livecareer.com/resume/examples/special-education/teacher-team-lead/

5. https://study.com/academy/lesson/
6. https://www.indeed.com/
7. https://study.com/academy/lesson/what-is-a-team-leader-description-role-responsibilities.html
8. https://en.wikiquote.org/wiki/Leadership
9. https://en.wikiquote.org/wiki/Leadership
10. https://blog.taskque.com/characteristics-good-leaders
10. https://opensource.com/open-organization/17/10/new-approach-SWOT
12. https://getlighthouse.com/blog/good-leader-vs-bad-leader/

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UNIT-3

Home School Partnership

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Hello friends,

Education of a child is a responsibility of both school and family. In today's pandemic situation where learning is happening at home via online education, the role of family becomes utmost important. As its rightly said child's education starts from home and so the first school of the child is family and home. Home influences children's learning and development during the school years and afterwards. School and Family as an institution of the society are interdependent for fulfilling its needs. Schools have an important responsibility in helping to nurture and teach the future generations and families trust schools to provide educational foundations for their children's future. At the same time, schools need to recognize the primary role of the parents in education. That underlines the importance of families and schools to work together in partnership. Open communication between teachers and parents is necessary to strengthen this relationship. Home school partnership in the school nowadays still needs to be strengthened in the fast-changing world so as to make it more functional and sustainable.

Let's start the learning

Objectives

- To develop capabilities among school leaders to build partnerships with parents for school transformation.

Expected learning Outcomes

At the end of this unit learners will be able to…

- ✓Explain the concept of Home School Partnership
- ✓Explain the Need and importance of Home school partnership
- ✓Explain principles of home school partnership
- ✓Suggest role of school and parents in home school partnership
- ✓Suggest ways and strategies to establish effective Home-School Partnership
- ✓Explain role of PTA in building home school partnership
- ✓Suggest ways to encourage parent involvement in school management

Content Outline

3.1. Concept of Home School Partnership
3.2. Need and importance of Home School Partnership
3.3. Home School Partnership Framework
3.3.1. Components of home school partnership
3.3.2. Strategies for effective home school partnership
3.4. Strategies for developing effective home school partnership
3.4.1. Role of PTA in building Home School Partnership
3.4.2. Parents involvement in school management
3.5. Managerial skills for building home school partnership

Warm-up activity

Dear learner as we all are aware the Covid- 19 pandemic has changed our current way of life. It has broken our perception of what is normal and deconstructed society as we know it. One such critical area, where the need for change has become evident, is education. The effects of the coronavirus have upended the life of students, parents and teachers. Learning is happening remotely. So, in this critical situation the pressure of child's education has been tremendously increased between parents and teachers. In this changing scenario the involvement of parents in child's education has become utmost significant.

How parents can support teachers in this situation?

How partnership between school and home will help in child's education?

3.1. Concept of Home - School partnership:

Home-school partnership is one of the important contributors to every child's learning. Home -school partnerships are collaborative relationships and activities involving school staff, parents and other family members of students at a school. It includes increasing parent involvement in school-based activities, enhancing the contact between home and school to promote students' learning abilities for the education of the children at the school. What happens in a school affects child's learning and child's learning also get affected by social, emotional, mental, economic background. Parents role in child's learning also is very significant. Home school interdependence is unbreakable. There is reciprocal relationship. The two works for one another and the two have direct impact on one another. Effective partnerships are based on mutual trust and respect, and shared responsibility. Let us try to understand this with the help of above figure and the scenario given below.

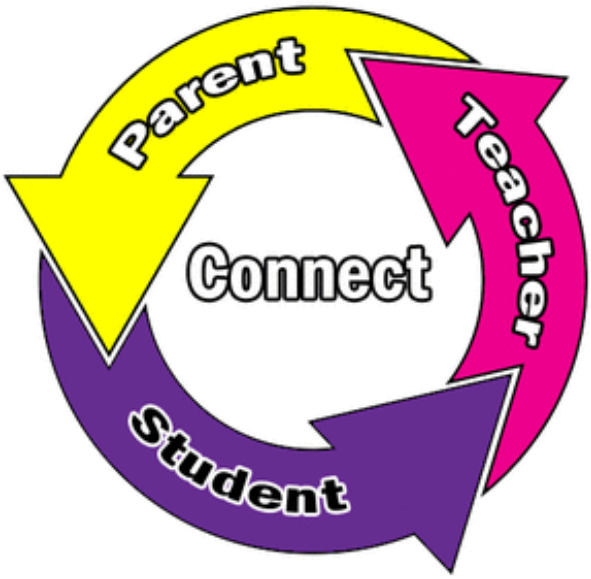

Figure-3: **Effective partnerships**

Learning Activity 1: Scenario based discussion

Dear learners, read the following scenario carefully and think about it with the given focus questions. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.

This is a primary school located at Dharavi, Mumbai, where unemployment is high and poverty is pervaded. The school provides education to students of ages 6-12 years and at the same time educate parents in how to assist with child's development. This school works in support of parents and provides admission to anyone needy and thus open to anyone in the community. The school has converted classrooms with chairs, table and computer. The weekly meeting is held with free child care provided in adjoining room. Parents can come to school and see how their children are taught. About half of the students are not sent to school because of poor economic background and there is high percentage of single parents. Seven years ago, two senior teachers initiated this project where they open this school with only two rooms. They both had tough time to convince people to send their kids to school. There was no teacher to teach, at that time one parent who was an experienced primary teacher came to their help. In addition, a parent who was highly active in school related activities at state level happened to work as a assistant teacher at this school. She harnessed her energy to the cause of education for the needy. Thus, the school got momentum with the efforts put by both the parents. Both the parents proposed setting aside a room that can be used by parents as an informal meeting place. Slowly the involvement of parents increased in school functioning. Today the school has principal and teachers and many of the parents are doing teaching voluntarily. The principal provided leadership to parents in setting up the community room. Gradually principal also provided leadership role to parents for taking decisions related to development of their children and also for the school. The school listened, responded to the real needs and created welcoming place to parents for overall growth and development of the school. Today with the support of parent's school has flourished to such an extent that every parent wants to put their child in that school.

Focus questions:

1. Why and how this change would have taken place?

2. Could this have been possible without the participation of parents?

3. Does the assumptions, beliefs, behavior and goals of teachers, principal and parents affect home school partnership? How?

Let us try to find answer of these questions in further sections. From the above scenario one can understand how mutual trust, respect and shared responsibility leads to effective partnership. Let us see how this partnership can be beneficial for the child as well as the school.

We always assume that education of the child is merely the responsibility of the school and parents do not have any role in education of the child in school context. There are hardly any occasions when parent and teacher come together such as during events like celebration of annual days or parent teacher meeting and sometimes may be on the opening day of the school. Is there any need to have such partnership. Let us try to find out.

Learning Activity 2: Action Plan for Home School Partnership

Dear learners, assume that you are a school teacher. Your school has just started, school and you have shortage of resources. You have to convince parents to get their support in school functioning. How will you take parental involvement in order to solve your problem? Prepare a plan of action for home school partnership in your reflective learning dairy. If you are looking for the course completion certificate then you have to submit your reflective learning diary on LMS as evidence of your active participation.

1. School / Location …….

2. Standard …….

3. Which major School Goal will addressed?

Assist families in understanding child and adolescent development and in setting home conditions that support children as students

Activities, Practices	Persons Responsible and his/her Role	Time Line (When)	Resources / Funding Requirement (What do you need and who will supply it?)	Target (What needs to be done)
(Sample) Parent Workshop on 'Keeping our Children Safe'	Principal (In charge) Teacher (Help in planning and Execution) Parent (Help in planning and preparation of flyer) Support Staff (Supportive role for organization of the event)	As needed	School and Parents will contribute the expenses occur	Flyers, Email and Newsletter Principal along with teacher and parent representative will do the planning of the event Teacher will send the emails Parents will distribute the flyer Support staff will take care of hospitality and infrastructural arrangement

3.2. Need and Importance of Home-school partnership:

As we have understood from the above case how the partnership with the community school can transform into a dream school. Do the following activity for understanding the need and importance of home school partnership.

