



SELF LEARNING e-HAND BOOK-IV

Leading Innovation at School



EDITED BY-Dr. Mahesh H. Koltame

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

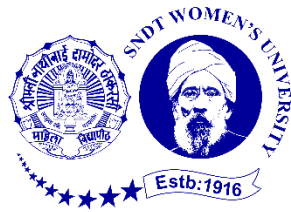
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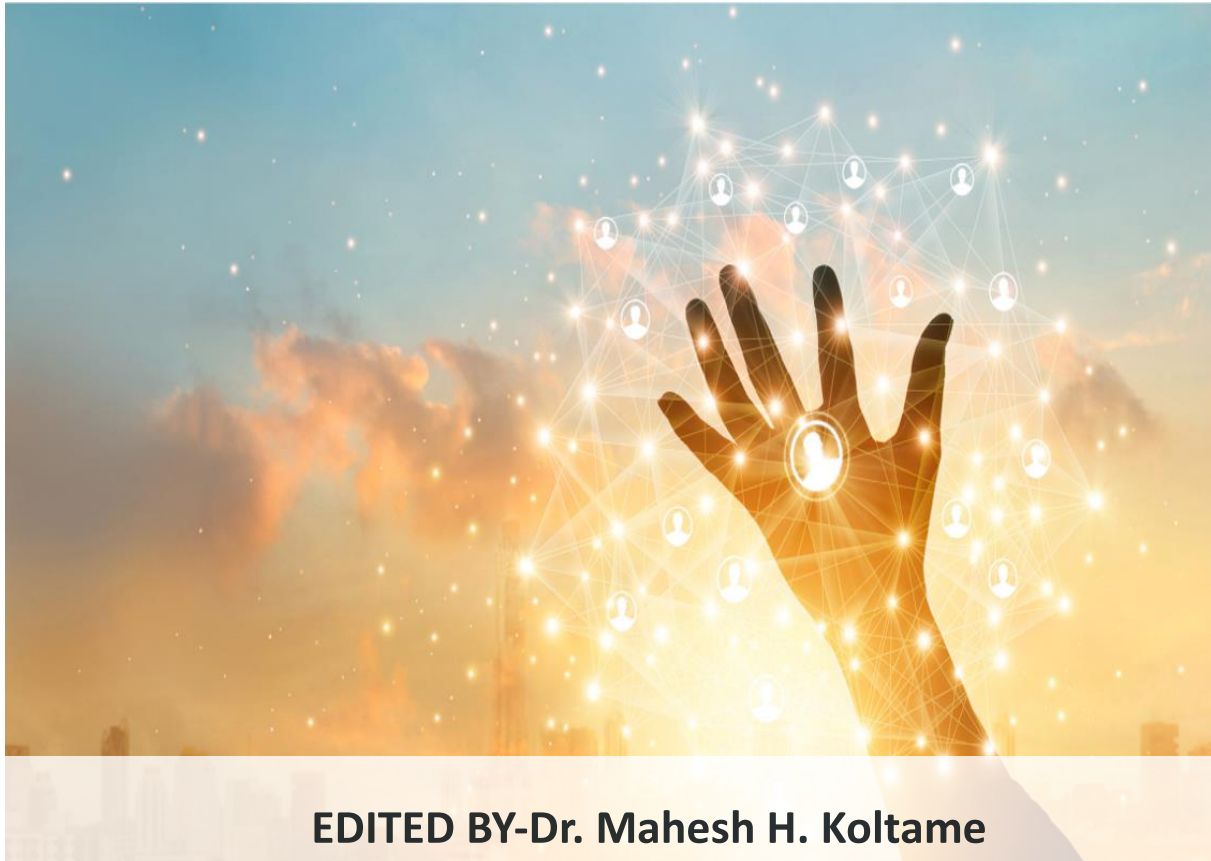
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Self-Learning e-Handbook-4 Leading Innovation at School



EDITED BY-Dr. Mahesh H. Koltame

**P.V.D.T. College of Education for Women,
SNDT Women's University, Mumbai. 020**

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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.

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.



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-4, entitled Leading Innovation at 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-4.

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

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 managers 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-4 entitled Leading Innovation at School we covered module first.

The course materials are provided in this self-learning e-Handbook are useful for the theoretical understanding of course, 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-4 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 four 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-4 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

Dear friends,

I warmly welcome you to “Development of School Leadership Capacities and Management Skills MOOC (4): Leading Innovation at School.

The 21st century is the century of knowledge society with the feature of global, private, liberal, and more complexity. Now our socio-economic scenario is completely changed, the new generation will be ready to face a very different future from previous generations. Information communication Technological (ICT) advances and scientific discoveries are significantly accelerating the amount of knowledge and information. Life has become more dynamic. Now we live in a complex multicultural, more open and liberal, digital, interdependent global knowledge society, where individual and professional success is depended on persons learning abilities, creativity and innovation and digital skills. In short, the 21st century has brought many challenges and opportunities as well. An important responsibility of education is to create a future generation that will meet these challenges and become global citizens.

Friends, as we discussed in Self-learning Handbook-2, school should be an exploration center where the mind is free from fear and people aren't afraid to think out of the box. Only in school, everyone can think openly and create new ideas, experiment with their ideas, where it is allowed to make mistakes and learn from the mistakes. With this feature, if the school head maintains transparency in his policy and practice, uses technology in the right way, and stays connected with the community and other professionals then it builds a culture of innovation in school.

From the above perspective, this MOOC has been developed to the school leader's knowledge, skills, and positive attitudes to work effectively and solve the issues related to their school. This Self-Learning e-Handbook-4 is the part of MOOC hands-on course material.

Although the book contains many case studies, scenarios, reflective spots, and small learning activities are included it 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 concept of innovation and its importance in learning organization?
- How to build culture of innovation in school?
- How school leaders transform school as an innovative learning organization?
- How to reimagine school through the innovation?
- How to deal issues and challenges of school leadership through innovation?

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, semi-, 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 school 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.

Each chapter ends with a set of keys '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-4 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 reading and doing!

Dr. Mahesh H. Koltame,

Course coordinator and Editor

Innovation: Heart of a Learning Organization



Dr. Ganesh A Chavan

Assistant Professor

PVDT College of Education For women, SNDT
Women's University, Mumbai.

Hello friends,

I would like to put one quote before starting the discussion of this unit.

“Innovation is seeing what everybody has seen and thinking what nobody has thought”

-Dr Albert, Szent-Gyorgyi

This quote itself tells us about thinking out of the box. As a school leader we are in the process of creating nation builders for tomorrow.

So, while planning or designing any curricular, co-curricular or extra-curricular activity we should keep in mind the innovative centric learning atmosphere. I am sure that you all are definitely working on it. Friends, here in this unit we are going to discuss what innovation means? Its need and importance, its types and how to integrate it in our learning organization. Let's start it.



Objectives

- To develop capabilities among school leaders to create a school as an innovative learning organization.
- To enable school leaders to design innovative practices for enhancing quality of an organization.



Expected learning Outcomes

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

- ✓ Explain the importance of innovation in any learning organization,
- ✓ Plan innovative practices for enriching quality of learning organization,
- ✓ Take responsibility as an innovative practitioner,
- ✓ Design innovative strategies for an organization,
- ✓ Create an innovative-centric school culture,
- ✓ Organize innovative practices in respect to administration, teaching-learning process and evaluation process.

Content Outline

- 1.1. Concept of Innovation: Meaning, nature and feature of innovative centered learning organization,**
- 1.2. Need and importance of innovative centered learning organization,**
- 1.3. Role of school leaders to creation of innovation centered school as learning organization**
 - 1.3.1. School Head: A key driving force for innovations,
 - 1.3.2. Innovations: Significant to school environment,
 - 1.3.3. In search of new ideas: Dialogue and Brainstorming,
 - 1.3.4. Looking beyond the normative framework

Warm-up activity: SWOC analysis of your learning organization

Dear learners, this is a warm-up activity to know your learning organization in a different way. Already you have done an activity of SWOC analysis of your learning organisation. You have discussed the strengths, weaknesses, opportunities and challenges of your learning organization.

You have to go through the weaknesses and challenges of your learning organisation. Now you have find out the areas of innovations so that you can overcome these challenges. You have to list out the areas for innovations. it's weaknesses, opportunities for the betterment of your organisation and what would be the challenges. It is expected that you should write at least five areas for innovations. For example in discipline, teaching-learning process, using learning resources etc.

You have to submit this in the discussion forum

1.1. Concept of Innovation: Meaning, nature and feature of innovation centered learning organization:

Friends, innovation is the sustainable need of any society at any level and time. Without innovation no one can survive. As we know that school is known as the model of society. So here school must play a vital role in developing innovative culture within society. For this every factor of learning organization must be involved in developing innovative culture within their organization. So, let's see what exactly means by innovation?

If we go through the literature, we will find that various views & definitions of innovation are available. Let's go through it.

“We understand innovation to main doors attempts at change in an educational system which are consciously and purposefully directed with the aim of improving the present system. innovation is not necessarily something new but it is something better and can be demonstrated as such.” (CERI, 1969, p.13)

“By Innovation we mean any change in any one component of the educational system which is not made simply for the sake of change but with the intention of promoting improvements in the aspect concern and having regard to the close interdependence of all such aspects in the system as a whole.” (Noel, 1974, p.24)

According to Rogers and Shoemaker *“An innovation is an idea, practice or object perceived as new by an individual. It matters little so far as human behaviour is concerned, whether or not an idea is objectively new as measured by the lapse of time since its first use or*

discovery. It is the perceived or subjective newness of the individual that determines his reaction to it. If the idea seems new to the individual, it is an innovation. (P.19)

Miles M.B. (1966) makes distinguishing between innovation and change. According to him innovation is clearly more planned, deliberate, routinised and willed than change which is more spontaneous.

Westly W. (1958) in a report on innovation clarifies two points. 'Innovation is concerned with devising the most effective combination of means to produce specially conceived ends.' & 'Change in education can no longer be left to casual initiatives by separate groups and purposes because it is more disorganised and can be disruptive.'

Innovation in our present context may not or does not necessarily mean something which is entirely novel. It connotes rather something which is fresh and new from the point of view of those people using it. In education, we are less concerned with the actual invention of devices and methods than with their use and dissemination throughout the schools.

Friends, if we think about types of innovation then we can categorise these types in different ways. Actually, these types are based upon their purposes. If we develop any device or product, we can call it product level innovation, if we develop some strategies systems or structure, we can call it Management level innovations, invented something which exceeds customers' expectations then we can call it service level innovations. so, we can say that type of innovation is best upon for what purposes we are going to use that innovation.

Factors affecting Innovations

Leader of any learning organisation must know what is innovation and what factors are affecting innovation.

Havelock R.G. (1974) divides factors affecting innovations into three major types. These factors are Input factors, Output factors and Throughput factors. Input factors which inhibit change entering the school system. Output Factors which prevent the very genesis of change from within. Throughput factors which limit the speed of new ideas and practices through the school system. He further classifies these three factors into its kinds. They are as follows.

Input Factors:

- Resistance to change from the environment
- Incompetence of outside agents

- Over Centralisation
- Teacher defensiveness
- Absence of change agent
- Incomplete linkage between theory and practice
- Underdeveloped scientific base
- Conservatism
- Professional invisibility

Output Factors:

- Confused goals
- No rewards for innovations
- Uniformity of approach
- Monopoly in school
- Low knowledge component
- Low investment in research and development
- Low technological and financial investment
- Difficulty in diagnosing weaknesses
- Product measurement problems
- Focus on present commitments like accountability
- Low personal development investment
- Lack of interpersonal models
- Passivity

Throughput Factors:

- Separation of members and units
- Hierarchy and differential units
- Lack of procedure and training for change

LEARNING ACTIVITY: 1

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

Q. List out the factors which affect innovation in your learning organisation and reflect how you are going to overcome these factors as a school leader?

CHECK YOUR LEARNING-1

Q1. Multiple choice questions

1. Select the true statements.

- a. Change is spontaneous in nature
- b. Innovation must be permanent
- c. Innovation is clearly more planned
- d. Innovation and change are same in nature

a) a, b, d

b) a, d

c) b, c,d

d) a, c

2. Over centralisation is..... type of factor which affects innovation.

- a) Input
- b) Output
- c) Throughput
- d) Basic

1.2. Need and Importance of Innovation Centered Learning organization

It is said that 'All good teachers are innovative teachers.' So as a leader of a learning organization it's our responsibility to create good teachers vice-versa we need to create innovative teachers. At the same time to create an innovative culture in our learning organization we need to integrate innovations in our learning organization.

Change is the only constant thing in this world. So, we need to accept it. Every school leader must think to create an innovative atmosphere in their learning organisation. It is said that 'a leader leads the team' by following this principle for creating an innovative atmosphere in learning organisation the leader of that particular organisation must work together with every human being of that organisation. Without democratic atmosphere it's difficult to create such

an atmosphere. Each and every person of that organisation takes responsibility to create Innovative atmosphere. Let's see what is the need and importance of innovation centred learning organisation.

For organisation development there is a need of innovation centred learning organisation. Through various innovations any e learning organisation can develop their performance. To overcome various issues and challenges of institution or organisation innovation plays a vital role. These issues and challenges may be related to the teaching learning process, evaluation process or related with administration. There is a need for an innovation centre learning organisation for the future study. For achieving goals innovation should be there. To fulfil the needs of 21st century learners there is a need for an innovation centred learning organisation. For developing 21st century learning skills among the learners there is an importance of innovation centred learning organisation.

In a simple way we can say that innovation Centre learning organisation is a need of the 21st century. If we want to create innovation cantered society then education must create a platform to develop innovation among learners. Education and innovation should go together. If we create every learning organisation as an innovation centred learning organisation then it's possible to achieve sustainable development goals.

LEARNING ACTIVITY2: SCENARIO BASED DISCUSSION

In a parents meeting, few parents shared that Mr Raj, a school teacher of 8th class, always involved students in various innovative practices. Whereas other teachers are strict with their normative framework. Parents make a demand for such activities for all divisions of 8th class.