Here are some of the additional points for your reference.

- Home school partnership help teachers develop strong relationships with their students and motivate parents to cooperate with teachers to improve academic performance.
- Getting to know their students' parents help teachers to understand the environment and economic, social, cultural influences that shapes students' point of views and behavior. This leads to improved communication between students and teachers, enhancing trust, mutual respect and education process.
- Family involvement can have a major impact on student learning, regardless of the social or cultural background of the family. Family involvement in schools is therefore central to high quality education.
- To encourage sustainable and effective partnership between all members of the school community including teachers, students and families this partnership should:
  - ✓ View each partner as making equally valuable contributions, while respecting different contributions
  - ✓ Respect student needs and preferences
  - ✓ Address barriers to involvement in schools by families, in particular the families which are socially economically backward, and actively help previously un involved families to become involved.
  - ✓ Create better programs, opportunities and learning for students.
  - ✓ Give families appropriate opportunities to contribute to school decision-making and governance.

Developing home-school partnerships may not always be easy. It requires commitment and time. Because of pressures and circumstances, many families will need special arrangements, or extra support, to enable them to become actively involved in their children's school lives, and to help their children get the most from school. The results of this effort will be significant. Families that understand the education system and the difficulties schools face are a valuable

source of support which schools cannot afford to underestimate. Schools that engage families in their children's learning are tapping in to a rich source of information and expertise and can help build communities.

Principles of effective Home -School Partnerships

1. All children have the right to the opportunity to reach their full potential.
2. Families are the first and continuing educators of their children.
3. All families and schools want the best for their children.
4. Family-school partnerships improve student motivation and learning.
5. Effective schools provide a nurturing and supportive learning environment.
6. Families and schools value quality teaching and respect teachers' professional expertise.
7. Families and schools value the diversity of families and use this as a resource for building partnerships and communities.
8. Family-school partnerships are based on mutual responsibility, respect and trust.
9. Leadership is critical to building, maintaining and renewing partnerships.
10. Family-school partnerships strengthen the connections between schools and their communities.
11. Partnerships can involve all organizations that support families and schools.

Source: - https://www.education.gov.au/family-school-partnerships-framework-1

Let's check your learning -1

The Various practices followed by different schools are mentioned in the following section. Read it carefully and put (√) in front of statement that reflects Home School Partnership.

1. During PTA meeting parents are informed about various activities of the school ☐
2. Parents are encouraged to participate in different activities performed in the school ☐
3. Parents are consulted for student's difficulty in learning and ways are find out after consulting with them ☐
4. Parents are involved in school decision making ☐
5. While planning homework for the child parents are involved ☐

Learning Activity 3: Share and Analyze Best Practices

Dear learners, your school might be following and adopted various home school partnership practices. Share and analyze your best practices of Home School partnership.

Prepare the list of 5-10 activities which you feel are the best practices of your school. Analyse those best practices in the light of above-mentioned principles.

If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.

3.3. Home -School Partnerships Framework:

Home school partnership can be possible by following the framework and strategies which many of the people have suggested after doing research on various factors that affect home school partnership. Here are some of the examples.

Positive and effective home school partnership during children's learning journeys have effect on student's achievement. The complex and quality dynamic which exist between home and school contributes to both parent and student satisfaction with the school and teachers as well as increased student achievement (Rosenthal & Sawyers,1996). Epstein (2001) proposes these five types of involvement which can be very beneficial to have a strong, functional and sustainable home-school partnership. How parents and teacher communicate, connection between home and school, Role of family plays in child's learning, Involvement of parents in school related decision making and collaboration with the community affects growth and development of child as well as of the school.

Figure-4: **Epstein's (2001) Home -School Partnerships Framework**

This framework outlines what family and school partnership will look like. It suggests strategies and ways that can be used to build effective home school partnership.

3.3.1. Components of home school partnership:

1. Communication: This deals with how the partners and teachers (home and school) communicate with each other. The establishment of the two-way communication channel in order to communicate clearly is a must. It involves active, personal, frequent and culturally appropriate communication between school and home. It is a two-way exchange between families and schools where schools go out of their way to make families feel welcome and valued, involves not only an exchange of information, but also an opportunity for schools and families to learn about each other; acknowledges and celebrates the families' input; It is multidimensional, it may be formal or informal, may happen in different places (both in the school and in other sites such as community centers, and use different methods oral, written, face-to-face, phone, email, etc. Home school partnership requires a significant change in attitudes by some schools and families in order to create relationships where they see one another as allies in education.

Suggestions for Schools

- ✓ Use different ways to communicate with parents depending on their communication preferences (newsletter, noticeboards, social media, face to face meetings)
- ✓ Consider how to ensure parents for whom medium of instruction is different than yours can access your communications
- ✓ Ensure school policies are easy for parents to access
- ✓ Make your school welcoming so parents know they can approach you (e.g. parent notice board zone)
- ✓ Make sure there are straightforward ways for parents to provide feedback
- ✓ Always provide feed back to parents when you have taken their ideas on board or from surveys you've asked them to fill in

Suggestions for Parents

- ✓ If you have any concerns, speak to the school. Both have the same goals for child! Keep communication respectful whatever forum is used face to face, email, social media
- ✓ Familiarize yourself with the school's policies so that you know what to expect, and when it might be appropriate to question things

Sourse:https://docs.education.gov.au/system/files/doc/other/family school_partnerships_framework_-_strategies.pdf

2. Connecting Learning at Home and at School: The successful partnerships between home and school depends upon the connection between home and school. This connection can be developed by assisting the families in their parenting roles, providing information for their understanding of the growth and development and helping on the strategies in assisting and supporting learning of their children. High expectations from both teachers and parents to the child's success at school determines child's learning, this connection helps to create positive attitude to learning in each child. When the teacher informs parents about child's progress. It helps parents to understand child's progress. Accordingly, family and school can come together to design learning opportunities for the school and home environment. Parents can be involved in the educational decision-making process for their individual child. This involves the strategies and ways of the families in guiding learning at home like in making homework, projects and the like.

Suggestions for Schools

- ✓ Conduct sessions for parents to explain how the school teaches key aspects of the curriculum and how they can support this work at home
- ✓ Share resources such as learning materials and activities that parents can share with children at home, or guidance on emotional support
- ✓ Share information with parents to update them on that year's learning expectations and goals, exams and other important dates through text messages
- ✓ Give parents the notifications on what teachers are teaching from month to month

Suggestions for Parents

- ✓ Share a story with your child, if they are older, let them read to you or share discussions on books
- ✓ Create an environment where they can concentrate on learning
- ✓ Go visit the library with your child and get them a library card
- ✓ Remember, having a positive view about your child's school and education goes a long way and really affects how well your child does.

Sourse:https://docs.education.gov.au/system/files/doc/other/family_school_partnerships_framework_-_strategies.pdf

3. Recognizing the Role of the Family: Family as a primary educator of their children, have a lasting influence on their children's attitudes and achievements at school. They can encourage their children's learning in and out of school and can provide support in school's goals and directions. Parents look to schools to provide secure and caring environments for their children. Families and schools can reach mutual understanding of each other's roles and

priorities in partnerships by exploring the nature of parent and family's role in the education of children to develop mutual understanding. Organizing various workshops/discussions/meetings around areas depending on local needs and priorities can serve this purpose. School should ensure that families are aware of school goals, curriculum and the objectives of schools; Schools need to understand family, parent and community priorities; establish an environment where schools show leadership which is visible and available.