Now imagine that you are a school leader of that learning organisation. To solve this issue how would you explain the need and importance of innovations for any learning organisation to your team members?

Express your views in a discussion forum.

CHECK YOUR LEARNING-2**Q.1. True or False**

1. Without democratic atmosphere it's difficult to create an innovative atmosphere in a learning organization.
 - a. True
 - b. False
2. Innovation & development always go together.
 - a. True
 - b. False
3. Innovation centred learning organisation is the need of the 21st century.
 - a. True
 - b. False

1.3. Role of school leaders to creation of innovation centered school as learning organization:

In the previous point we discussed the need and importance of innovation centered learning organisation. Now it's time to discuss the role of school leaders to create an innovation centred school as a learning organisation. Every member of the organisation must try to create innovation centred learning organisation by taking active participation and involvement in innovation at their own level. So, let's start our discussion from the school head.

1.3.1. School Head: A Key driving force for innovations

Any school leader or school head must play the role of a key driving force for innovation. Mahatma Gandhi clearly stated that "Be the change you want to see in the world." By following this principle every school head must try to be a leader of innovations in their learning organization because the leader leads the team.

The school head must be a visionary person. He/She must have more foresight than any other person of the learning organization. If a school head has a visionary person then it's possible for him/her to set long term as well as short term goals for the learning organisation. Friends, without integrity it's not possible to set such goals. So, as a school head, integrity towards the learning organisation and our responsibility must be there. Without integrity how can anyone think beyond the responsibility and routine work? Commitment towards the learning organisation is essential for every school head. Accountability and commitment always go together. That's why every school head must

be accountable, committed and integrated towards their learning organisation, only after that they are able to create their learning organisation as an innovation centred learning organisation.

For being a key driving force for innovations a school head must create democratic atmosphere in the learning organisation. At the same time, he/she must think about giving autonomy of work to every employee of the organization. School heads must accept various opinions, views & ideas regularly from the employee for the betterment of the learning organisation. While taking any major decision there should be a brainstorming on that among all the employees of that learning organisation. That means the school head must be a good communicator. On the basis of good communication skill school heads can coordinate, collaborate and work effectively among their faculty members.

It is said that, 'Give respect and take the respect'. Same thing can happen in any learning organisation. As a school head we need to give respect to each and every person of the organisation. In short, we can say that we need to play a role of parent of every member of the organisation. Along with respect, school heads must try to give reward or recognition to the faculty members for achieving or doing some innovative work. It will motivate the faculty members to take an initiative for doing some innovative tasks. School heads must be a motivator for being a key driving force for innovations in their learning organisation.

School heads must have a habit of leading from the front. He/she should have the courage to make decisions; it might be out of the box. To integrate innovative culture within the organisation school heads must have courage to take decisions. Courageous heads can create a positive influence on every faculty member of a learning organisation.

While interacting with faculty members, school heads must show their empathy instead of sympathy to them. Through empathy it's possible to create a heart to heart relationship with all faculty members. To nurture our team this trait will definitely help school heads. Those school heads who have self-awareness can create a healthy atmosphere within the learning organisation. Self-disciplined school heads are the role models for their team. So, every school leader/head must be a self-disciplined school head. To motivate our team members, school heads must be self-motivated leaders.

In short, we can say that school heads lead the team so they must be a role model to all team members. Following diagram clearly shows us what traits are essential for a school head to be a key driving force for innovations.

In short, we can say that school heads lead the team so they must be a role model to all team members. Following diagram clearly shows us what traits are essential for a school head to be a key driving force for innovations.



1.3.2. Innovations: Significant to school environment

The quality of a nation always depends upon the quality of education of that country, quality of education of that country always depends upon the quality of teachers of that country and the quality of teachers always depends upon the school environment of that country. So, as a school leader it's our responsibility to create an innovative centred atmosphere in our school.

If we go through any innovative centred learning organisation then definitely, we will observe passionate, work-oriented, enthusiastic and most importantly satisfied employees within that organisation. Already, in this unit we discussed the need and importance of innovation in learning organisation. By considering these needs and importance, every school leader should try to develop and integrate the culture of innovation within their school environment. School leaders must know that innovation

can be smaller or major. From sweeper of learning organisation to head of that learning organisation everyone should try to give their best for doing innovations within their work. Everyone should try to take a baby step towards innovation.

Through innovation, the school environment always gets benefited. By examining the current situation of learning organisation and finding out the issues and challenges, innovation gives a different way of looking towards these issues and challenges. This will help to develop thinking, decision making and creativity among the faculty members of that learning organisation. A great poet William Butler Yeats's view is very relevant in this discussion. According to him "Education should not be the filling of a pail, but the lighting of a fire." For 21st century learners we need to accept it and need to try the lightning of a fire.

To fulfil the curiosity of learners, the school environment should be innovation centered. It will make the teaching learning process more interesting. In an innovation centered school environment, teachers always try to go beyond the textbooks. It reduces the pressure of textbooks and gives ample scope for doing things which can develop their interest and curiosity.

If we take an example of change in the education scenario because of COVID-19 pandemic situation then we clearly observed that those learning institutions, who have innovative school environments, cope up with this situation very early and they started their innovative programs for fulfilling the needs of their learners.

So, as a school leader, we need to create, maintain and develop innovative centered environments in our school.

1.3.3. In search of new ideas: Dialogue and brainstorming

Friends, now let's discuss two strategies which will help us to search for new ideas. These strategies are dialogue and brainstorming.

Dialogue:

For sharing our views, ideas or opinions we can communicate with other peoples. Sometime it might be in the form of discussion, interaction or in the form of gossip. But dialogue by its nature goes beyond the discussion, interaction or gossiping. Dialogue is the highest level of communication.

Dialogue is a conversation between two or more peoples. Here heart to heart communication is expected. In dialogue we find the equality within the communicators.

There will be no one superior than the other. We can find respect and trust within the dialogue.

Dialogue is a core of the Socratic method. In this method Socratic asks different kinds of questions to his students. In this way the dialogue happens with the help of questions and answers. Through this dialogue Socratic reveals the misunderstanding, misconceptions and assumptions among his students. And after that they can create new ideas. so we can say that dialogue is the best tool to create new ideas. New ideas are the basics of innovation.

The best example of dialogue is given in the Bhagavad Gita, is a 700-verse Hindu scripture that is part of the epic Mahabharata. The Gita is the best example of dialogue between Arjuna and Krishna

Brainstorming:

Alex Osborn developed this method. The name of this method itself tells the meaning of brainstorming. Using a brain to storm a problem. According to Osborn Brainstorming is a technique developed for the purpose of generating new ideas to solve problems. Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously contributed by its members.

Brainstorming helps to develop imagination power among the students. It also helps to develop the thinking process of the students. Through brainstorming it is possible to develop students' divergent thinking skills. This one is the best method to develop creativity and innovation among the learners.

While executing the brainstorming method within the class, the class leader should follow some steps. First of all, class leaders need to select a problem for brainstorming. While selecting the problem class leaders should keep in mind students' age group, their previous knowledge and their experiences. Second step is selection of persons for brainstorming. A representative group of 5 to 10 students should be selected for brainstorming from the class. The third step of brainstorming is introduction to the problem. In this step the class leader should give the information about the nature of the problem, its scope and limitations. After getting this information in the fourth step actual brainstorming will be executed. We can call this step a brainstorming session. Class leader should play a role of facilitator in this step. It is expected that all the participants should express their views, ideas and opinions in a divergent way in a democratic environment.

At the same time they can keep a record of all these ideas. The last step of brainstorming is evaluation. In this step over all discussion of the collected ideas will happen. Those ideas which can solve the problem will be selected.

In this way class leaders can use such methods and techniques for searching for new ideas for innovations.

1.3.4. Looking beyond the Normative Framework:

For innovations we need to think out of the box that's why sometimes we need to look beyond the normative framework. In normative framework we need to follow particular norms. It gives us clear guidelines and a way to work. If we work by following this only then it might be possible to work in a mechanical way. That means if we would like to think creative or innovative we need to look beyond the normative work.

This doesn't mean that we should break the rules and regulations. By following these norms we need to take autonomy of work. Autonomy of work gives you an opportunity to look beyond the normative framework. Any leaders of a learning organization should give such autonomy to their faculty members. For the overall development of a learner we need to go beyond the textbook while giving various teaching learning experiences to them. It gives us ample scope for integrating various activities in our teaching learning process. We need to use textbooks as a tool for organising various activities in our teaching learning process. For this we need to look beyond the normative framework.

LEARNING ACTIVITY3: CREATE A BLOG

Dear Learners, after discussing the school head is a driving force for innovation in the learning organisation then it's time to work on it.

You have to create one blog on the innovation practices from your learning organization which helps to create innovative centered environments in a school. Within that blog you have to write about the one innovative practice, which is implemented within your school. You have to write it's nature, scope and what things you achieved through this innovation.

You have to share your blog link into the discussion forum.

CHECK YOUR LEARNING-3**Q.1. Multiple choice questions**

1. school leaders/heads can set proper short term and long term goals for their learning organization.

- a) Dominant
- b) Democratic
- c) Visionary
- d) Creative

2. While interacting with faculty members, school heads must show theirto them.

- a) Attitude
- b) Designation
- c) Sympathy
- d) Empathy

3. For organizing various teaching learning experiences in a class school heads/leaders should give to the teacher.

- a) Proper guidelines
- b) Autonomy
- c) Directions
- d) Demonstration

Key take away

- ✓ *This unit consists of the concept, meaning and nature of Innovations.*
- ✓ *There are factors affecting innovation. School leaders have to overcome it.*
- ✓ *There is a need and importance of an innovation centered school environment.*
- ✓ *School heads/leaders must play a role of key driving force for creating innovative centered learning organizations.*
- ✓ *Dialogue should be there for generating new ideas.*
- ✓ *Brainstorming helps us to think out of the box in a divergent way.*
- ✓ *For innovative thinking sometime we need to go beyond the normative framework.*

Activity 4: 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:

- Q 1. According to you, what is innovation?
- Q 2. Write any two factors affecting on education and explain how you will overcome it?
- Q 3. As a school leader, how would you develop an innovation centered environment in your learning organisation? Discuss any two points.
- Q. 4 Dialogue is a source for creating new ideas. Do you agree with this statement? justify it.
- Q 5. Write any two problems for brainstorming.

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Building a Culture of Innovation in the Schools



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Hello friends,

Radical changes are taking place in the field of education. The use of new technologies in education as well as the introduction of various concepts are widening the scope of study of psychology with an emphasis on person-centered development. Every student understands that it is an integral part of the school and the necessary efforts are being made for its development. If we want to develop students in education, it is time to regulate this society properly, keeping in mind the idea that school is a society with resources in the school. While creating such a society in the school, it is becoming possible to create an innovative culture and through it the holistic development of the students. The concept of creating an innovative culture is gaining momentum today and as a result, how to create a new perfection in every field today. And what are the problems that will arise while creating an innovative culture and how to overcome those problems and create an innovative culture-oriented society in any field that requires development tools.



Objective

- To enable school leaders to develop the culture of innovation through different systems and processes.



Expected learning Outcomes

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

- ✓ Explain the Need of culture of innovation
- ✓ Plan to design innovative culture,
- ✓ develop the culture of innovation through different systems and processes,

Content Outline

- 1.1. Concept, Nature and characteristics of Culture of Innovation in the School,**
- 1.2. Need of culture of Innovation**
- 1.3. Preparation for creating a culture of innovation in the school:**
- 1.4. Role of school leader:**
 - 1.4.1. Nurturing Innovations: Creating spaces for experimentation and research,
 - 1.4.2. Ensuring adequate resources and academic support,
 - 1.4.3. Respecting individuality and accommodating diverse perspectives,
 - 1.4.4. Understanding and addressing resistance to change,
 - 1.4.5. Rewards and recognition for new ideas and actions,
 - 1.4.6. Identifying and documenting innovations in school
- 2.5. Challenges of Culture of Innovation in the School**

Warm-up activity: A Story of Innovative School Principal

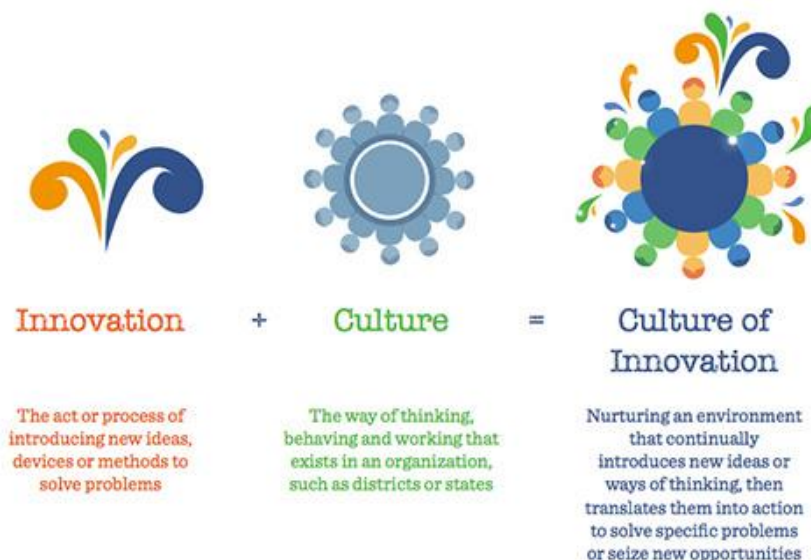
One village had two schools, Active English School and Achiever English School, and the school had a large enrolment. Both schools had a competitive environment in terms of enrolling large numbers of students. The headmaster of Active English School was constantly using various initiatives to get the students in his school so he was constantly consulting his teachers. The number of students enrolled in the school was increasing day by day as a result of the various ideas of the teachers constantly inspiring these activities and how the society can help them to bridge the gap between the schools. The headmaster of Active English School used to make new changes every year regarding the classroom technology, Infrastructure, Qualified Teacher, Co-Curricular Activity, Playing Ground required by the students. As a result, students have the opportunity to participate in new activities every year, which has resulted in a very positive change in the parents and the students.

Other side, the headmaster of an Achiever English School is special for entering students in his school and does not appear to be working hard. The headmaster of Achievers English School used to treat his colleagues with great force. He burdened his colleagues Therefore, there is a scary atmosphere among the colleagues. As a result, the number of students is declining day by day as a result of which teachers in the school are not ready to present their new ideas to them.

1.1. Concept, Nature and characteristics of Culture of Innovation in the School:

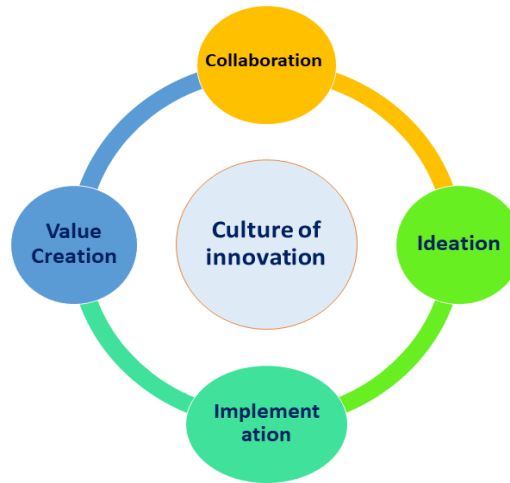
1.1.1. Concept:

A culture of innovation is an environment that supports creative thinking and advances efforts to extract economic and social value from knowledge, and, in doing so, generates new or improved products, services or processes.



1.1.2. Nature:

Creating an innovative culture in the school environment is a very needy thing in today's era, basically four major factors that mainly contribute to the following.



1. Collaboration: creating innovation in the school environment, there needs to be a spirit of



Strong Leadership

1. Consistent, United, and Enthusiastic Effort
2. Effective and Frequent Communication
3. Open-mindedness
4. Long-term thinking
5. Adaptability
6. Peer Work
7. Knowledge sharing and strategy
8. Interpersonal
9. Problem Solving
10. Applying Trust
11. Respect
12. Willingness
13. Empowerment
14. Human Relationships

cooperation, primarily between the Student-Student, teacher-student, teacher-headmaster, Headmaster and other technical staff, headmaster and the head of the institution. Co-operation between all these factors, confidence and awareness of innovative skills and technology facilitates the creation of a new and different culture in the school environment.

2. Ideation: Ideation is the process where you generate ideas and solutions through sessions



such as Sketching, Prototyping, Brainstorming, Brainwriting, Worst Possible Idea, and a wealth of other ideation techniques.

Ideation is also the third stage in the Design Thinking process. In order to create a Culture of Innovation in school education, it is useful to have imagination in all the key elements in school

education such as teacher, student and headmaster. It is the task of the teacher and the students to embody the abstract ideas in the mind of the headmaster, so it is useful for the school education process to have new complete ideas in the minds of the headmaster.

Ideation will be useful to

WHENWe



- Ask the right questions and innovate with a strong focus on your users, their needs, and your insights about them.
- Step beyond the obvious solutions and therefore increase the innovation potential of your solution.
- Bring together perspectives and strengths of your team members.
- Uncover unexpected areas of innovation.
- Create volume and variety in your innovation options.
- Get obvious solutions out of your heads, and drive your team beyond them.

3. Implementation: Immediate implementation can be very useful for creating an innovative culture, so all elements of school education need to be implemented immediately to create an innovative culture in their schools. The results can be very useful if the suggestions made by the headmaster are acted upon immediately, so immediate implementation is useful for an Innovative culture.

4. Value Creation: In an innovative culture, value creation can also be very useful, along with the elements of collaboration, idea formation and implementation. If teachers inculcate values in their peers as well as in all aspects of their school, it can automatically help create an innovative culture.

Process of Value Creation: This is the process of value creation and it will be very effective for creating Culture of Innovation.as an innovative agent we have to ...



Defined Role of Values to Students, teachers and other stakeholders

Created through the organization's purpose, Vision and Mission, strategy, and Planning model taking into account all available or required resources, capitals, and relationships in an integrated way.

Delivered to values and enhancing quality of life and contributing to a better working world through our Culture of Innovation

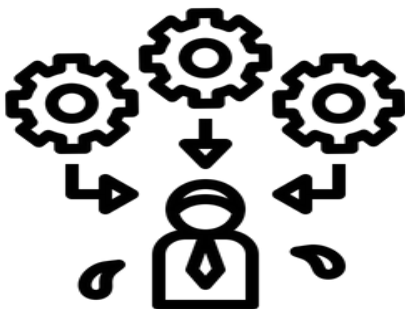
Sustained by retaining and protecting value internally, and by appropriate reinvestment and distribution to students, teachers and school.

1.1.3. Characteristics of Culture of Innovation in the School:

The characteristics of the innovative culture in the school are as follows

1. Active Opportunity Management:

In order to create a culture of Innovation in the school, first of all, opportunities must be managed at the same level. In a school where work is shared equally among the staff, an atmosphere of confidence is created among the staff working in the school and the result is practical success. In many schools, there are large differences between teachers and administrators, so teachers do not get proper treatment through the administration. As a result, politics and differences in the school environment make it difficult to create a whole new culture in the school as competent teachers do not get equal responsibilities or opportunities.



Negative Opportunity Management



Positive Opportunity Management

2. Adequate funding of ideas:

Constantly innovating ideas have an important place in the school environment. The school environment is dominated by a variety of innovative teachers, and a large number of innovative initiatives are organized by the activity teachers or the innovative ideas are put into practice. At the same time, it is important for the school culture to give her the opportunity to innovate. Today a lot of technology has been used and as a result there is a lot of work done with the help of technology

Good Innovative Ideas for Culture of Innovation

- ✓ Design Challenge Day
- ✓ Hand rest for fractured hand. ...
- ✓ Re-Design Classroom
- ✓ Umbrella for more than five persons. ...
- ✓ Alerting system for bus drivers. ...
- ✓ Reversible benches at public places. ...
- ✓ Looms for physically challenged. ...
- ✓ A device to collect grass from the ground.
- ✓ Creating Flexible Space Design Challenges

As it becomes easier and more varied, it is the principal's job to make the teachers understand their activities and to test their ideas. Such activities are often treated as secondary by the headmaster, mainly in the school environment, and as a result, new activities in the school environment do not lead to new ideas.

If you give the right opportunity to the teachers who come up with such innovative new ideas, their ideas will be used for the progress of the school and this kind of competitive environment will be created in other teachers and as a result an innovative culture will be created in the school environment.

3. Stretch goals and a higher purpose:

In order to create a new complete culture in the school environment, the focus and purpose of every person working directly and indirectly in the school environment should be the same.

Each person needs to be informed in advance by the school principal about the goals and objectives set and the goals to be achieved. Every person in the school unit helps to harmonize every action they take once they give their symptoms and become aware of

Way to Stretch Goal

1. Ensure that the work serves a higher purpose and socially significant goals.
2. Fully embed the ideas of community and citizenship
3. Reconstruct planning of philosophical foundations.
4. Eliminate the pathologies of formal hierarchy.
5. Reduce fear and increase trust.
6. Redefine the work of leadership
7. Share the work of setting direction
8. Create a democracy of information
9. Further unleash human imagination.
10. Retrain managerial minds

the purpose, and as a result the school environment facilitates the creation of an innovative culture.

When everyone's attention and high goals are created, the result will be seen in a qualitative way.

4. External stimulus:

External motivation is primarily in both literal and figurative forms. No love given by a person can be very effective for accomplishing a task.

The departure received from various individuals in the school unit while creating innovation in the school environment makes the Shabbos key and inspiration even more valuable. If the headmaster inspires the teachers to create awareness among the teachers about the different activities they are experimenting with and the new initiatives they have done, it will inspire the teachers to do different new activities

And it shows that the school has a competitive atmosphere as well as a happy atmosphere. In a Vaishali environment, the motivation given by the headmaster to his staff can be invaluable for the upliftment of the work which is more conducive to the creation of a new complete culture.

5. Controlled Madness:

Creating an innovative culture in the school environment requires avoiding prioritizing your emotions and personal desires as a headmaster. If a school principal treats his or her peers as a matter of personal preference, there is a high risk of conflict.

So, it is necessary for the head of the school to control his personal desires, emotions, pains and desires somewhere to create an innovative culture. In a school where the headmaster understands the ideas of others and takes appropriate action by considering the pros and cons, the school environment seems to be more or less the same.

Five Ways to controlled the Madness

- ✓ Feel your frustrations; don't bury them.
- ✓ Love your potential.
- ✓ Find people who lift you toward your goals not theirs.
- ✓ Don't start anything new until you stop something old.
- ✓ Step toward the life, leadership, passion you desire.

6. Up-Down-Left-Right collaboration:

At a time when the institutional environment is dominated by right-wing ideologies as well as high and low ideologues, the headmaster had to work to accommodate these right and left ideologues.

The best administrator takes appropriate measures to bring such like-minded people together and repeatedly tries to explain to both groups what is in the best interest of the organization. It does not take long for a new complete culture to be formed in the school of a person who works for the progress of the organization with the help of high and low right-minded people.

LEARNING ACTIVITY 1: Innovative schools don't afraid

It's normal to be afraid of "what is going to happen" when making a change. But we need to remember that change is constant, and the only way our students and teachers can be innovative is if they are allowed to step out and do something different. Innovative schools do not afraid of change, they embrace it.

- ✓ **What is your school afraid of?**
- ✓ **Is your school afraid of doing poorly on term tests or standardized tests if they move to higher order learning skills?**
- ✓ **Is your school afraid of parents complaining that school heads and teachers are not performing their duties properly?**

CHECK YOUR LEARNING-1

Q1. True or False

1. Any Teacher can be an innovative culture agent.
 - a. True
 - b. False

Q. 2. Multiple choice questions

1. Which of the following is not a quality of collaboration?
 - a) Honesty
 - b) Inconsistency
 - c) Respect
 - d) Openness
2. is the element of collaboration, idea formation and implementation?
 - a) Work
 - b) Duty
 - c) Values
 - d) Service

2.2. Need of culture of Innovation:

The role of teachers, students and principals is very important in creating an innovative culture in school education. The educational environment created by the creation of innovative culture is very fruitful. The importance of such an innovative culture is as follows

1. Innovative culture needs to be created in school education to make it easier for teachers to implement new ideas and new experiments if the spirit of cooperation among teachers increases.
2. Innovative culture needs to be created to promote the various experiments of enterprising teachers
3. We Know Sometimes, the relationship between many teachers and the headmaster is strained. This innovative culture helps to make the relationship very enjoyable, so an innovative culture needs to be created.
4. Creating a new complete culture helps students to develop an intimacy between the teacher and the headmaster and the school component
5. Creating an innovative culture helps inculcate responsibility as well as values in the elements of school education, which necessitates the creation of an innovative culture in school education.
6. Innovative learning culture seems to have created uniformity in planning in school management
7. Creating an innovative culture shows that schooling has become a whole of purposefulness, and that this has had an effect on all aspects of schooling.
8. The creation of an innovative culture in school education has led to a major change in the school infrastructure, which requires the creation of an innovative culture in school education.

2.3. Preparation for creating a culture of innovation in the school:

1. **Know who you are:** The headmaster needs to ask himself some questions to create an innovative culture in his school. Who am I? What are my main responsibilities? What do I want to change? There is no doubt that the school environment will be fruitful if the headmaster is constantly focused on his ability to cooperate and innovate.
2. **Encourage your team to ask questions:** The headmaster should constantly encourage colleagues to create an innovative cultural environment in his or her school. The headmaster should involve his / her peers in case of right-wrong changes in the planning and planning areas of the school.

- 3. Move beyond compliance-driven structures:** The headmaster should emphasize the principle of compliance in his school so that he can coordinate properly between his staff and students in the school. We need to constantly strive for how our employees can use creativity, innovation, relevance, work results, etc. for the benefit of the students. Compliance between the student-teacher community and the school is a major responsibility.
- 4. Don't drop everything:** If the student, teacher is doing something wrong in the school environment, it is more effective to create a school environment without ignoring the mistake and taking the right action with the knowledge of everything.
- 5. Support all voices:** An effective school environment is conducive to respecting the merits of the individual who contributes to the progress of the school, so respecting the opinion of each individual should be the primary responsibility.
- 6. Empower with opportunity:** It is the principal duty of the headmaster to provide various opportunities for his colleagues as well as students. which is important for the success of the school.
- 7. Develop Communication:** In the school environment, the headmaster has the main responsibility as the head of communication to coordinate all the elements of the organization. There is no doubt that a headmaster with good communication skills succeeds in maintaining a pleasant atmosphere in his school.

LEARNING ACTIVITY 2: Be a Good Opportunity Manager

Assume that, you are working as a principal, and you are planning to hold a National level Cultural Peace Conference In school, the program requires a great deal of teamwork. In the table below, you have to plan the skills of the teachers and the responsibilities given to them according to their skills. Kindly mention the skills of the teacher and assign responsibilities on the basis of skills.

Do this activity in your reflective learning diary and submit this diary at the end of the module.

| <i>Teacher No</i> | <i>Skills of The Teacher</i> | <i>Responsibilities</i> |
|-------------------|------------------------------|-------------------------|
| 01 | | |
| 02 | | |
| 03 | | |
| 04 | | |

CHECK YOUR LEARNING-2

Drag or write the particular keyword of the preparation for creating a culture of innovation in the school and drop it in front of its relevant statement.

| Sr. No | Content/Statement | Keyword |
|--------|--|---------|
| 01 | The headmaster constantly encourages colleagues to ask questions to create an innovative culture in his or her school. | |
| 02 | In a culture of innovation, the school leader allows his team to make mistakes and learn from them. | |
| 03 | In a culture of innovation, respecting the opinion of each individuals is the primary responsibility of school leader. | |
| 04 | In the culture of innovation, it is the principal duty of the headmaster to provide various opportunities for his colleagues as well as students to think and work innovatively. | |
| 05 | In the culture of innovation, headmaster has the main responsibility as the head of communication to coordinate all the elements of the organization. | |

1. Allow people to think out of the box
2. Encourage team to ask questions
3. Empower with opportunity
4. Support all voices
5. Develop Communication
6. Know who you are

2.4. Role of School leader:

A strong innovation culture is the engine that drives the organization to constantly get better, move forward, and innovate.