Suggestions for Schools

- ✓ Where possible, include parents in important school decisions
- ✓ Support PTA and help it to modernise and appeal to more parents
- ✓ Consider ways in which school can open up school to community events, to help more parents feel comfortable in the school environment
- ✓ Invite individual parents to contribute to the school in particular ways

Suggestions for Parents

- ✓ Volunteer/offer to help, don't wait to be asked
- ✓ Start or join a parent group PTA is usually seeks new members
- ✓ Be welcoming and encouraging to other parents especially those who might not feel they can engage

Sourse:https://docs.education.gov.au/system/files/doc/other/family school_partnerships_framework_-_strategies.pdf

4. Consultative Decision-Making: In the consultative decision making the leader ask key people for their thoughts and allow them time to process and solve problem for what they felt was the best possible solution. Principal engage team members in the decision-making process by gathering views and inputs. In the above case as we saw how the principal used consultative decision making by involving parents in decision making. An inclusive approach was used by the principal in school decision-making and parental involvement created a sense of shared responsibility among parents, community members, teachers and school leaders. School should ensure that parents' values and interests are heard and respected in decision making process. School should also ensure that the values and opinions of families are sought outside the formal school structures as well to ensure their engagement in school decision making.

Suggestions for Schools

- ✓ Strategize ways to involve parents in schools many don't know how to become involved or feel intimidated as they might not visited school.
- ✓ Make parents equal partners by allowing them a voice in school decisions
- ✓ Schedule meetings at times convenient for parents, even if those meetings aren't most convenient for school.
- ✓ Show respect for parents' perspectives.
- ✓ Cultivate an open and civil atmosphere in which the principal is a facilitator.
- ✓ Keep parents well informed and encourage two-way communication.

Suggestions for Parents

- ✓ Volunteer/offer to help, don't wait to be asked
- ✓ Be welcoming and encouraging to other parents especially **those who might not feel they can engage**

Sourse:https://docs.education.gov.au/system/files/doc/other/family_school_partnerships_framework_-_strategies.pdf

5. Collaborating with the Community: School should emphasize activities that improve the quality of life in a community while honoring the culture, traditions, values and relationships in that community. By including activities that shape students' sense of identity and culture, schools can build a sense of community in each student. The work of schools includes aspects of the social, emotional, moral and spiritual development of children. Thus schools have a role to play in promoting both personal growth and cultural renewal. Schools can act as a focal point for communities to come together and engage in capacity-building. This involves coordinating with other agencies with the services available for the families. School should identify, locate and integrate community resources. The wider community provides services which can strengthen and support schools, students and their families. Schools, families and students can assist the community in return.

Parents can participate in the school in a wide variety of ways and all contributions are valuable. Participation may involve families having the opportunity to do something that interests them and including activities that are not directly education-related. This may involve working with students on learning activities in classrooms; participating in other school activities outside the classroom; or participating in activities outside the school itself.

Suggestions for Schools

- ✓ Organize activities and development mechanism for continuous involvement of community in school
- ✓ Decentralize educational governance for improved involvement of the community in school education
- ✓ Formulate School Management Committee (SMCs) for local self governance of the school
- ✓ Build a synergic concrete relationship between the school,community, parents and the government for effective functioning and better resource management of the schools .

Sourse:https://docs.education.gov.au/system/files/doc/other/family_school_partnerships_framework_-_strategies.pdf

3.3.2. Strategies for effective home school partnership:

When parents are involved in their children's education, children do better on a range of measures. The benefits of parental engagement are clear. Successful parent involvement can be defined as the active, ongoing participation of a parent in the education of his or her child. Parents can demonstrate involvement at home-by reading with their children, helping with homework, and discussing school events-or at school, by attending functions or volunteering in classrooms. Schools with involved parents engage those parents, communicate with them regularly, and incorporate them into the learning process. We know schools want to engage parents, and parents want to be engaged. So, what can parents and schools do to improve the way they work together?

Suggestions for Schools

- ✓ Build parent engagement into school improvement plan
- ✓ Develop a home-school agreement that makes it clear what are school's expectation from parents, and what school will do to fulfil them.
- ✓ Measure and celebrate the success making sure parents and staff know the impact that working together has had on things such as learning, attendance and behaviour of the students.
- ✓ Encourage staff to visit other schools with strong parental engagement strategies.
- ✓ Consider ways to raise parents' aspirations for their children, such as bringing in inspirational speakers or members of the community doing interesting jobs, and inviting both children and parents to hear them speak.

Suggestion for Parents

- ✓ Encourage teachers to develop a home-school agreement that includes parent engagement.
- ✓ Take advantage of communication opportunities that the school provides to give parents' views.
- ✓ Join/set up a parent council or parent forum to support the school in developing policies and giving parent views

Sourse:https://docs.education.gov.au/system/files/doc/other/family_school_partnerships_framework_-_strategies.pdf

1. Strategies for improving communication between home and school

Communicate' is one of the seven key dimensions identified in the Family-School Partnerships Framework as guidelines for planning partnership activities. Strategies that utilize this dimension aim to support the development of constructive and sustainable relationships in the school community by building the capacity of school leaders and teachers, and actively encouraging parent and family engagement.

- ✓ Conduct a survey to assess communication needs of parents.
- ✓ Review current school practices by inviting parents and seeking their opinion about how school practices can be improved.
- ✓ Develop a parent handbook of information on school rules, policies, mission and goals, curriculum standards and assessment procedures. Hold a launch event and publish it on the website or provide it to new parents.
- ✓ Appoint an office staff who has training in cultural sensitivity and dealing with difficult people.
- ✓ Set in place alternative methods such as telephone and email contact for informing parents about parent -teacher meetings when personal circumstances prevent parents from attending a face-to-face meeting.
- ✓ Consider education and training programs for teachers and school leaders that prepare them to communicate with parents effectively and extend their reporting skills.
- ✓ Establish agreed strategies for dealing with incidents at school.
- ✓ Appoint class-parent representatives, who can become a welcoming informal network of support.
- ✓ Involve students, especially older students, in communications from the school.

Sourse:https://docs.education.gov.au/system/files/doc/other/family_school_partnerships_framework_-_strategies.pdf

2. Strategies for Connecting Learning at Home and at School:

'Connect learning at home and at school' is one of the key dimensions identified in the Family-School Partnerships Framework as guidelines for planning partnership activities. Strategies to help connect learning at home and at school recognise the importance of the valuable learning experiences that occur in the home and community, and link families to the learning that occurs at school.

- ✓ Examine the ways in which parents and families can encourage, motivate and reinforce children's learning at school;
- ✓ Examine the links between home learning activities and learning in the classroom;
- ✓ Explore options for family involvement in the classroom;
- ✓ Review the school's homework policy, with homework designed to guide parental support and
- ✓ provide tips for families on how they can monitor and discuss schoolwork at home;
- ✓ Consider the involvement of families in setting student goals each year and in career planning;
- ✓ Provide information for families on the skills required for students in all subjects at each Year level;
- ✓ Provide additional opportunities for discussions about student progress between home and school;
- ✓ Provide information and referral services to support parents in their role as parents;

Sourse:https://docs.education.gov.au/system/files/doc/other/family_school_partnerships_framework_-_strategies.pdf

3. Strategies for Recognizing the role of the family in Schools:

'Recognise the role of the family' is one of the key dimensions identified in the Family-School Partnerships Framework as guidelines for planning partnership activities. As the primary educators of their children, parents can encourage learning in and out of school and can support school goals, directions and values. These strategies can help schools and families use their collective skills and knowledge to improve student learning.

- ✓ Survey parents, families and community members to determine their needs and priorities.
- ✓ Develop and distribute a written policy, in consultation with the school community, on family-school partnerships.
- ✓ Conduct formal and informal forums which discuss parents' role as the first educators of their children.
- ✓ Conduct research which links parental support and involvement at school with improved learning outcomes for children and improved school ethos;
- ✓ Organise discussions, meetings or workshops which allow parents to share their experience and understandings of parenting, school goals and school ethos

Sourse:https://docs.education.gov.au/system/files/doc/other/family_school_partnerships_framework_-_strategies.pdf

4. Strategies for involvement of parents in consultative decision making:

Consult on decision making' is one of the key dimensions identified in the Family-School Partnerships Framework as guidelines for planning partnership activities. These strategies can assist in the development, building and sustaining of relationships and partnerships. Schools, teachers, parents, students and their families are encouraged to work together to collaborate on decisions that may benefit the individual student, or inform activities and approaches for the whole school community.

- ✓ Arrange for the school community to be consulted on new school policies, eg assessment, reporting and curriculum changes;
- ✓ Encourage participation in the formal parents organization in the school and the school council or school Board and provide appropriate induction and ongoing training and support;
- ✓ Encourage participation in informal opportunities to participate.
- ✓ Seek out and include parent representatives from all racial, ethnic, socioeconomic and other groups at the school;
- ✓ include students (along with parents) in decision-making groups;
- ✓ Provide for parent input to formal school reviews;
- ✓ Offer training and support to parent leaders
- ✓ Establish networks to link all families with parent representatives.

Sourse:https://docs.education.gov.au/system/files/doc/other/family_school_partnerships_framework_-_strategies.pdf

5. Strategies for enhancing Collaboration with the community:

'Enhance collaboration with the community is one of the key dimensions identified in the Family-School Partnerships Framework as guidelines for planning partnership activities. There are so many opportunities for experiential learning to happen out in the community surrounding the school. We just need to find ways to connect core curriculum beyond the classroom by attracting the right people and asking the right questions.

- ✓ Gather and provide information and access for students and families on community health, cultural, recreational, social support and other programs or services.
- ✓ Gather and provide information on community activities that link to learning skills and talents, including summer programs for students.
- ✓ Establish partnerships with other service agencies, eg student health nurse.
- ✓ Inform families of community programs for students, eg tutoring, mentoring.
- ✓ Invite past students to participate in school programs for students.
- ✓ Establish partnerships with local businesses to provide work experience and structured work placements for students.
- ✓ Develop an outreach community service program by schools and families e.g., recycling, musical performances and voluntary work with seniors and cultural activities.

Sourse:https://docs.education.gov.au/system/files/doc/other/family_school_partnerships_framework_-_strategies.pdf

CHECK YOUR LEARNING-2

Drag the type of involvement in home school partnership and drop it in front of its relevant description.

Sr. no.	Description	Types of Involvement
01	Parents are involved in important school related decisions	
02	Teacher informs parents about child's learning by making a note in student diary	
03	School seeks parents' feedback by conducting survey	
04	Meetings are scheduled considering parents' convenience and parents' perspectives are valued	
05	Activities are organized to take continuous community involvement.	

Communication

Recognition of Role of Family

Consultative decision making

Connecting learning with home & school

Collaboration with the community

3.4. Strategies for effective home school partnership:

"The effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education"

- John Hattie

3.4.1. Role of PTA in building Home School Partnership:

Parent–teacher– association (PTA) is a formal association composed of parents, teachers and staff that is intended to facilitate parental participation in a school and with varied goals . essentially the goals include volunteerism of parents, encouragement of teachers and students, community involvement, and welfare of students and families.

The PTA's mission is to promote open communication and understanding between parents and staff of the school. Their efforts serve to enhance and maximize the education of every child while aiding them in achieving their highest potential.

The PTA's also sometimes sponsors assistance to teachers in classroom setting, holds fund-raisers for supplemental educational materials and experiences, supports school and family social interaction, and provides a non-biased forum for sharing information on issues that impact children. The team effort of a parent teacher association offers the best possible learning environment for children.

3.4.2. Parent involvement in school management:

Wide parental participation in decisions related to learning as well as the organization of the school and its activities promotes transparency and an adjustment to actual family needs and creates a greater sense of shared responsibility around education.

Many a times it is being observed that parents are very much involved in resourcing (fund raising) but not much involved in other areas such as planning, organizing, leading, etc. Parent involvement is necessary even in the areas of planning, leading, and resourcing to improve educational outcomes.

The school alone cannot satisfy all the requirements for complete, comprehensive education. When schools, parents work together to support learning, students tend to earn higher grades, attend school more regularly, and enrol in higher level programs. To better understand the students, to identify the best teaching approaches suitable to the learners, frequent interaction of teachers with parents is essential. RTE Act mandates 75% members of School Management Committee (SMC) should be parents so that effective monitoring mechanism can be established at grassroots level. This is a key decision which can lead towards the revolutionary changes in education. The Act specifies that a School Management Committee (SMC) shall be constituted for every school to monitor and oversee its working, and to plan and facilitate its overall development with representation of parents, teachers and community and local authority members, as may be prescribed by the appropriate State government. The SMCs formed as a remedy to the management and quality monitoring problems in government schools. Through this community can participate, take ownership of the schools.

3.5. Managerial skills for building home school partnership:

Building home school partnerships requires visioning, strategic planning, creative leadership and new multifaceted roles for professionals who work in schools and communities.

Figure-5: **Managerial skills for building home school partnership**

1. Visioning: Its essential to have a vision. Without this one will have nothing to aim for. The vision has to be realistic, convincing to the stakeholders. As a manager of the school principal has important part in developing the vision that school aspires to achieve. Principal must have good understanding of school's values and culture as well as wider public service context in which school is going to operate. Principal needs to inspire parents and community to share this vision and help to turn this vision in reality for better outcomes of children and society.

2. Strategic Planning: Principal/ manager should be a strategic planner. He should conduct organizational review to know the strength and weaknesses of the institute and design strategies to overcome the weaknesses and convert strengths into opportunities. Being a strategic planner, he should analyse the emerging trends, expansion opportunities, competitive threats and internal process improvement.

3. Decision Making: Decision making is especially important for management and leadership. Manager/ principal should make use of processes and techniques to make quality decisions. Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative solutions. Using a step-by-step decision-making process can help one to make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives. Manager needs to take various decisions related to seeking parental involvement in the school.

4. Problem Solving: Problem solving and decision making are closely linked, and each requires creativity in identifying and developing options, for which the brainstorming technique is particularly useful. Good decision making requires a mixture of skills: creative development and identification of options, clarity of judgement, firmness of decision, and effective implementation. While solving problem manager can use techniques like brainstorming, Deming's PDCA (plan, do, check,act) cycle.

4. Creativity and Innovation: Creativity and innovation skills are necessary for bringing the change, adapt to change, stay competitive, improve school performance and make a positive

CHECK YOUR LEARNING-3

Drag the leadership skill used by the principal and drop it in front of its relevant description

Sr. no.	Description	Leadership skill
01	Principal understands the importance of parents' contribution in student's development so inspires and motivates parents for participating in school activities.	
02	Manager follows step-by-step process to make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives.	
03	Principal analyzes available resources at his school and devise mechanism to mobilize resources	
04	Manager looks for new ways of solving the problems related to student learning by way of incorporating parents in child's education	
05	Principal chooses a solution and develops an implementation plan with the sequence of events necessary for completion.	

Visioning

Strategic Planning

Decision Making

Problem Solving

Creativity and innovation

difference. Principal needs to identify different ways and means through which home school partnership can be enhanced

Learning Activity 4: Reflective Discussion

Dear learner it is the time for reflection. In this unit you have learned how to develop home school partnership and importance of home school partnership in student learning as well as for the development of school. Here are some questions to ponder your thoughts for reflection.

1. **What is it that parents and teachers need to understand about working together?**
2. **Why is this partnering so important to student success?**
3. **How are parents' involvement can be taken to make the school open, welcoming, and collaborative?**

Key take away

- ✓ Parents are the most important partner in a child's education and schools can reap large dividends by capitalizing on their support. To be sure, such relationships require a lot of work by both educators and parents. Although success will not come easy, the rewards are too great for a school.
- ✓ Home-School Partnerships refer to the collaboration between the home (parents and other family members) and the school (school teachers, administration, and other school personnel) to work together in various ways and share the responsibility for student success.
- ✓ The Home–School Partnership concept is based on the principles of cultural inclusion and partnership between schools and parents. Home and school are not separate as many learning experiences bridge the two. The channels of communication between home and school must be direct and open. It aims to support, develop, and use the rich resources of diverse people in the school community. It is always a joy to share with one another the many observations and pieces of information we have about a child's growing interests and development. If home and school come together it will have a significant effect on child's development. There are different ways through which one can build strong home school partnerships.