2.4.1. Nurturing Innovations: Creating spaces for experimentation and research:

In order to create a non-entrepreneurial culture in the school environment, school administrators need to constantly strive for the creation of innovative activities in their school. The best headmaster is constantly giving his colleagues their ideas and activities. Inspired by this, the school environment becomes more entrepreneurial. Many activities in a school environment require a variety of components to make it a reality, including the need for a good quality building, laboratory, technology equipment, various equipment, etc., and it is the responsibility of the principal administrator to

Ways to Bring Nurturing Innovations

- Give a sense of freedom
- Provide your team with the resources to implement innovative ideas
- Invest your time in the creative nourishment of your workers
- Don't focus only on Research & Development
- Allow your employees a chance to fail
- Develop an accommodating leadership style
- Acknowledge the contribution of your employees

construct and maintain a well-equipped building. It is also the responsibility of the school principal to conduct the necessary seminars, workshops and training to make the teachers enterprising. The fact that the headmaster who constantly organizes innovative activities in his school has seen such a change in the students as well, has resulted in a competitive environment in the school and a qualitative increase.

2.4.2. Ensuring adequate resources and academic support:

Teachers need to be provided with the necessary resources to create an innovative culture in the school environment. The allocation of resources by the headmaster according to the two factors of teacher and subject tends to be about more options. Teachers in various educational institutions are often not provided with the necessary tools and the same effect is seen in the teaching-learning process. Teachers often have to participate in various workshops, enlightenment sessions, higher education as well as mastery of their subject for their academic advancement. The educational position of the school whose teachers are highly educated is also of high standard.

The various resources provided to the teachers and the satisfaction given to increase the quality of education makes it easy to set up new initiatives in the school.

2.4.3. Respecting individuality and accommodating diverse perspectives:

If a school wants to create an innovative culture, first of all it needs to inculcate personality development and personality development skills in every person. Individual respect is an essential element of any task, so it is important for any employee working in a school to have personal respect for each other. Headmasters need to have the utmost respect for their employees while working. One person can never be the same as another, so it is important to keep in mind that if the headmaster does not like something, it is important to avoid disrespecting it. It can be very helpful for the headmaster to keep in mind the qualitative and qualitative aspects of his / her credit in the case of his / her staff as well as for the creation of an innovative production culture in the school. If a person has a quality but at the same time has some other skills, then the headmaster is primarily responsible for pointing out the matter and preparing to change their attitude. Rather than disrespecting a person by changing his attitude, he will change his form after he has undergone this change, and after understanding who will benefit from it, this kind of change can certainly be spiritual.

In this way, if a school wants to create a culture of innovation, it has to start from scratch, and for that, personality, respect and attitude are two important factors.

2.4.4. Understanding and addressing resistance to change:

The progress of a school is not due to any one factor but the progress of the school is a process. When we say that the progress of the school has been very good, then every working element in the school is directly or indirectly responsible for it.

It is beneficial for the headmaster to plan the school keeping in mind the actual factors. Often various factors hinder the progress of the school such as internal politics, political pressure, suggestions provided by the people's representatives, government responsibilities, etc. These various factors make school planning more difficult.

In the case of various problems that hinder the progress of the school, the headmaster along with his colleagues were able to decide on the appropriate course of action or the necessary course of action on the issue.

Often it is very useful for the headmaster to take into account these resistance factors and to discuss with him the various challenges arising out of the challenges facing him. To a large extent, the headmaster makes it a point to address the issues that arise in order to address his / her colleagues on how we can overcome such obstacles for the progress of our school.

2.4.5. Rewards and recognition for new ideas and actions:

In today's age of technology, every teacher has become aware of innovative initiatives and as a result, various innovative ideas are emerging in the context of teaching and learning process by teachers and this matter is very useful for the revolution in the field of education.

The headmaster has to work to direct the various new ideas suggested by his colleagues or fellow teachers in many schools.

As a result, his self-confidence and the creativity required to create an enterprise become unfounded. The headmaster should be constantly working to inculcate in the teachers a sense of self-confidence and a sense of cooperation to generate new ideas. Entrepreneurial teachers as well as teachers who come up with innovative ideas are rewarded accordingly by the school for their work, creating a collaboratively competitive environment for them to act like a rewarded teacher and as a result will help create an innovative culture in the school.

2.4.6. Identifying and documenting innovations in school:

A large number of teachers and students can be inspired by the school teachers by keeping books or documents required for the students to acquire new ideas and assimilate them.

A strong innovation culture is the engine that drives the organization to constantly get better, move forward, and innovate.

LEARNING ACTIVITY 3: Innovative schools use technology the right way

Technology is a tool. It's a great learning tool when used properly, but can also serve as a distraction when used poorly. Technology can be used for many learning purposes, but innovative schools make sure that the tools are used the right way.

- ✓ **Share the status of availability of technology in your school.**
- ✓ **If it is available, how it is being used?**
- ✓ **Can your school be innovative without technology?**

2.5. Challenges of Culture of Innovation in the School:

1. Changes in Leadership: School leadership can shift often, pursuing, refining and staying the course with an innovation that will take some time to implement, let alone perfect, can be difficult.

2. Little Autonomy: The key factor in terms of school management is that the decision-making capacity, autonomy and responsibility given to the headmaster is not very much useful, so it creates difficulties for the manager in making a lot of decisions.

3. Lack of Space: The growing population is causing a huge shortage of space. Lack of space is creating a lot of problems for the school to meet the required resources. Nowadays due to lack of space there are a lot of problems developing Sport Ground, laboratories, Cultural hall for students. The concept of enjoyable learning can be a lot of problems to make it a reality.

4. Critical role: The head of the school has an important role to play in schooling for making innovative culture. It is a challenging task to organize the activities , programs considering these three factors, so it is a challenging task for the headmaster to develop an organizational working Culture among our colleagues. .

5. Varied stakeholders: Private schools offer a wide range of facilities to students so it is a skill to motivate students to join your school by making them aware of their innovative initiatives in a situation where the maximum tendency of students seems to be catching our schools.

6. Strong constraints: Restrictions are often imposed on the headmaster by government officers, supervisors and school management etc., as a result of which it is difficult for the headmaster to implement innovative elements in his / her field of work, resulting in an organizational environment will be polluted.

7. Weak incentives: Employees working in the private sector are rewarded for their unparalleled work. No such reward or incentive allowances is given for an unparalleled work in the field of education.

Key take away

- ✓ *This unit consists of the concept, meaning and nature of culture of innovation*
- ✓ *There is a need for a culture of innovation. School leaders have to overcome it.*
- ✓ *There are characteristics of culture of innovation*
- ✓ *Overview on preparation for creating a culture of innovation in the school*
- ✓ *Role of leader in culture of innovation*

Activity 4: 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 is the current status of the culture of innovation in your school?**
- 2. What challenges do you face in building a culture of innovation in your school?**
- 3. As a school leader how you will overcome these challenges and build a culture of innovation in your school?**

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Reimagining school through Innovations



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Hello friends,

For those who can relate to the era of typewriter and shorthand to telex and fax machines to the pager, the basic mobile phones to Blackberry to android, IOS and _____, I leave this for you to fill in since I am sure something will surely come up in the gap between working on this article to it reaching you, the change has been so rapid, that some of these earliest gadgets died even before a substantial population knew about it. This innate ability to create something new has always been there and will continue to be there till the last human on the planet ceases to live. Relating this to the unit in focus, we are discussing innovations at school level sadly stagnated long before people began to hold a strong view that teaching is something anyone can take up, get some extended holidays, family time, yet create some additional income to the family without much investment in terms of time, effort, money and skills. Innovations in all the other sectors have kick started the innovations in schools making it impossible to postpone any further. The pandemic has been a catalyst in the process of bringing in more professionalism into school level education and National Education Policy-2020 and its proposed reforms contribute as a game changer, expected to play a major role in reimagining schools as core centers of innovations.



Objectives

- Build capacity to transform structure and programmes of schools through continuous innovations.
- Enable school leaders to develop a culture of innovation through different systems and processes.



Expected learning Outcomes

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

- ✓ transform structures and programmes of schools through continuous change and innovations,
- ✓ develop a culture of innovation through different systems and processes,
- ✓ facilitate transformation through innovative actions.

Content Outline

3.1. Innovations at the School Level:

- 3.1.1. Changing the organization of curriculum, annual calendar, work distribution, Mid-day Meals.
- 3.1.2. Managing finances and raising funds, budgets, optimal utilization of existing resources.
- 3.1.3. conducting annual functions, organizing community meetings and staff meetings.

3.2. Innovations at Classroom Level:

- 3.2.1. Improvising the teaching-learning process,
- 3.2.2. Improvising the classroom organization and management.
- 3.2.3. Time-table preparation

3.3. Innovators at School: Students, teachers and community.

Warm-up activity: Share your Innovation

Dear learners, this is a warm-up activity to share any one of the innovative practices or policies implemented in your school. If possible, share relevant picture/video or any other material which helps to understand this practice. 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.

3.1. Innovations at the School Level:

Advent of the 21st century has made the world better lit up as compared to the pre-industrial and the industrial era. This has brought in more complex social systems and social tools to work through the social dynamics. The schools and education system back then had successfully delivered effective thinkers, scientists and leaders. The social systems during those times were less complex and tools required to attain compliance and innovation were comparatively simpler. The modern times have presented us with more complex social systems and better social tools. And therefore, innovation in the school system needs a revamp, not because it is ineffective but because it needs to upgrade to the needs of the 21st century netizens. Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their creativity and their problem-solving skills.

3.1.1. Changing the organization of curriculum, annual calendar, work distribution, budgets, Mid-day Meals:

Curriculum organization:

Originated from the Latin word 'currere' - running a course, curriculum precisely implies having a defined set of courses, their content and context offered as a base to complete a given course accomplishment of which renders a course complete. Organizing this content in the given context by carefully selecting the elements that form a subject, relating it to the current social life and experiences of the students and designing these elements such that the students make meaning out of the resultant structure is a herculean task - the curriculum organization. The traditional approach to the process ensured to a large extent continuity, sequence and integration across grades and subjects. Innovative curriculum spotlights on providing engaging spaces for students to work on interdisciplinary education with special emphasis on critical

thinking, creativity, collaboration, cooperation and value systems. This could be made possible by going beyond mere application of textbook content to real life situations but also extend it to create opportunities to analyse, reflect, evaluate and innovate, thereby expanding the scope of effective and impactful learning experiences during the formative years of life. Moreover, instead of thinking in a large curriculum reform at a specific moment, it is necessary to define curriculum management processes that include change as a natural component of the process. To this effect, there have been different approaches to curriculum delivery. Happiness curriculum, positive environment curriculum, problem-based curriculum to name a few, have been focussing on schooling emotions thereby bringing in empathy, compassion, values and ethics into mainstream teaching learning process, in addition to critical thinking and creativity. Integrating ICT into curriculum delivery is proving to be the latest approach especially in schools, and has been a welcome step by most stakeholders, but the process needs a more organized planning and implementation. This renders the curriculum more encompassing ensuring holistic development of a child right from the formative years, thereby equipping the child with adequate problem solving and decision-making abilities. Organizing and creating lessons, activities related to these lessons including the sensory, cognitive, emotional and spiritual domains, creating teaching learning material and e-content and curating the available resources are imperative for making best possible use of these resources for impactful learning experiences and effective outcomes. Designing a curriculum helps teachers to identify explicit proficiency levels of students and illustrate long term progress by keeping track of the level of attainment, the next steps, provide adequate hand-holding through mentoring and monitoring deep learning. Assessing the hurdles that a child faces in the path of progress and overcoming these with support to demonstrate substantial progress is the final outcome of an innovative organized curriculum.

Learning Activity 1: Think and Share

Dear learners, read the following scenario carefully and think about it with the Points to ponder and share your views with fellow learners. 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.

Preparing the Class Charter

Mrs. Monica is a high school Social Science teacher. She has been always using techniques to make learning beyond the scope of textbook content. To deliver a lesson on marginalization in grade 8, she adopted an interview method. The method not only provided a first-hand experience to the students about the life of specially abled people, but also developed empathy and compassion which were otherwise less understood if it would be only the discussion. The description of the activity is given:

This was an individual activity, in which each child was to talk to a differently abled person in the township or nearby areas and report the information, in two parts. The first part, verbatim conversation was recorded and on the basis of this, a report was prepared, adding a title and few quotes and captions. The students were provided with guided questions, though they had the freedom to probe deep into the discussion, if they wanted to. The questions given were as follows:

1. Demographic details of the person
2. Problem they faced and duration
3. Support they received from family and community
4. How do they cope up with low feelings they have at times?
5. Their message to the society.

The activity not only made children aware about the fact that specially abled people are as human as they are but also that they need empathy and not sympathy. The interview points included the message these specially abled people wanted to give to the society, which in many ways helped children to understand the world from a different perspective.

Points to ponder: Could activities and assignments like these bring in the best approach to holistic curriculum? Could you, as teachers, bring in holistic activities involving sensory, emotional, cognitive as well as value components under the scope of your subject content?

Academic Calendar and work distribution:

A carefully planned school calendar reflects the school culture, its openness to innovations, providing exposure to its students in varied areas of sports, social and cultural activities with an adequate blend of mainstream academic activities. Instructional time, regular tests, assignments, projects, sports, cultural activities, outings and field trips, work distribution and workload of teachers, and planning time all need to be in sync with each other.