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UNIT-4

Working with the Community and System

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Hello friends,

Schools alone cannot contribute in child's development. As discussed in earlier chapter it is evident that schools and parents should work closely with each other to meet their mutual goals related to child development. Schools can provide more support for students, families and staff as they are an integral part of the community. On the other hand, community can make services more accessible to schools. In this way mutual partnership between school and community can transform the society. Let us try to understand the concept of school community partnership. The more effective involvement the parents are with their children's schooling, the more the children are likely to do well. To keep in pace with the educational development and strengthen the sense of responsibilities of the younger generation, both parents and teachers need to acquire and improve their skills in working with one another. In the following section let's try to understand role of community in school. Let's start the learning…

Objectives

- To develop capabilities among school leaders to build partnerships with community stakeholders for school transformation.

Expected learning Outcomes

At the end of this unit learners will be able to…

- ✓ Explain the concept of School Community Partnership
- ✓ Explain the Need and importance of school community partnership
- ✓ Explain role of school management committee (SMC)
- ✓ Suggest ways to create spaces for community involvement in schools
- ✓ Explain role of community in school development plan
- ✓ Analyze role of school as a social learning space for community
- ✓ Analyze role of school as in education system

Content Outline

4.1. School-community relationship
4.2. Need and importance of community involvement in the school
4.3. Creating spaces for community involvement in the school
4.3.1. Community participation through School Management Committee
4.3.2. Community involvement in School Development Plan
4.3.3. School as a social learning space for the community
4.4. School as part of the education system

Warm-up activity

Dear learners, this is a warm up activity. Read the following success story to understand the concept of school community partnership.

This is a secondary (middle level) school located in Mumbai. The school has students from 12-16 years, many of whom have special needs. The school's strength is the bond between students and staff, its ability to cater for individual educational needs and the willingness of the wider community to become involved in school activities. There are many challenges facing the school, with one being a lack of employment options in the city, which limits students' opportunities for work experience. Staff at the school identified a need for the students to develop stronger connections with the community, to improve their sense of self-worth and to change the community's perception of them and of the school. They identified one NGO who showed interest and willingness to help these children. The NGO began the partnership with the school as a mutually beneficial program on a small scale. The school wanted to take students out of their comfort zone, encourage them to become involved in community life and take ownership of activities. Originally the partnership started with ten students volunteering on different activities conducted by the NGO. Since then the student involvement has increased to include working at events throughout the year culminating in a whole school involvement in different activities. Students are invited to create programs, design activities, take responsibility for events. The partnership has been accepted as part of the school and has grown considerably each year with students from all age groups contributing and gaining a sense of ownership of what happens in the community. The benefits to the students are evident in the pride they take in their involvement, their mature approach to volunteering at events, the positive manner in which they conduct themselves, the increase in employment, especially part-time for junior students, and the high regard in which the community now holds the school.

3.1. Concept of School Community Partnership:

School community partnership is a two-way arrangement through which the school and the community co-operate with each other for the realization of goals of the community and vice versa. It is interactive relationship between teachers, principals, and the community.

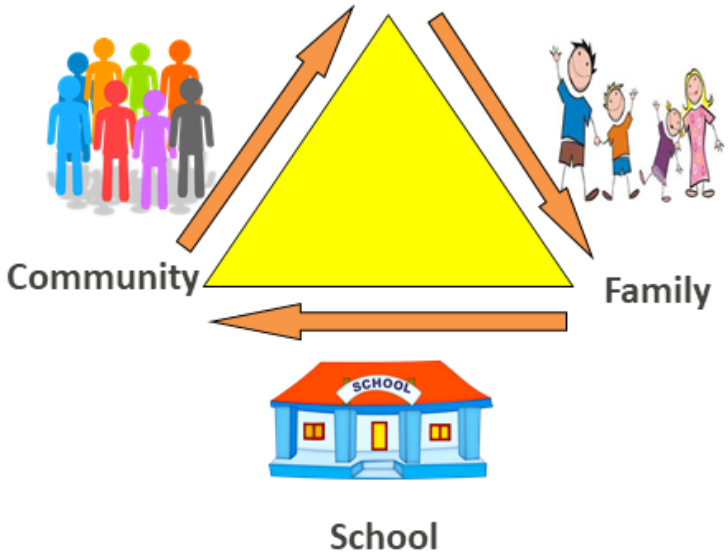

Figure-6: **School, family and Community Partnership**

It is the degree of understanding and goodwill which exists between the school and the community (Okorie, Ememe & Egu, 2009). It is a give-an-take mutual interaction existing between schools and communities (Bakwai, 2013). School community partnership is the interaction between family, school and community. It is the co-ordination of the efforts of people in the community and those in the school towards the achievement of the broad and specific goals of education. It involves the inter-linkage association and cooperation between a school and the community. It is also concerned with bringing human resources in the community and school for effective and functional school administration. School-community partnerships can interconnect together many resources and strategies to enhance communities that support all children and their families. They could improve schools and ultimately strengthen society.

It is the interaction between family, school and community. Family sends children to school to acquire knowledge, skill, values and school develops the learners required by the society who will serve the society in future.

Through diversified network, the school can enrich students' learning experiences and facilitate their holistic development, who will serve the community in future. The active participation of the school head and staff in community activities fosters stronger ties with the community, which brings positive image of the school. An effective home-school-community partnership allows schools to tap more resources of other stakeholders in the community in order to enrich the quality of education offered. Furthermore, it facilitates better co-ordination of these resources for the promotion of students' development in their life-long learning. This can be very well understood with the help of this diagram. The partnership may involve use of school facilities and equipment, sharing other resources, collaborative fund raising and grant in aid activities, volunteer assistance, mentoring and training from professionals and others with special expertise, information sharing and dissemination, networking, shared responsibility for planning, implementation and evaluation of programs and services, expanding opportunities for internships, jobs, recreation and building a sense of community.For the attainment of quality education, there is the need for the community that school should work in collaboration and harmony not only for the upbringing and welfare of the children but also to go beyond and support maintenance of the school infrastructure as well as playing a critical supporting role in the effective management and administration of the school.

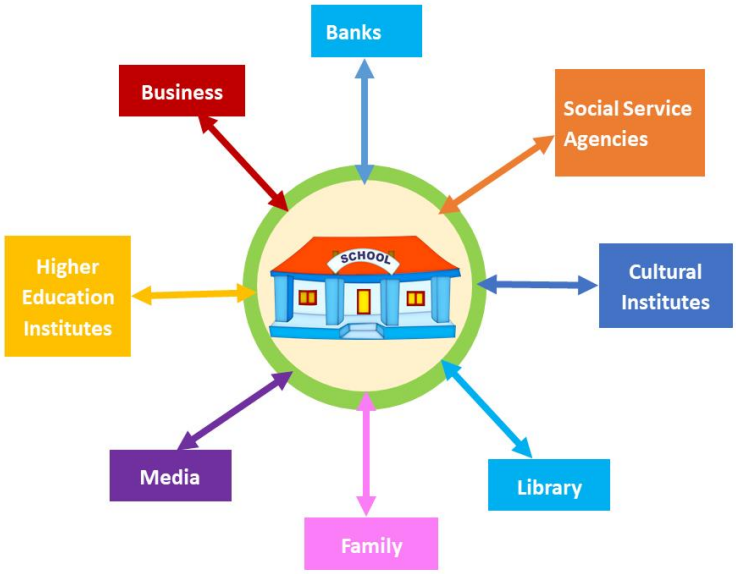

Figure-7: **Possibilities of School-Community Partnership**

Success story of Wablewadi Z.P School

Let us try to understand this with the help of following success story of the school. This is one of the School located at Wablewadi, Pune. This school is an ISO certified and also has achieved higher status in the society. Every parents want to put their children in this school. There is waiting list for the admission of children in the school. This transformation of the school is the result of school community participation.