Most schools even today operate in an age-old way of having seven to eight - 35 to 40 minutes periods, with one or two 'lighter' classes like hobby/PT/Library (which ain't really light rather shouldn't be considered light). Core-subjects on weekdays, cultural activities and hobby clubs on Saturdays with a provision for block periods for core subjects, for better practice has been the norm. There are schools that slash the lighter periods for the 'board' classes. And ironically, sometimes 'lighter' slots are substituted for Mathematics class or Social Sciences class, for syllabus completion or practice. How justified can that be?

Innovation in the school academic calendar needs to contain all these irregularities. Moving to a flexible scheduling is never and need not be necessarily easy, but it comes with its own long term benefits. Planning instructional time, in-the-class and out-of-the class activities, ensures effective utilization of the time and efforts - both of students and teachers. Collaboration is the key. The schedules could incorporate planning time for teachers in parallel with self directed learning schedules for students. Scheduling for learning comes with pre-defined objectives, defined success criteria, structured process and flexibility.

Number of school working days properly arranged into instructional and non-instructional days, number of periods allotted for instruction and for other activities and group projects, school holidays and assessment days - weekly, monthly and also the year-end assessments - all need to be in agreement with the workload of teachers and time for syllabus completion, assessments and evaluation. Projects could be used for assessment for learning and online tools for practice and pre-reading could help in effective utilization of the in-school instructional time. Having flexible instructional blocks and striking balance with the activities, projects, assignments, assessments and cultural activities needs a collaborative planning and cooperative approach keeping in mind the all-round development of children, which is the primary aim of schools. Making optimum use of the non-subject teachers like the Music teachers, PE teachers, art and craft teachers to assist and guide students in model making, clubs, cultural in-house activities would ensure fair work distribution. Teachers need to work in unison and the success of the collaboration would be defined with learning outcomes and

student achievement. A successful house-night, annual day celebration, sports meet, Model United Nations or a Mock Parliament needs a lot of ground-work and guidance from teachers. Having all these included in the annual calendar and having committees consisting of teachers responsible for each of the activities ensures smooth flow of the events throughout the year. Unplanned classes or even activities and tasks are never favored due to uncertainty of outcomes, especially when it has to be well within the given time frame. However there are clear guidelines prepared by the state as well as center for allotment of classes and distribution of workload during the session.

Learning Activity 2: Let's Think

Dear learners, read the following scenario carefully and think about it with the Points to ponder and write your views 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.

The Zero hour

In a CBSE school in North Karnataka, a daily slot of 10 minutes was created for the class teacher before the morning assembly. This time is utilized for circle time activities for the class. The class teacher is expected to mentor the students on various issues, talk to students about their daily activities or even conflicts with the classmates. The teachers were free to utilize this time for mentoring in any of the domains of developmental, preventive or remedial measures to deal with the age-appropriate issues concerning the children. Teachers utilized this time for teacher talks and career talks during the later period as the complaints of the students reduced to a considerable extent. Students benefited a lot from this. Moreover it helped both teachers and students to develop deeper bonds between them and among students as well. Classroom discipline issues and bullying reduced to almost nil.

Point to ponder: In this case, the work-load for the class-teacher is slightly more than for the other subject teachers. Do we, as teachers consider this as an extra burden or as an opportunity to provide support and walk that 'extra mile' to display our care towards the mental well-being of the students?

Mid-day meals:

The innate need to put Maslow before Bloom could be one of the central philosophies for having this popular scheme - Mid-Day Meal scheme. With a view to enhance enrolment,

attendance, retention and simultaneously to improve the nutritional status of children, a Centrally Sponsored Scheme 'National Programme of Nutritional Support to Primary Education (NP-NSPE)' was launched on 15th August, 1995. In 2008-09, the scheme was extended to cover children of upper primary classes and the Scheme was renamed as 'National Programme of Mid-Day Meal in Schools', popularly known as Mid-Day Meal Scheme covers all school children studying in I - VIII classes in Government and Government-aided schools, Special Training Centers (STCs) and Madrasas & Maktabas supported under Samagra Shiksha. Content and coverage of the scheme has been revised from time to time.

Education is a proven and a strong weapon to war against the eternal enemy of society - 'poverty'. Most of the exploitation is possible to the uneducated and thereby ignorant masses. Rescuing this section of the marginalized population is possible only when they receive the basic level education and build on their life skills and knowledge - leading them from ignorance to awareness of their rights and responsibilities. For any poverty alleviation programs to attain the desired amount of success, it is imperative that the end beneficiaries are educated. But this is possible only when the basic need of 'roti' (two square meals per day) is taken care of. The Mid-day meal scheme works towards providing nutritious food to the kids below 14 years of age and in return expects them to attain education at the elementary level. Children can read, write and think for themselves, get to know about the world around them - all of which broaden their vision. Children, in this process are equipped with knowledge, education and skills needed for earning their meals for life. It is always better to teach a man to fish. Moreover, children attending school during their formative years develop a taste for learning, discover their abilities and work upon their strengths to make a decent living in the future. This is the broad vision of the Mid-Day meal scheme, when implemented in its truest sense.

The success of the scheme is backed up by research findings by independent as well as government agencies. Providing a nutritious meal each day to the children comes as a huge support to the under-privileged families. In addition to bringing children to schools, the scheme has also extended the learning to improved hygiene and habits like washing hands before and after meals. Enrolment and retention of girls in the schools has been a major achievement of the program. Children are more attentive in classes and hence academic achievement and performance has improved. Socialization among students is high since children have their meal together, creating a sense of bonding and at the same time erasing social inequalities. However, improvement in quality of food has been recommended. There

are some areas that have to be improved upon, but overall the mid-day meal scheme has a major role to play to enhance enrolment, ensure regular attendance and improve retention of children, especially girls in primary and upper primary level in schools.

Learning activity 3: Case based discussion

Dear learners, read the following Case carefully and please reflect upon how to make better use of the resources referring and share your reflection with fellow learners. 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.

Midday Meal in India - A case study

Accepting the fact that micronutrient deficiency among school going children in India is high in spite of budget allocation of 16 USD per child per year, **please reflect upon how to make better use of the resources referring** to the results and discussion made in the link to the research paper given below:

¹[Improving the nutrition quality of the school feeding program \(Mid-Day Meal\) in India through fortification: a case study](#)

3.1.2. Managing finances and raising funds, Budget, optimal utilization of existing resources.

Managing finances and raising funds

Managing finances implies the subtle art of maintaining a balance between reducing costs where possible and diverting this to provide better facilities and a high quality learning environment. This is a huge challenge in itself. A model which is effective yet flexible needs to be in place to optimize finances while reaching the goals to provide quality education for all. Investing in a proper recruitment plan and on-the-job training would go a long way in increasing and upholding academic standards. Educational innovation is receiving attention beyond the typical government-funded or non-profit-backed social project. We see greater interest and investment coming from the private sector in education solutions from Microsoft and Google in the U.S. to Samsung in Korea. Corporations are comprehending the necessity of filling the education gap created by the crisis. Such investments can solve the problem of the majority of Indian students who don't have access to devices and internet connection.

It is imperative to spend money for innovations, since the results are enhanced outcomes in terms of test scores, passing rates and achievement levels of students. Providing equitable

opportunities and an involving learning environment such that the economic resources are invested not only in bringing all children to schools but also equip both teachers and students with technical know-how and instruments to make best use of them to achieve the objectives both short term as well as long term. Open textbooks, blended and flipped learning, and working towards paperless sharing of content all need to be prioritized while raising funds for equipment, development and sharing of e-content and using the tools. From the central to the school level, the planning of education resources should be informed by research and evaluation results as well as strategic objectives to guide the planning process and employ resources as effectively and equitably as possible. While budgetary autonomy allows aligning budget planning with pedagogical needs of schools, it may also place considerable administrative, managerial and accounting burdens on leaders, reducing their time for pedagogical leadership.

Budget:

Bringing innovations in schools imply reducing workload of teachers and the bag-load and stress-load on students. The stress most times relates remotely or otherwise to the era of cut-throat competition and the focus to ace the rat-race. Contrary to this, reduction in workload, bag-load and stress has to be pleasurable and make both teachers and students fall in love with the very idea of learning. This is similar to how electrical household and kitchen appliances have made the process of cooking and cleaning a joyful activity - pleasurable relaxation. Can we do the same for our schools? Plan and allocate budget in such a way that the teaching learning process becomes as joyful for both facilitators and learners?

Working with digital natives, schools need to ensure they reach students in a way that enhances their attention span, adapts new age learning tools creating engaging learning experiences for them. With physical distancing and the derailment of the examination cycles, there has come about a shift in priorities among teachers and students. Instead of worrying about grades and synchronous learning, the emphasis has moved to feel connected and joyful. Advances in technology help to enhance the attention and pupil's interest, but for the sake of time and budget, plan ahead.

Prioritizing Technology Enabled Learning in schools needs investment for equipment, spaces, wifi connections, data handling and management of the online systems. In addition to this, teachers need to be trained and also need hand-holding till they are comfortable with the blended mode of classroom instruction. Budget also needs to address the time gap needed for facilitators to adjust with the structural inadequacies. Challenges during the transition

from traditional mode to the blended mode of instruction period may be many and it is necessary to contain this by provisions in the budget. Most important of all is to allocate budget to provide safeguards to e-content created in the school and of the students and teachers, when the school opens up to the World Wide Web.

3.1.3. Conducting annual functions, organizing community meetings and staff meetings:

The most looked forward programme for the entire year, an event most cherished by all the students, teachers, parents and the staff of the school is the school annual function. The whole school is at work throughout the year, to make this event a grand success. It is during the school annual function that the in-house activities and achievements of the school and the students are showcased in the most grand manner, marking proud moments for each one associated with the school. From dance performances to plays and musical events to speeches, the school annual day is one day that is eagerly anticipated by children and parents alike, every year. It is on this day that the school brings to stage the beliefs, values, attitudes, perceptions, work ethics, communication, team work, rules and rewards - a panorama of the school culture. And in this sense, the annual day assumes a great importance in the school. The presentation of the annual report for the previous year and inauguration of the school magazine mark the event memorable for each and every person associated. To make it exciting and entertaining for the audiences, the school plans certain cultural events to bring out the hidden talents of the students. The programmes organized generally are:

Theme based - The performance revolves around a particular theme, most times related to a pressing social issue which needs to be recognized and discussed about. Off late, the pressure is a lot on teachers and Principals to conceive and deliver a program at the time of School's annual function which is as good as it is shown during the reality shows and award functions on the TV channels. This opens windows of awareness and creates space for thought and reflection among the school children at different grade levels.

Whole school participation - Utmost care is taken to involve the maximum number of students in the function and that each child gets his/her space to come to the stage and confront the stage fear.

Showcasing talents - Children are given the freedom to choose the activities they want to display and this is further guided by teachers to be presented in the most acceptable and appropriate manner, taking into consideration the emotions and sentiments of the community, following the social norms.

Teachers as backstage guides - Training and mentoring the students and preparing them for the event is taken up as a huge responsibility of the teachers, who work incessantly to push the students forward and guide them to bring out the best version of them.

Student initiatives - in all the areas right from agreeing upon a theme, directing and sequencing the complete programme, planning and organizing the event and also preparing the budget for the complete event. Involving students in the process, under guidance from teachers and staff, becomes a learning for the children and they learn the intricacies of putting up a mega event of this kind. They get hands-on experience of collaborating and working in teams, taking informed decisions and developing negotiation and communication skills in the process.

Organizing community meetings and staff meetings.

Schools meetings are the most important part of conduction of regular school proceedings. Not only these meetings bring schools in contact with the community but also act as a binding force where the community takes responsibility for educating the learners on skills which can only be learnt through interactions. Celebrating local festivals, days dedicated to grandparents and community helpers and others form a way to school values of respect and inclusion to students.

Regular meetings

Parents teachers' meetings on a regular basis make way to bring caretakers and teachers to an understanding of how to move ahead to resolve issues a particular child is facing, their strengths and limitations and also design a structure on how to build on their strengths and take the motivation derived therefrom to work on their limitations. Parents-Teacher Association (PTA) is a committee of parent representatives, student representatives and community representatives. These meetings facilitate a review of the overall performance and proceedings of the school and also discuss and debate on issues concerning teachers, students and teachers. Solutions for these issues can be brainstormed and arrive at a definite solution or a conclusion. Representation is made by all the stakeholders including students and decisions can be collectively taken by assessing a 360 degree view.

Need based/individual meetings

There may arise cases where teachers need to meet the care-givers of a particular child so as to provide that extra support for the well-being of the child. It is during such times that meetings can be organized one to one with the concerned people. Such meetings are generally well-planned and have a fixed agenda. The essence is to team up with the care-

givers and chalk out an action plan to help the child out of a difficult situation - be it in the area of academics or any adjustment issue the child is facing.

Social gatherings - outdoor picnics, outing to a mall or a cinema and museums:

When school children gather together and move out of the school campus to visit places, it does not directly relate to any learning related to curriculum. In fact, children learn something more from these experiences. Children develop their emotional skills, learn to build relationships and in the process take a break from routine classroom activities. Moving as a group in public places, provides children opportunity to learn to behave in public places, protect public property and also respect people and their space. In addition to this, participating in on-campus gatherings like fest or celebrations provide opportunities for them to network with like minded people, share their interests and build their communication skills. Career fairs can be another way of social networking and interaction for students

Planned agenda and review of the implementation process

Planning for any kind of a meeting is most important. The date, time and venue must be fixed and information has to reach all the concerned people. The agenda and outcomes of the meetings has to be planned and articulated well in advance so as to avoid any last moment surprises. Minutes of the meetings have to be prepared for every meeting, in order to assess the outcomes and the effectiveness of the meeting. All these forms documented records and can be referred to in case it is needed. A review process has to be in place to assess the outcomes of the meeting in relation to the objectives. Identifying the gaps and taking proper measures to fill in these gaps would go a long way in making any meeting successful.

Learning Activity 4: Let's Think

Dear learners, read the following scenario carefully and think about it with the Points to ponder and write your views 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.