This muncipal school has undergone a complete makeover in terms of infrastructure as well as teaching approach. In 2012, when Dattatreya Ware took charge as headmaster, he noticed that children weren't too enthusiastic about coming to school. At the time, there were only 30 students who were actually attending classes. Disturbed by this trend, Dattatreya (a teacher) held a meeting with the parents. During the meeting, the parents decided that they wouldn't accept external donations rather they will raise fund at their level to renovate the school. They managed to raise approximately Rs. 17 lakh to give the school a much-needed makeover. It took almost a year for the work to be completed. The 66 households in the village funded the entire project. And that's not all, the entire work was done by the parents and no labourers were employed. Today, this school is air conditioned. It runs on solar power. And the children are taught through e-learning and activity-based methods. The best part is that it has more than 90 students. enrolled in 2016. The entire environment has undergone a change. Now children come as early as 8 a.m and stay till 7 p.m. School teachers literally have to shoo them away.

The campus is a wifi-enabled one and every student has a tablet. There is a beautiful botanical garden in the school as well. There were only four teachers in the school including Dattatreya till 2016.It was his vision that has made the school what it is today.The efforts made by Dattatreya and the other teachers haven't gone unnoticed. In 2013,renowned Indian scientist Vijay Bhatkar visited the school and was so impressed that he said "it was his dream school". The school is also 9001-2008 certified. The school has math, science, language, crafts labs, as well as a sports room. The teaching and learning is completely different from other traditional schools. There is a focus on the interest of student. There are no fixed hours for classes. At the end of the day if the students haven't understood certain concepts , the students look it up on the internet. To know more about this school visit:

1. https://www.youtube.com/watch?v=7a5L8OB-Ar0

2. https://www.youtube.com/watch?v=OUTJlzBFviQ

Learning Activity 1: Scenario based discussion

Dear learners, read the Success story "Wablewadi Z.P School" carefully and think about it with the given focus questions. If you wish to earn the course completion certificate then you have to go course discussion page and submit your post in the discussion forum and also go through others' submissions and give your comments on it.

Focus questions:

1. **Why and how this change would have taken place?**
2. **Could this have been possible without the participation of community?**
3. **In what way community supported the school?**

Check your Learning -1

The Various practices followed by different schools are mentioned in the following section. Read it carefully and put (√) in front of statement that reflects Community School Partnership.

1. Young students of the school voluntarily provide Digital learning to old and young of the community. ☐

2. The district invites community partners to create STEAM programs and activities that students and families can enjoy ☐

3. The district and community partners come up with the World of Work by organizing '*Career Expo*'for exposing students to various career opportunities ☐

4. School has established Family-Community Resource Centers, to help students and families address challenges they might be facing outside of the classroom ☐

5. School create a policy that all families are able to participate in school activities/events, regardless of their ability to pay ☐

Let us try to find answer of these questions in further sections. From the above scenario one can understand how mutual trust, respect and shared responsibility leads to effective partnership.

Let us try to understand the need and importance of community school partnership.

4.2. Need and Importance of community partnership:

As we have understood from the above story of wablewadi school how with the partnership of community, school can transform into a dream school. Do the following activity for understanding the need and importance of community school partnership.

When school and community work together to support learning, everyone benefits. Partnership between school and community strengthen, support and even transform student learning. It also results in more efficient use of resources,improved program quality and better alignment of goals. Here are few points for your reference.

- School community partnership supports student outcomes. Positive relationships with schools can foster high quality, engaging, and challenging activities, along with promoting staff engagement.
- It helps parents and other citizens recognize their responsibility for the quality of education provided by their schools.
- It facilitates access to range of learning opportunities for learners as well as to teachers to experiment with new approaches of teaching and learning.
- It fosters community understanding of the need for constructive change and solicit community advice on how to achieve stated school goals.
- It involves community members in the work of the schools and the solving of school problems.
- It promotes a genuine spirit of cooperation between the school and the community and sets up channels of sharing the leadership in improving community life.
- Compliment the academic curriculum with wider range of services and activities particularly art and cultural activities that may not be available in school.
- It Improves school culture and community image through exhibitions and performances that helps the students whose talent may not be harnessed in the school.

- It supports in gaining access to other resources such as mentors, offer school staff to support in teaching learning process.
- It helps develop community understanding of all aspects of school operation; it ascertains community attitudes towards issues in school; it helps discover the community aspirations for the education of their children.

Learning Activity 2: Reflect and Brainstorm

Dear learners, please assume you are a principal of aided school. There is inadequate facilities, equipment, infrastructure and other resources in your school. These resources could not be provided by the government for its own reason. While the parents are expecting so much to be done by the government, government feels satisfied of what it is doing for education. This has created dilemma for administrators. How you will make use of community resources to achieve school's goals and resolve this dilemma?

CHECK YOUR LEARNING-2

Multiple-choice questions

Q1. The most common reasons parents give for not being involved with their children's education is

a) They don't have enough time
b) They don't want to be involved
c) It's the teacher's job, not theirs
d) They don't know what to do

Q2. Involving parents in the education of their child will

a) Make up for an inadequate reading program
b) Compensate for low-quality teaching
c) Mend the communication gap between administrators and teachers
d) Be one important element in an effective school improvement plan

Q3. Which of the following types of partnerships has research shown to most help student achievement?

a) Parenting and family skills
b) Learning at home
c) Two-way communications between home and school
d) Volunteering at school

Q4. What is the best way for schools to encourage diverse families to be involved in the education of their children?

a) Form trusting relationships with families
b) Recognize and address families' needs
c) Share power and responsibility with families
d) All of the above

Q5. Teachers who use practices of partnership are more likely to report that

a) Only some parents can help their children
b) All parents can help their children
c) Single parents, poor parents, and those with less education cannot help their children
d) Only English-speaking parents can help their children.

4.3. Creating spaces for community involvement in the school

There are various ways through which one can seek community participation in school. Read the case and try to reflect on the questions asked below.

Learning Activity 3: Analyse and Reflect

Dear Learner read the above case and try to understand how community involvement can be taken for building school community partnership with focus questions and write your answers in your reflective learning dairy.

case

This is a primary school located in Mumbai suburb with 5000 students. This is one of the well-known and reputed schools. Students from high socio economic background (affluent family) are studying in this school. Maximum numbers of parents are from English-speaking backgrounds. Student achievement in all areas of the academics as well as non-academics is very high. The school consistently performs well and provides 100 % result from past 10 years. Family expectations for student achievement are high and more than half of the students also have private tutions. The challenge is to engage parents and families in overall development of the students. Many of the parents are from professional backgrounds so finds it difficult to take out time for school. The school runs life skill development program from the past two years. This has attracted many of the parents and students towards this school. Many of the parents have volunteered in this program. As the number of students enrolling for this program is increasing day by day it has become difficult for the school to implement this program. Engaging parents knowing that many of the parents are professionals with heavy commitments at their jobs and also with a strong commitment to their children's education, the school devised a means by which it could take participation of the parents by giving them chance to directly involve in school by way of making them member of school management committee. The program was then deployed by the school management committee to take participation of parents on second and fourth Saturday and holidays as per their available time . The school presented parents with an enticing mixture of satisfaction for their own contribution in learning of their kids and at the same time fulfilling their desire to give their children the best in life. This is how school created space for parents in their children learning.

Focus questions:

1. In what ways the community can participate in the management of schools?

2. What results do students, schools, and communities achieve when communities participate in schools?

3. What methods / strategies can be deployed to enhance community participation in schools?

4.3.1. Community Participation through School Management Committee (SMC)

The success or failure of schools depends, to a large extent, on the level of relationship the schools maintain with their neighbouring communities. This makes it demanding on school School Management Committees (SMCs) to identify key areas of school-community relationship and improve them to promote and improve the existing school-community relationship. Community participation in school management has great potentials. The general goals of SMCs programme vary according to each school and locality but it typically include increasing the participation of parents and communities in schools, gain community's interest in school with a view to get their ownership for the schools and provide a platform for the community and schools to pool resources together to enrich schools management. School management committee can act as a link between school and community to promoting effective community participation, transparency in the administration and management of school, commitment, accountability, supportive services and best practice in planning, monitoring and evaluation of school administration , teachers and learners to ensure quality service delivery and learning outcomes.