Making a beginning - TEL for teachers

Considering the need of the hour, it has become mandatory for teachers to make use of technology in their classroom instruction. Most teachers do not have desktops/laptops and even smart phones. In this scenario, under the scheme 'Namma Shale' in Karnataka, a state-government aided school has come up with a scheme to empower teachers. A part of the budget allocated under this scheme has been used to fund teachers for purchase of laptops. 50% of the cost of the laptop or Rs. 15,000/- has been given to each teacher for this purpose. In addition to this, training is provided to these teachers right from creating an email id to using digital instructional tools, and the training expenses of the teachers are taken up by the management.

Points to ponder:

1. Would this empower teachers to make use of technology in the classroom thereby encouraging innovative practices in the classroom TLP through proper budgeting?
2. The process does not stop with funding the equipment. The whole exercise will yield fruits only when proper training and hand-holding is provided to the teachers to use these laptops to integrate digital instructional tools in the classroom practices. In light of this, how important it is for teachers to be open to learning and adapting to the latest teaching tools and techniques?

CHECK YOUR LEARNING-1**Q.1. Multiple choice questions**

1. Revamp in the education is extremely important because
 - a) teachers use technology and tools to provide the necessary information
 - b) students and teachers develop broader perspective towards problems and solutions
 - c) teachers guide/help children solve problems
 - d) students create new problems
2. Traditional approach to the process of curriculum organisation
 - a) Provide engaging space for students to enhance their critical thinking skills
 - b) Encourages collaborative activities to establish a culture of cooperative learning
 - c) Ensures continuity, sequence and integration, in a spiral across grades and subjects
 - d) Has define yet very to various approaches to curriculum delivery

Q. 2 True or false

1. It is necessary to define curriculum management processes-artificially or unnaturally by going beyond textbook and creating opportunities to expand the learning experiences during formative years.
 - a) True
 - b) False
2. Good academic calendar ensures that workload of the teachers is in sync with holistic curriculum.
 - a) True
 - b) False
3. Innovation in the school academic calendar implies irregularities and imbalances between the academic classes and sessions allotted to enhancing life skills.
 - a) True
 - b) False
4. Efforts of teachers and their work-load distribution is mirrored in the learning outcomes and student achievement.
 - a) True
 - b) False

3.2. Innovations at Classroom Level:

Friends, as we all know teaching-learning is heart of any learning organization so, Improvising the teaching-learning process and classroom organization through innovation is one of the key roles of school leader.

3.2.1. Improvising the teaching-learning process

Bringing in creative strategies and technology enabled learning

Technology-enabled learning aims to focus on increasing access to quality teaching and learning by supporting policy formulation and innovation in the application of ICT in education, and the development of ICT skills. Encouraging blended learning and flipped learning pedagogy is the need of the hour. Using gadgets in the classroom, creating opportunities to bring in digital tools for collaboration and assessment in addition to regular instruction needs initiatives from school leaders. It requires a lot of planning and collaboration among facilitators to design classroom activities encouraging collaboration and cooperation. Cooperative learning experiences promote higher achievement than competitive or individualistic learning experiences. Working together towards a common goal leads to significant gains in academic achievement. In cooperative learning teams, low achieving students can make contributions to a group and experience success, and all students can increase their understanding of ideas by explaining them to others. (Featherstone, 1986). In India, project-based learning places students' focus on solving issues of personal interest and mitigates the high pressure of traditional education. Often, students are lectured by teachers for the sole purpose of learning information to perform well on standardized board exams. These tests have the potential to determine whether a student can attend top colleges, receive the best jobs and have an overall successful future.

Learning activity 5: Project based learning - A case study

Dear learners, read the following case carefully and Discuss in detail about the research design, phases of implementation and its expected outcomes. Reflect upon the role of teachers in the success of the project. How can school leaders contribute their maximum in the success of implementation of project-based learning in schools? Write your answer 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.

A project-based model coupled with a social and emotional learning approach will be implemented in over 60 schools in 8 regions across Jawahar Navodaya Vidyalaya schools in India. Read the article in the link given below for more information about the model.

[Project Based Learning](#)

3.2.2. Improvising the classroom organization and management:

A safe space for students to open up themselves to absorb all learning is a classroom. A physically secure and emotionally safe environment in a classroom is the only prerequisite for learning to happen in its truest sense. How children are placed in the class, the freedom they have to be with their close friends and flexibility of moving around the class and sitting wherever it feels safe and comfortable for them is what allows a child to be present fully in the class. Seating arrangement, flexible spaces. Student involvement and engagement in the teaching learning process is essential to define the classroom success criteria. Physical environment in the classroom has a major role to play in student achievement and productivity. The arrangement of benches and desks in the class needs to be conducive to create an environment for group work, where children can work in groups and present their work. A few points that could be considered for classroom organization are:

1. Instead of having rows and desks, have open floor plans for the class, so as to allow for easier collaboration. Students can get up from their places, cluster around others, discuss and brainstorm ideas and get back to their places.

2. Some children prefer the familiarity of space. So, maintaining a healthy balance between laissez faire approach and too rigid arrangement is essential.

3. Allow heterogeneous groups of students to sit together. Also allowing members of the same group/team to sit together while they work on a given project has a positive effect on student motivation to participate and perform.

Flexible seating arrangement might sound unconventional and also a lot of fun. To decide if it truly works for your children in the class, you need to consider these three things:

1. Safety of each individual child
2. Student productivity
3. Impact on other students.

If the child feels safe in its space, increases its productivity and has a beneficial impact on motivation of other students, it certainly works for your class. Flexible seating goes beyond just adapting the physical furniture in your space — it's a mindset that you commit to in order to increase your students' engagement and learning.

Classroom management

The traditional approach to classroom management implies a quiet class where children listen and absorb all the information that is pouring on them, without questioning, without any discussion or expressing their opinions. This is also the 'well-behaved' class, teachers often

boast about. Studies indicate that in such silent 'sage-classes', the children are passive participants in the process of learning. Children divert easily from the class and most of the information poured goes un-understood, mis-understood or unrecorded. Managing a class is all about having healthy and reasonable noise levels in a class where children are discussing the concepts and questioning their understanding. There is an active and focussed engagement and children are involved in the process of constructing knowledge, through interactions at different levels. Classroom management involves many aspects: the management of space, time, activities, materials, labour, social relations, behavior of students. All teachers know about the importance of setting expectations and instilling values of ownership and responsibility among students, especially when each student may have a different perspective on what to learn and about learning itself. Teachers can choose from a variety of classroom management strategies based on their personalities and values as well as the personality of the class. A well-managed classroom can provide an exciting and dynamic learning experience for everyone involved.

Positive discipline

Managing in the class and out of the class activities

With blended learning and flipped classroom becoming the need of the day, proper planning and execution of activities is a huge task. While teachers need to spend a lot of time planning for both the in-the-class and out-of-the class activities, managing these to get the desirable and expected outcomes is the real challenge. Instructions need to be clear, enough time has to be given to the students to complete the task, with adequate reminders, if need be. Regular follow-ups help. Any flaw in these tasks would render the complete exercise futile.

Using positive feedback

Providing timely feedback for the work is the most essential part of instruction. Peer feedback needs to be encouraged, in addition to the facilitator feedback. It is the peer feedback which is more useful. The process of feedback needs to be explained to the children and strengths and suggestions for improvement could be discussed. This initiates the creative thought process in the students. Positive feedback helps students build their confidence and improves their positive self-talk. When students have access to this information, they develop an awareness of their learning, and are more easily able to recognize mistakes and eventually develop strategies for tackling weak points themselves.

Gone are the days when kids were punished physically or even scolded at for unruly and unacceptable classroom behavior. With the government enforcing rules against corporal punishment in schools, it has become important that teachers work on modelling and inculcating positive discipline in the class, which is essentially an innate part of classroom management. Eliminating violence in schools can give children back the desire to learn in a peaceful and conducive school environment. Positive discipline is a program designed to teach young people to become responsible, respectful and resourceful members of their communities. In such a class, children learn to accept that each one has a right to hold an individual point of view. They also learn to agree to disagree with respect. Such classes form safe spaces where children feel free to express their understanding and evaluation of things. They learn to voice their opinions and also stand for it. These are some of the important lessons which do not and cannot form a part of the textbook, but come as hidden curriculum.

3.2.3. Time-table preparation:

It would be fun if we could have schools like ‘Tomoe Gakuen’ as mentioned in the beautiful book ‘Totto Chan - the little girl by the window’. That’s exactly what the alternate schools follow. A schedule without a timetable, where children choose what they want to learn. However good a practice this appears to be, we need to have some timetable for smooth functioning of the school and justified workload distribution. Academic subjects and the prescribed syllabus form the main anchor to preparing the timetable for a class, for a school. Types of timetables:

1. Master timetable: Is used for reference by the principal and the substitution in charges and is used for allocating the classes in case any teacher is on leave. The master timetable gives a detailed picture of the classes scheduled for all the classes and sections in the school.

2. Teacher timetable: The teacher time table is created for an individual teacher. the teacher could be handling different subjects in different classes and this is reflected in the timetable. This is used by the teachers to get to know their classes and free period and these periods are utilised by the teachers to plan their correction work and provide feedback to the students on time.

3. Class wise time table: In which all the periods of the class are mentioned this is generally put up in the class for reference for the students as well as the teachers. Class wise timetable presents a clear picture of the different subjects that are taught in the day, the number of physical education periods, art and craft period and Library classes allotted in a week. It is always desirable to maintain a healthy balance between the curricular and co curricular

classes making the time table adequate space that needs to be created for assessments. PE/Yoga/Scouts and Guides/NCC all these are as important as the academic subjects and have to be given weightage while preparing the timetable.

4. Teacher's free period timetable: Available in the office, for reference to the people responsible for substitution classes, for teachers who are on leave or have some emergencies to attend to.

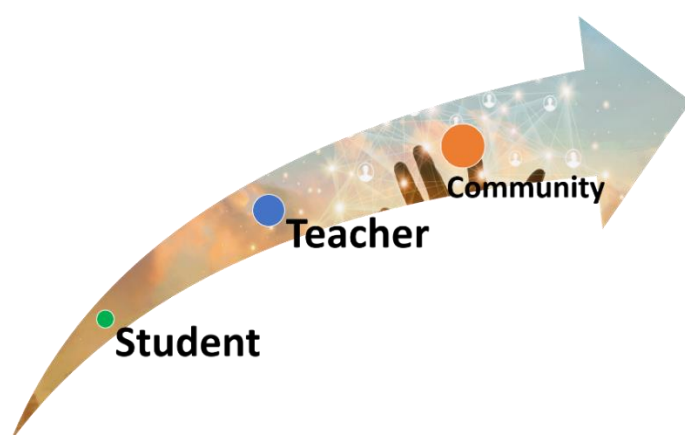
5. Games time table: This helps the games incharges and other staff members to know which are the classes out for games, and also enable them to plan the games activities accordingly.

6. Laboratory and library timetable: Is prepared to ensure that there is no clash when different classes use the laboratory and the library. It is prepared in collaboration with the concerned subject teachers and incharges and is displayed in the respective laboratories and library.

7. Some schools share the AV room, where there is a projector and this space is used for Technology Enabled Learning. Timetables for these rooms are also prepared well in advance so that there is no confusion and chaos.

Timetable is the most challenging and complex task that requires the incharges to juggle between availability of subject teachers and the concerned class, maintaining a balance to create holistic development and all round engagement for students and teachers, throughout the school hours. A school timetable allows teachers to properly make their routines. However, manually preparing the timetables is a tedious task and schools these days are seeking softwares available online and in the school management systems to create schedules attuned to their academic calendar. Today many school management systems offer a timetable management module which helps educators create an efficient and effective timetable for schools.

3.3. Innovators at schools:



Each person in the school - right from the non-teaching staff and enablers to the teaching staff, students, parents and all those who are directly and/or indirectly related to the school form an integral part of the innovations happening at the school level. It could be something that is different from the

conventional use/behavior/work or anything that counts as innovation. Children tend to consciously/unconsciously model the elders around, even their seniors. It is therefore important that we, as elders provide examples that children can imitate without much cognitive dissonance. In this section, we will be focussing on students, teachers and community as innovators.

Students

Children come to school with loads of curiosity and enthusiasm to explore. Most times they tend to indulge in tasks that are strictly prohibited. This shows how curious they are and the level of risk they can take to satisfy this curiosity. If teachers could guide students with instructions on what could be done, in place of what should NOT be done, it would be a better way to mentor them. Providing opportunities to explore with caution and care would go a long way to help children to learn their way. It is in the school, students find ways and means to adapt to change with ease, through experimentation and observation. To bring out the best in children it is essential to give them the freedom to make mistakes without the fear of being condemned or ridiculed. Experiential learning is often curiosity driven self learning. Facilitators need to create research based activities which provide ample scope for children to experiment and fail and learn from what went wrong and make it right. The trial and error learning is retained for a very long time than the theoretical learning, which could appear safe but is soon forgotten. Children remember more when they are emotionally connected to the content and freedom to try out new things has to be schooled to children with the responsibilities that comes with it. The application of project-based learning is another approach for spurring innovation and creative thinking. Instead of working on a single project in a math class, project-based learning combines multiple disciplines in one project. It promotes active and deeper learning.

Teachers

The current trend among teachers with respect to innovations is that they try to put new wine in old bottles. It does not work that way. Teachers need to constantly collaborate with their colleagues, connect with other schools in the area and work in unison to come out with interesting methods to help students process the information available and make meaning out of it. Bringing technology into the classroom does not make innovative teachers. What makes innovative teachers is the ability of these teachers to enable students to become lifelong learners through optimum use of technology. Teachers need to create spaces where children are encouraged to take the responsibility of their learning and own the consequences

in case of success as well as failure. Facilitating and guiding students in group projects, discussions, debates, role plays and other collaborative activities is something that needs adequate planning and implementation. This is definitely not a one-man task. Cooperation helps. A great teacher can transform the brick-and-mortar confinement and take students on a journey of pure learning, responding to their doubts and instilling an environment of curiosity and interactivity. By bringing in cooperative and collaborative strategies, teachers can motivate self-directed learning among students, through innovative techniques. It is imperative that the teachers need to bring in culture that is encouraging students to question.

A story of a teacher who works as an innovator

One of the teachers from a school shares his experiences about the innovations made in his school that totally transforms his school. This teacher participated in an essay competition held by Marathi Abhyas Kendra in R. M. Bhatt High school, Parel in 2019. Bahuvindh.com is the site of Marathi Pratham. On this site, his essay was published.

Here it is how he helps his Principal to transform:

School means students' learning. If students really learn in school, schools will be the happiest centers of education. Innovations can be said as an easy means which inculcate life skills in the students not the syllabus only. Innovations can complete the small goals or objectives in the students' minds so that they take interest in study and curiosity increases. This even gives perception, experience to the teachers. This makes the teaching and learning process an easy-going method not by force.

Community:

For most of the out-of-the class learning activities assigned in the school, students need to work in close association with the members outside school and this comprises community involvement in the innovative learning process in schools. Be it interviews, or report observations made by a child at home or from the neighbourhood, community plays a vital role in guiding students to pick up acceptable behavior, values of honesty and integrity. Members of the community, therefore, share a huge responsibility to guide the children in a way that inculcated in them a sense of community living and ownership.

To summarize, though it is in the schools that innovations show up, the process begins long before it takes a concrete shape in classrooms. Innovations are an inseparable part of life and always a welcome gesture when it comes to involving young minds in the process.

Let's see the story of community engagement and support in school innovation.

A story: Gurudakshina (Donation to School by Ex-students for innovation)

A school leader is a very important factor to bind all the other factors of the society. Here one example of such a great school leader.

His school is in the heart of the city. R.M. Bhatt High school, which is situated in Parel, Mumbai. It is too old school, completed 100 years. It is famous in the area for its discipline, study and moral values. A school leader felt that the school should change, as it had the same old look. The classrooms had a dull effect due to no renovation. Management was unable to spend lots of money as the grant aided by the government was not sufficient. He called some of the ex-students and asked for help. After 1 year and trying hard, a team of ex-students were succeeded in changing the mind of trustees. A day of celebration was decided and a message was given to ex-students through social media. On the day of celebration, more than 5000 students came and they were appealed to help their own school. There was huge success to team up so many students in one roof. Ex-students made a trust and under that trust so many activities were done for existing students.

Here what happened?

Ex-students set their own examples to other schools in the vicinity area. Other schools were also inspired by this and there was change in those schools also. Management is really unable to do transformation in the school because of lack of funds. Particularly vernacular govt aided schools. But here in this example, a school leader set an example.

CHECK YOUR LEARNING-2**Q.1. Choose the closest option to complete the statements**

1. The shift in priorities from feeling great to feeling connected has been accelerated because of-----.
 - a) need to reach out to students in a way they prefer to learn
 - b) to adapt new age tools to create exciting learning experiences
 - c) physical distancing due to the pandemic situation
 - d) enhance interest and at attention span of students and
2. Technology enabled learning in school needs to allocate budget for-----.
 - a) investment in equipment spaces and connectivity
 - b) teacher training and hand holding
 - c) address the time that needed to contain structural inadequacies
 - d) only (a) and (b)

Learning Activity 6: Case based discussion

Dear learners, read the following Case carefully and please reflect on it. 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.

Effective learning spaces

In the link given below, several seating arrangements for a random audience are discussed. Go through the same and reflect on how many of these can be used in your classroom and also chalk out the activities which might give you a space to bring in flexibility in classroom organization.

[Choosing the best seating style for your audience](#)

Key take away

Reimagining schools involve going beyond adapting to technology. It involves encompassing all the dimensions in which schools operate - the activities conducted in addition to bringing in novelty in its conduction. The major areas and the innovations could be summed up as:

- ✓ Include various approaches to curriculum delivery with special emphasis on the social, cultural and emotional aspects.
- ✓ Academic calendar needs to contain a holistic approach, providing a variety of opportunities for the overall development of the students.
- ✓ Cognitive, emotional, sensory and building value systems all these need to be taken care of while planning for a class,
- ✓ Guidelines prepared by the state and the center to be followed while preparing the timetable is prepared. Adequate care is to be taken for a balanced work-load distribution among subjects and teachers.
- ✓ Budget need to be expanded to bring in openness in the educational resources and provide enough opportunities to encourage self directed learning among students.
- ✓ Meetings and social gatherings in schools could be redesigned to school community living to children and develop a sense of belongingness to the community, society and state. This could groom students to be responsible global citizens.
- ✓ Innovations at the school level can be made possible only in students, teachers and community is involved and it is the responsibility of the school leaders to see that all these units work in unison in the task of nurturing the future citizens - both as national patriots and global citizens.

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Issues and challenges in school leadership



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Hello friends,

A School leader nowadays is a prime factor of school environment. He is the one who keeps all the factors of school environment in a beautiful perimeter. He is the gardener of a school premise. He has to flourish the garden with beautiful colorful flowers. The stakeholder of his school is 'students' and for them he has to bind other factors such as teachers, no-teaching staff, parents, trustees and of course society.

Nowadays it's really difficult to cope up all the factors of school. But it's not difficult, too. It's only the thing that a school leader must be innovative.

All of you must have been clear about the school Leadership, its qualities. In this module, you will learn the various factors and concepts of Leading Innovation.

All the best....



Objective

- To build capacities to solve the issues and meet the challenges through innovative actions.



Expected learning Outcomes

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

- ✓ explain the nature of issues and challenges at school transformation,
- ✓ to solve the issues and meet the challenges through innovative actions,

Content Outline

4.4.1. Administrative issues

4.4.2. Managerial issues

4.4.3. Strategies for fix these issues

A story of Innovation in school

Mr. ___ is working in Ganesh Vidyamandir, Kalyan. It's a Marathi medium school. Mr. ___ is proud of his school. He has seen how senior teachers give their best for the students. His school leader is*****and he is very much interested in applying new approaches, innovative ideas in his schools. This school is a primary school and the innocence of children makes teachers happy and enthusiastic to do new activities all the time. Above all, participation of children is tremendous. Teachers start new innovations in the school for the development of children. Trustee members, School Leader, asst. Teachers and parents give active participation in these activities. A school is full of various activities.

Here are titles of some innovative activities:

- 1. Reading is the best practice- beginning of library**
- 2. Dialogues in letter**
- 3. My family, my history**
- 4. Field Visits**
- 5. Interviews**
- 6. Let's sing poems**
- 7. Sports**
- 8. Scholarship Exams**
- 9. One class, one sharpener**
- 10. New horizon for ex-students**

Details of all these activities are given in appendices please go through it.

Introduction:

School leader means a school principal or other school leader serving in a similar capacity, as determined by the local board of trustees. School leader means a principal or assistant principal employed in a public school.

They play an important role in developing and contributing to curriculum development, providing, mentoring, supervision, professional support, counseling and guidance for teachers, contributing to the leadership of school development planning and identifying priorities.

A school leader is an important factor of a school. His innovative ideas will lead his school to a higher rank. A school's progress means students' progress, a progress in all aspects, not only in academic or sports but also in socio-emotional way.

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Comprehensive development of students is the aim of education. To complete it, a school leader has to plan accordingly throughout a year. He has to do it before the beginning of the academic year.

A school leader is always busy in administrative work. If a school leader engrossed in his administrative work, he cannot change his school. Innovations will help to make change in the school. But a change is not a thing which can be done by one person. It is teamwork. So a school leader needs to take help of all the factors of the school. Here his managerial skills come. He cannot do all the work all alone but he has to take help of teachers, non-teaching staff, students, trustees, parents. In the second unit we will discuss managerial skills. And the last unit will give you all the strategies to fix the issues and challenges while changing the school.



Let's Think before we start further

1. Can you list out your own strengths and weaknesses as a school leader?
2. What will you find yourself as administrator or manager?

Let's discuss concept of administration and management

4.1. Administrative Issues:

Administration- the control or the act of managing something, e.g., a system, an organization or a business.

Administrative - People involved in carrying out duties and responsibilities or in tasks required to carry out duties and responsibilities.

Now think about administrative skills:

Administrative skills can help you to be well organized, be a strong communicator and enhance your customer service skills. While administrative skills are certainly important in administrative roles like office managers and receptionists, they are also helpful skills in nearly any job. In this article, we take a closer look at what administrative skills are, why they are important and how you can improve them.

All educators take on leadership roles. Teachers are the leaders of their classrooms. Principals are the leaders of their schools. Every educator and administrator plays a part in leading tomorrow's future. How inspiring is that? Together, no matter what your role, you are all making a difference in the lives of your students.

Want to be sure you're being a good leader? Here are five of the most important characteristics any effective educational leader should possess and demonstrate on a daily basis.

1. Self-aware

A good educational leader needs a solid understanding of oneself and should also have confidence. When you believe in yourself, you can accomplish so much more. Have confidence in the decisions you make, don't be nervous, and don't be afraid of what others may think. Plan how you'll start each and every day in ways that will lead your students, school, and colleagues in the right direction to achieve their goals.

2. Excellent communication skills

You can't lead a group of people if you don't speak with others! The best educational leaders are excellent communicators and know how to reach a variety of people in many different ways. For instance, a principal might have one-on-one chats with teachers each week and also send out a daily email update. This way, the principal takes the time to communicate in-person but also makes communication convenient by emailing the teachers as well. No matter what

your job title is at your school, make sure you're constantly communicating with your colleagues, students, and others.

As an administrator, he needs few important skills that are Coordinating/Collaborative skills, Time management, Problem solving skills, Communication (with govt officials and other stakeholders)

3. Resourcefulness

To be an effective leader, you need to be resourceful and open to new ideas. Especially during tough economic times, technology helps to change classrooms, and you need to be open to new ideas that will improve the way students absorb and retain information. You also need to know how to use the resources you have to the best of your ability—if you aren't sure, ask someone in the know. Take an online course. Get the answers you need; others around you will benefit greatly from this type of leadership mentality.

4. Idealistic

The best leaders in the educational system make it a point to lead by example, and not simply by words. It's easy to spell out rules and dictate them from an ivory tower, but this type of leadership will not have a large impact in your school. As an educator, you have so much influence on students. If you want students to speak kindly to one another in the hallways, you must always speak kindly, too. If you want your students to show respect, show them what that means. This method is effective and powerful, and helps you teach students skills they will need for the rest of their lives.

5. Power of teaching and learning

Perhaps the most important trait of being an educational leader believes in your students and the power of education. If you don't believe in your students or your colleagues, then everyone is doomed for failure. It's vital to believe in what your school is trying to accomplish each and every day, and to convey your enthusiasm for change, your own motivation to make things better, and your confidence in those around you. Your words and actions directly impact morale—show others your passion for education, and they'll feel it too.

Duties and responsibilities as administrator

A school administrator job description is not complete without discussing the various duties of a school administrator. These professionals at the elementary, middle, and high school levels

oversee teachers and school staff, as well as help to discipline children. Other school administrator responsibilities may include:

- Developing class schedules
- Ensuring curriculum standards are met
- Providing professional development opportunities for teachers
- Monitoring student success with test results and other data
- Overseeing the school budget
- Coordinating school security
- Communicating with parents as needed
- Hiring new staff members

Major Administrative issues in school:

1. Vacations:

In the education field, schools have vacations during Diwali, Christmas and month of May. During this period a school leader can do simple things for students. If they are given some home work for certain subjects, it will be helpful for the students as well as teachers. Teachers are given a work of paper corrections. If a school leader gives equal weightage of marks as per subjects, all teachers will be happy. That means, a school leader should not be partial while making a time table of school and teachers.

2. Leaves of absence:

When a teacher is on maternal or paternal leave for 6 months, there will be loss of students. Now here a school leader can arrange a substitute or another teacher for that person. This will help for students' progress as well as other teachers as they don't have extra load. Sometimes a teacher wants a long leave period; a school leader has to give it to that teacher. But then during that period, students will miss study. This will make parents annoyed, so it is the school leader's duty to arrange another way of teaching.

3. Busy Seasons and special projects:

Here it is very easy to understand that during special programmes like annual gathering, send-off, prize distribution ceremony or sports day etc. a school leader has a huge workload. But he

can give responsibilities to various teachers as per their talent. Sometimes we have science exhibitions at ward level, drawing competition, RSP rally, dance competitions, camps, etc. for such events a school leader should choose the right teacher according to his talent and give him such particular responsibility. This will make distribution of workload equally to all. Schools always conduct camp, picnic, field visits. Here a school leader must choose the right person to arrange these types of activities. Even sometimes a school leader can arrange lectures for teachers or students or workshops for teachers or students, and then a school leader must give an opportunity as per teacher's interest to participate in such activities.

4. The unexpected loss of an employee:

Nowadays vernacular medium schools face surplus problems. In such circumstances, a school leader has a big problem with the teacher's workload. If a school leader understands this kind of problem, he has to manage it with limited staff. But a school leader has to remember that equal workload should be given to all, including himself.

5. Increased workloads:

A school leader has kept in mind that he should never be partial to anyone from his staff. He must give equal workload, equal responsibility. He must judge his teachers fairly. Sometimes he may not get time for some things like lesson observation, assigning duties during examination period; he must take help of a supervisor or any senior teacher. This will make him a little free from workload.

Comparative stories

Here are two stories of school's leader during lock down period:

Story-1

Mr. 'A' is a school leader of a well-known school in Mumbai. During the lockdown period due to Corona, all the schools and other offices are shut down. Schools have no work from home as exams are postponed. Other people from Govt offices and Corporate Sector have to work from home. Mr. A is not a techno-savvy person. He always depends on his clerical staff. During the lockdown period, he gets a message from the Education Department. They ask for important information. That information can be sent easily as it needs not to check the files from the office. But as Mr. A is not techno-savvy, he has to depend on the clerk.

Here one thing is important that if a school leader is techno-savvy or user friendly to mobile, he, himself can send the information. A school leader must be user friendly to mobile and computer so that he would not rely on others for little things.