There have been numerous attempts done in various countries to enhance the participation of communities in the affairs of schools either through the School Management Committees (SMCs), the Parent-Teacher Associations (PTAs) or local governments. These include, local government and communities taking up responsibility for building classrooms, hiring contract teachers, or raising funds for school infrastructure development. Government of India has also done lots of provision for community participation in school management. Under the Right to Education Act 2009 it has been recommended to establish school management committee in every school and representative from the community should be the member of the community.According to the RTE (2009), each school must have a functioning School Management Committee (SMC), comprising parents and guardians (75 per cent), local authority officials, teachers and local educationists to create a bridge between the school administration and the local community.The SMC should meet once a month and, as well as ensuring various rights in the RTE are upheld, prepare a yearly School Development Plan, as well as monitoring the utilization of grants and the whole school environment.

The types of participation vary depending on the purpose of participation and actual power given to the community. The power given to community include budgeting (revenue

generation and allocation), Personnel management (appointment and dismissal),Pedagogy and educational content (curriculum development, making of class schedules,school calendar and events), school infrastructure and maintenance (improvement of building and other infrastructure), monitoring and evaluation (monitoring and evaluation of teachers' performance and student learning).

Does Your School has SMC? Are SMCs playing their roles in promoting good school-community relationship? If not, what hinders the SMCs from performing their roles?

4.3.2. Community involvement in School Development Plan (SDP)

In School development community involvement plays a very important role as we saw in earlier section with the example of wablewadi schoool. Without active involvement of the community in school management quality improvement is not possible. Community participation in school development can be in various ways depending on the context , in different degrees or level of participation such as

• Involvement through the mere use of a service such as enrolling children in school or using a primary health care facility.

• Involvement through contribution of money, materials and labors.

• Involvement through 'attendance' at parent teacher meeting at schools

• Participation in the delivery of a service, often as a partner with other actors.

• Participation as implementer of delegated powers.

• Participation in 'real decision making at every stage' including identification of problems, study of feasibility, planning, implementation, and evaluation.

4.3.3. School as a social learning space for the community

In social learning spaces people come together to voluntarily exchange ideas, ask questions, provide answers and explore issues with one another, no matter when or where they are. This

kind of learning is through interaction, rather than through knowledge acquisition. Even if it can be as informal as a group of students discussing an assignment on the way home after school. For different generations social learning has varied in significance and nature. A digital social learning space doesn't need any structure, or even any 'authority' figure. It can be a completely self-determining and self-regulating environment all of its own. These social learning spaces needs to be created for following reasons

- To enhance student learning experiences.
- To foster vertical and horizontal student interactions that is, between and across years of study
- To increase positive, informal staff/student interactions.
- To build on social learning as a key to student success.
- To enable staff and students to be part of a community resulting in a sense of belonging and identity.

CHECK YOUR LEARNING-3

Drag the type of involvement of community partnership in school and drop it in front of its relevant description

Sr. no.	Description	Types of Community Involvement
01	Budgeting, Personnel management, Pedagogy and educational content, school infrastructure and maintenance monitoring and evaluation	
02	School takes participation of parents by devising mechanism through which parental involvement is taken as per their available time	
03	Involvement of parents in Health Check program organized by the school	
04	School provides digital social learning space for exchange ideas, ask questions, provide answers and explore issues with one another	

School as a social learning space

Community Participation through SMC

Creating spaces for community involvement

Community involvement in SDP & school

4.4. School as part of the education system

An education system comprises everything that goes into educating school students at the federal, state, or community levels. The educational structure in India is divided into four levels: pre-primary, compulsoryy primary education, secondary, higher secondary and higher education. The pre-primary school level is intended for children up to the age of six, at which primary school begins. Primary eeducation is compulsory for children from six to fourteen years of age. The secondary level normally includes standard nine and ten. Standard eleven and twelve comes under higher secondary and after that higher education begins.

This structure of education can be very well understood by this following figure

Structure of Education in India

Age 6 to 14 15 to 18 19 to 21 22 to 23

<table>
<tr><th>Primary/Elementary Education</th><th>Secondary & Higher secondary</th><th colspan="2">Higher Education</th></tr>
<tr><td rowspan="2">Std I to VIII</td><td>IX & X Secondary</td><td>Graduate</td><td>Post Graduate</td></tr>
<tr><td>XI & XII Higher Secondary</td><td>B.A/B.Sc/ B.Com</td><td>M.A/M.Sc/ M.Com</td></tr>
<tr><td rowspan="2">Compulsory Education</td><td rowspan="2">Open School</td><td>B.Tech,B.Ed</td><td>M.Tech,M.Ed</td></tr>
<tr><td>M.B.B.S</td><td>M.D</td></tr>
</table>

School education is a basis for higher education. It is foundation and pillar of higher education. When we look at education as a system the different levels of education are inter dependent. Primary education is a base for secondary and secondary is a base for higher secondary and so on. So, school education needs to be strong as it is a pillar of the building of education hence it becomes utmost important to have quality education at school level itself and this quality can be brought by taking community support.

Learning Activity 4: Reflective Discussion

Dear learner it is the time for reflection. In this unit you have learned how to develop home school partnership and importance of home school partnership in student learning as well as for the development of school. Here are some questions to ponder your thoughts for reflection.

1. **What is it that parents and teachers need to understand about working together?**
2. **Why is this partnering so important to student success?**
3. **How are parents' involvement can be taken to make the school open, welcoming, and collaborative?**

Key take away

- ✓ Community school partnership plays very important role in a child's education and schools can reap large dividends by capitalizing on their support.
- ✓ Such partnership relationships require a lot of work by both school and community. Although success will not come easy, the rewards are too great for a school.
- ✓ If community and school come together it will have a significant effect on child's development and it will do miracle in the whole education system.
- ✓ There are different possible ways through which one can build this strong partnership between community and school.
- ✓ School-community relationship plays very important role in ensuring effective school performance and helps SMCs perform their role effectively.
- ✓ For SMCs to perform their roles effectively coordination between school and community is very important.

Additional web resources:

https://www.expandinglearning.org/expandingminds/article/school-community-learning-partnerships-essential-expanded-learning-success

http://ssakarnataka.gov.in/rmsa/pdffiles/RMSA_Plans/Plan1617/Community_Participation_Mobilisation_guidelines.pdf

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Appendix-I

Answer key of Check your learning

Unit-1 Building Teams and promoting team work

Building Teams and promoting team work

CHECK YOUR LEARNING-1

Q1. Select proper alternative and fill in the blanks

1. Successful teambuilding needs ----------, ---------- and ----------.

(***strategic focus***, mutual trust, ***collective approach***, *team spirit*, **team interaction**, *team work)*

Q2. Multiple choice questions

1. When you are going to build team what will you consider most?

a) Matching responsibilities and abilities
b) Designation and Seniority
c) Matching abilities and their previous performance
d) Mating team members attitude and relations

2. What is the key of professional dialogue among team members?

a) Knowledge and experience
b) Authorities and autonomy
c) Respect to cultural and professional differences among individuals.
d) Mutual personal or professional relationship

Q3. Identify the statement is True or False

1. Introvert people are feeling stressful experience during collaborating with others.

a) True

b) False

CHECK YOUR LEARNING-2

Q1. Multiple choice questions

1. What skills are essential to successfully work together

a) Management skill
b) Cognitive skill
c) Effective communication and collaboration skills
d) psychomotor skills

2. These are the main forms of communications.?

a) Visual, symbolic and silent
b) Meaningful, meaningless and nonverbal

c) Active, passive and impartial
d) Oral, written and nonverbal

3. What is the basic quality of good collaborator?

a) Ability to solve problem with unique way
b) Ability to guide others
c) Ability to work effectively and respectfully with diverse teams
d) Ability to understand hidden complexity of problem

Q2. Identify the statement is True or False

2. In collaborative work shared responsibility, and value the individual contributions made by each team member it is assumed.

c) True
d) False

Unit-2 Being a Team Leader

CHECK YOUR LEARNING-1

Q1. Select proper alternative given below

1. The supervisor of the future will be prepared as a team leader because

a) teams reduce the number of problem employees in a workplace.
b) most supervisors are not capable of serving as department managers.
c) **employee involvement generates increased employee productivity**.

2. What is the most important personal characteristic of a team leader?

a) Patience
b) Sensitivity
c) **ability to inspire others**
d) willingness to listen

3. The effective leaders of the team are powerful .....

a) **Facilitators**
b) Lecturer
c) Communicator
d) Guide

CHECK YOUR LEARNING-2

Q1. Select proper alternative given below

1. Which is the first step in problem-solving?

a) collect and analyze data
b) consider possible solutions
c) identify and analyze the problem
d) observe, evaluate, and adjust

2. **Many small and simple decisions can be handled appropriately by a ------.**

a) single leader
b) two leaders
c) three leaders
d) many leaders

3. Research in the field of management has proven that most successful leaders are---.

a) Introverted
b) Extroverted
c) Manager
d) Consumer

Unit-3 Home School Partnership

CHECK YOUR LEARNING-1

Let's check your learning -1

The Various practices followed by different schools are mentioned in the following section. Read it carefully and put (√) in front of statement that reflects Home School Partnership.

1. During PTA meeting parents are informed about various activities of the school [√]
2. Parents are encouraged to participate in different activities performed in the school [√]
3. Parents are consulted for student's difficulty in learning and ways are find out after consulting with them [√]
4. Parents are involved in school decision making [√]
5. While planning homework for the child parents are involved [√]

CHECK YOUR LEARNING-2

Drag the type of involvement in home school partnership and drop it in front of its relevant description.

Sr. no.	Description	Types of Involvement
01	Parents are involved in important school related decisions	**Consultative decision making**
02	Teacher informs parents about child's learning by making a note in student diary	**Communication**
03	School seeks parents' feedback by conducting survey	**Recognition of Role of Family**
04	Meetings are scheduled considering parents' convenience and parents' perspectives are valued	**Connecting learning with home & school**
05	Activities are organized to take continuous community involvement.	**Collaboration with the community**

Communication

Recognition of Role of Family

Consultative decision making

Connecting learning with home & school

Collaboration with the community

CHECK YOUR LEARNING-3

Drag the leadership skill used by the principal and drop it in front of its relevant description

Sr. no.	Description	Leadership skill
01	Principal understands the importance of parents' contribution in student's development so inspires and motivates parents for participating in school activities.	**Visioning**
02	Manager follows step-by-step process to make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives.	**Strategic Planning**
03	Principal analyzes available resources at his school and devise mechanism to mobilize resources	**Decision Making**
04	Manager looks for new ways of solving the problems related to student learning by way of incorporating parents in child's education	**Problem Solving**
05	Principal chooses a solution and develops an implementation plan with the sequence of events necessary for completion.	**Creativity and innovation**

Visioning

Strategic Planning

Decision Making

Problem Solving

Creativity and innovation

Unit-4 Working with the Community and System

Check your Learning -1

The Various practices followed by different schools are mentioned in the following section. Read it carefully and put (√) in front of statement that reflects Community School Partnership.

1. Young students of the school voluntarily provide Digital learning to old and young of the community. [√]

2. The district invites community partners to create STEAM programs and activities that students and families can enjoy [√]

3. The district and community partners come up with the World of Work by organizing *'Career Expo'* for exposing students to various career opportunities [√]

4. School has established Family-Community Resource Centers, to help students and families address challenges they might be facing outside of the classroom [√]

5. School create a policy that all families are able to participate in school activities/events, regardless of their ability to pay [ ]

CHECK YOUR LEARNING-2

Multiple-choice questions

Q1. The most common reasons parents give for not being involved with their children's education is

- **a) They don't have enough time**
- b) They don't want to be involved
- c) It's the teacher's job, not theirs
- d) They don't know what to do

Q2. Involving parents in the education of their child will

- a) Make up for an inadequate reading program
- b) Compensate for low-quality teaching
- c) Mend the communication gap between administrators and teachers
- **d) Be one important element in an effective school improvement plan**

Q3. Which of the following types of partnerships has research shown to most help student achievement?

- a) Parenting and family skills
- b) Learning at home
- **c) Two-way communications between home and school**
- d) Volunteering at school

Q4. What is the best way for schools to encourage diverse families to be involved in the education of their children?

- a) Form trusting relationships with families
- b) Recognize and address families' needs
- c) Share power and responsibility with families
- **d) All of the above**

Q5. Teachers who use practices of partnership are more likely to report that

- a) Only some parents can help their children
- **b) All parents can help their children**
- c) Single parents, poor parents, and those with less education cannot help their children
- d) Only English-speaking parents can help their children.

CHECK YOUR LEARNING-3

Drag the type of involvement of community partnership in school and drop it in front of its relevant description

Sr. no.	Description	Types of Community Involvement
01	Budgeting, Personnel management, Pedagogy and educational content, school infrastructure and maintenance monitoring and evaluation	**Community Participation through SMC**
02	School takes participation of parents by devising mechanism through which parental involvement is taken as per their available time	**Creating spaces for community involvement**
03	Involvement of parents in Health Check program organized by the school	**Community involvement in SDP & school**
04	School provides digital social learning space for exchange ideas, ask questions, provide answers and explore issues with one another	**School as a social learning space**

School as a social learning space

Community Participation through SMC

Creating spaces for community involvement

Community involvement in SDP & school

Appendix-II

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Template of Reflective Learning Diary

A reflective learning diary is a record of your learning that will portray your learning experiences along with your reflection. It will help you to contextualize your learning and its application in your own unique situation. Besides, it will help you to recognize your own strengths and weaknesses. The aim of the reflective learning diary is to give you an opportunity to:

- Keep a record of the work you undertake
- Summarise, analyse and comment on the assigned learning activity.
- Take note of any existing knowledge and skills that have strengthened or new knowledge and skills acquired.
- Identify areas you would like to improve.
- To apply learning in your own unique context.

The following questions may help you write your reflective learning diary.

1. What did I learn? What was new to me? Was there something that changed my views and ways?
2. What did I not understand? What went against my own ideas? Why? What was less comprehensible? Why?
3. Which learning activity/activities have some relevance for your personal and professional life? Mention the way it is relevant to you.
4. How are you able to apply this knowledge in your own unique local context? How this activity supports your knowledge, skills, and attitudes to capacity building as a school leader?

When you reflect on any learning activity, ask these questions to yourself.

General instructions to write a reflective learning diary and its submission.

1. The key to writing a reflective learning diary is when you are writing your reflective learning diary, you should focus on your learning experience of the assigned learning activity rather than discussing the activity.
2. When you are doing a reflection on a learning activity you should relate it to your prior learning and life experiences.
3. In the reflective learning diary, you should speak in your own voice.
4. Write your reflective learning diary on a daily basis, it may prove hard to go back to the activity after some days.
5. You don't necessarily have to use complementary literature or web resources to write a reflective learning diary.
6. You may use given template of reflective learning diary.
7. Submit this reflective learning diary at the end of every Unit.
8. Download editable template of reflective learning diary from module outline page of particular module.
9. Submit your reflective diary at the end of every module into the LMS self-assessment survey.
10. Your reflective learning diary will be used to assess your active participation into the course

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Name of the Student:

Email ID:

Suggested Focus points/questions	*Summarisation & Reflection*
Make brief note of your active participation in online or offline learning activities. (60 to 70words)	
What did I learn from all these activities? What was new to me? Was there something that changed my views and ways? (100 to 150 words)	
What did I not understand? What went against my own ideas? Why? What was less comprehensible? Why? (40 to 60 words)	
How these activities support my knowledge, skills, and attitudes to capacity building as a school leader? (40 to 60 words)	

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MUMBAI-20

ISBN: 978-93-5437-343-5