Story 2:

Mrs. 'B' is a school leader of a school in South Mumbai. She is techno-savvy. She is good at basic computer skills. During the lockdown period, she receives a message from the Education Department. It is about paybills as per new G.R. Her Clerk is suffering from a disease. He is admitted in the hospital. He can't do anything. Now the question is what Mrs. B will do?

Very simple. She knows computers. She always keeps herself updated. She checks the web site and tries to understand what exactly to do. She has a message from the Education Department in detail. She calls her clerk and asks him about the person who will help her in this work. She can manage the work easily.

4.2. Managerial Issues in school:

First, we will discuss the meaning of management...

Management: Management (or managing) is the administration of an organization, whether it is a business, a not-for-profit organization, or government body. Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees (or of volunteers) to accomplish its objectives through the application of available , such as financial, natural, technological, and human resources.

Let's see what is the meaning of managerial skills:

Managerial skills meaning- The ability to make business decisions and lead subordinates within a company. Three most common skills include: 1) human skills - the ability to interact and

motivate; 2) technical skills - the knowledge and proficiency in the trade; and 3) conceptual skills - the ability to understand concepts, develop ideas and implement strategies. Competencies include communication ability, response behavior and negotiation tactics.

There's no doubt that instructional leadership requires the school principal to wear many hats. At various times, principals must be administrators, managers, diplomats, teachers and curriculum leaders, sometimes all within one school day. It is definitely a balancing act, and principals must be proficient in all of these areas, as well as able to fluidly move from one role to another.

Now let's discuss about the school management system:

A school management system not only gives information about students. It can provide real-time information about teacher's activities also. ... With the Help of artificial intelligence school management systems can even monitor the performance of teachers and give real-time suggestions to improve the teaching quality.

If a school leader wants to be successful in his position, it's important to understand what skills he needs to succeed in the position. Instructional leadership skills help principals provide support and resources to teachers to enable them to deliver more effective lessons.

Instructional leadership is most commonly associated with school principals who manage curriculums, budgeting and scheduling and are responsible for the success of each student in their schools.

Principals and school leaders continue to strive for balance and proficiency in their roles as instructional leaders. Among the reasons cited for a lack of proficiency and emphasis on instructional leadership in schools is a lack of comprehensive training. A deficit of time for executing instructional activities, unrealistic community expectations and a glut of paperwork were also cited as reasons for the shortfall.

Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for the instructional principal. Instructional leadership is committed to the core business of teaching, learning, and knowledge. Staff members should meet on a regular basis to discuss how to do their jobs better and ultimately help students learn more effectively.

Four skills have been identified as essential for effective instructional leadership in principals.

1. Effective use of resources:

It isn't sufficient for principals to just know their faculty's strengths and weaknesses. If specific resources can benefit the staff, the principal should be ready and prepared to provide them. They should also clearly recognize that teachers thrive on being appreciated and acknowledged for good performance.

2. Communication skills:

Of course, effective principals should be excellent communicators. Interpersonal or people skills are crucial to the success of a principal. They must be able to communicate their beliefs pertaining to education, including the conviction that every student is capable of learning. These skills inspire trust, spark motivation and empower teachers and students.

3. Serving as an instructional resource:

Teachers rely on principals and other administration officials to be sources of information related to effective instructional practices and current trends in education. Instructional leaders should be tuned in to all of the pertinent issues and current events related to curriculum, effective assessment, and pedagogical strategies.

4. Being visible and accessible:

Lastly, good principals should be a positive, vibrant and visible presence in the school. Modeling behaviors of learning, focusing on learning objectives, and leading by example are crucial to the success of an instructional principal.

In addition to these four qualities, a successful principal should also have excellent planning and observation skills as well as proficiency in research and evaluation of both staff and student performance.

This method of leadership in education became popular in the '80s and '90s and continues to evolve based on societal and educational needs.

Managing a high school and bringing together departments and campuses to achieve the mission is always a big challenge for school management.

Primary managerial duties of a school leaders

- **Manage day-to-day activities at an elementary or secondary school.**
- **Create instructional resources for use in the classroom.**
- **Develop academic programs.**
- **Monitor students and teachers for progress.**
- **Train, encourage, and mentor teachers and other staff.**
- **Manage career counselling.**
- **Administer record keeping.**
- **Supervise teachers, counsellors, librarians, and other support staff.**
- **Maintain rapport with parents.**
- **Handle tours and marketing.**
- **Prepare budgets and annual reports.**
- **Work actively with teachers to maintain high curriculum standards.**
- **Formulate mission statements.**
- **Establish performance goals and objectives.**
- **Explain or answer procedural questions.**
- **Hire, train, and evaluate teachers.**
- **Visit classrooms and observe teaching methods.**
- **Examine learning materials.**
- **Review instructional objectives and adjust accordingly.**
- **Meet with other administrators, parents, and community organizations.**

Transforming the school system with high technology-enabled automation tools to support the academic and administrative processes will make it easy to achieve their goals.

To succeed in everyday tasks of schools, there is an emerging demand to modernize public education systems with cloud, mobile and digital technologies to improve operational efficiency and manage the institution effectively.

Here are some commonly observed school management issues, and how technological solutions can be employed to do things right:

10 Most common problems in school management

1. Huge documentation
2. Online Process
3. Admission & Enrollment
4. Course Management
5. Teacher Evaluation
6. Communication & Collaboration
7. Classroom Management Strategy
8. Student Monitoring
9. Revenue Management
10. Academic achievement

1. Huge documentation:

Nowadays schools are burdened by paperwork as well as digital processes, and a school leader finds it difficult as he is not techno-savvy. So, it is ultimately the job of clerks and school leaders to send information by the help of technology before submitting paper. Even nowadays schools can prefer digital attendance of staff as well as students. Fees, admission process can be done digitally. It may save time and even number of staff. All the records can be maintained digitally. This can be done by only a school leader.

2. Online Process:

Even now the education department has some websites on which schools have to upload the required information, for such situations a school leader has to log in and check whether the information is correct or not, if not correct then make it correct. If a school leader is techno-savvy, then he does not need to depend on the clerk in the absence of clerical staff he can login and work online.

If a school is regularly attached to parents via social networking sites, teachers can post important notice for immediate action via e-mail, SMS, WhatsApp or any other media.

3. Admission & Enrolments:

Nowadays students have a good option for 11th admission. It is done online. In this way students of 1st-9th std can be done online admission.

4. Course Management:

Students are interested in computers, e-class, google-class, smart TV. They are actually user friendly. A school leader can apply these means in teaching. During school days, if students get a chance to learn through these means, teachers also get time to make more and more learning material.

5. Teacher Evaluation:

Tracking the progress of teachers and evaluating the effectiveness of teachers' work is significant. Teacher evaluation system improves communication and collaboration between evaluators and teachers. Student's feedback will measure teacher's performance in the classroom and the automated evaluation process improves student learning skills, achievement and success.

6. Communication & Collaboration:

There is apparently no platform to provide seamless communication between students, administrators, staff and teachers. Moreover, increasing student discipline incidents happen as a result of a big communication gap between students and teachers. Here a school leader can take help of a senior teacher and supervisor or AHM/vice Principal.

7. Classroom Management Strategy:

Schools are finding it difficult to handle tardy students, and solve indiscipline and behavior issues. For this a school leader has to be strict. Here also he can take help of teachers or parents. Disciplinary rules and regulations should be given to the Parents-Teachers Association in the first meeting. Lesson observation should be done on a prime basis.

8. Student Monitoring:

Teachers are struggling to monitor student's activities including attendance, leave, discipline, assignments, etc. School administrators are lacking in result-based monitoring tools to track student progress. For students' progress a school leader has to be in touch with the teachers regularly.

9. Revenue Management:

Nowadays schools do not receive enough grants from the education department. It makes it difficult to cope up with the finances and expenses. Even students do not pay fees as per school code. Here a school leader has to maintain good relations with NGOs, Companies who are supported by their corporate fund. A school can raise funds from social activities.

10. Academic achievement:

Academic achievement of school means the result of 10th std. to make progress; a school leader has to be strict about his ideas of extra coaching of students. It should not be for std .10th for all standards. Even there are some exams like scholarships at 5th & 8th std., NTS,

NMMS, etc. if a school leader gets interested in such exams and makes students appear for these exams, then students will get confidence for exams in their future life. Exams other than school will give students extra confidence. This can be done only by a school leader.

4.3. Strategies for fix these issues

Now let's see what he has to plan and how?

If he prepares a time table of school, he can get the idea of how many teachers remain without class teachership. He can use these teachers for his help. He has to suggest all the teachers about yearly monthly planning. This will give a rough idea of the syllabus, its periods to complete within a year. Now he can make a plan of exams, annual programmes, picnic, field visits, camp, sports day, science exhibition, prize distribution, ceremony, send-off etc. various activities a school has to arrange throughout a year. Here he can distribute his load to non-class teachers. He can take help of A.H.M or Supervisor or Vice-Principal.

In the administrative work, he depends totally on his clerical staff. But clerks need guidance from a school leader every time. Here he can help. Suppose there is not sufficient clerical staff due to Staff Pattern, then a school leader has to work himself a little bit. Nowadays nobody uses pen or pencil to work. Instead of that computer is used. Mails, sms, social networking sites are used in the clerical work. Ultimately, a clerk as well as a school leader needs to be an expert in computer and android mobile. A school leader should be user friendly with computer and mobile. A school leader should acquire basic computer skills so that he needs not to depend on his clerk every time. In the absence of a clerk for sending information asked by the Education Department. Even he can take the help of a clerk or teacher who is an expert in computers. But not blindly, he must know what his staff is giving him correct information or not.

To fix the issue there are 3 stages which are as follows:

Stage I: Recognition is being aware and cognizant a problem exists. This can also be something such as an administrative process you no longer work.

1. Identify the problem or issue.
2. Clearly state the problem or issue.
3. Gather as much background information as possible or facts to support the issue at hand.
4. List negative effects.

5. Assemble relevant information.
6. Write five to ten possible solutions.

Stage 2: Identify the Solution by coming up with several options.

1. List the positive or negative outcomes of each possible solution.
2. Select the best one.

Stage 3: Implementation

1. Consider how you will present this information to those involved: communication style; format (verbal, written); timing.
2. Implement your idea.
3. Evaluate the outcome.
4. Adjust as necessary and try again.
5. If necessary, try a different solution.

Innovative School

A school leader is a very important factor to bind all the other factors of the society. Here one example of such a great school leader. His school is in the heart of the city. R.M. Bhatt High school, which is situated in Parel, Mumbai. It is too old school, completed 100 years. It is famous in the area for its discipline, study and moral values. A school leader felt that the school should change, as it had the same old look. The classrooms had a dull effect due to no renovation. Management was unable to spend lots of money as the grant aided by the government was not sufficient. He called some of the ex-students and asked for help. After 1 year and trying hard, a team of ex-students were succeeded in changing the mind of trustees. A day of celebration was decided and a message was given to ex-students through social media. On the day of celebration, more than 5000 students came and they were appealed to help their own school. There was huge success to team up so many students in one roof. Ex-students made a trust and under that trust so many activities were done for existing students.

Here what happened?

Ex-students set their own examples to other schools in the vicinity area. Other schools were also inspired by this and there was change in those schools also. Management is really unable to do transformation in the school because of lack of funds. Particularly vernacular government aided schools. But here in this example, a school leader set an example.

Even some of the NGOs are interested in funding schools to utilize their CSR fund. There are some NGOs like Arpan, Yuva Unstoppable, Naaz Foundation, Kotak Foundation, Pratham, United Way Mumbai etc. who helps the schools to progress in various fields. A school leader can take help of such NGOs and transform his school into innovative school.

Key take away

- ✓ Every educator and school leader plays a part in leading tomorrow's future. A school leader must have a vision to innovate his school.
- ✓ As an administrator, he needs a few important skills that are coordinating/collaborative skills, Time management, Problem solving skills, communication (with government officials)
- ✓ If a school leader wants to be successful in his position, it's important to understand what skills he needs to succeed in the position. Instructional leadership skills help principals provide support and resources to teachers to enable them to deliver more effective lessons.
- ✓ A school leader must help his staff to innovate school. Nowadays even he can take help of NGOs and ex-students for innovating school.
- ✓ A school leader contributes an important role in transforming school.

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Answer key of Check your learning

Unit-1 Innovation: Heart of a Learning Organization

CHECK YOUR LEARNING-1

Q1. Multiple choice questions

1. Select the true statements.

- a. Change is spontaneous in nature
 - b. Innovation must be permanent
 - c. Innovation is clearly more planned
 - d. Innovation and change are same in nature
- a) a, b, d
 - b) a, d
 - c) b, c, d
 - d) a, c

2. Over centralisation is..... type of factor which affects innovation.

- a) Input
- b) Output
- c) Throughput
- d) Basic

CHECK YOUR LEARNING-2

Q.1. True or False

1. Without democratic atmosphere it's difficult to create an innovative atmosphere in a learning organization.
 - a. True
 - b. False
2. Innovation & development always go together.
 - a. True
 - b. False
3. Innovation centred learning organisation is the need of the 21st century.
 - a. True
 - b. False

CHECK YOUR LEARNING-3

Q.1. Multiple choice questions

1. school leaders/heads can set proper short term and long term goals for their learning organization.

- a) Dominant
- b) Democratic
- c) **Visionary**
- d) Creative

2. While interacting with faculty members, school heads must show theirto them.

- a) Attitude
- b) Designation
- c) Sympathy
- d) **Empathy**

3. For organizing various teaching learning experiences in a class school heads/leaders should give to the teacher.

- a) Proper guidelines
- b) **Autonomy**
- c) Directions
- d) Demonstration

Unit-2 Building a Culture of Innovation in the Schools

CHECK YOUR LEARNING-1

Q1. True or False

1. Any Teacher can be an innovative culture agent.
 - a. **True**
 - b. False

Q. 2. Multiple choice questions

1. Which of the following is not a quality of collaboration?
 - a) Honesty
 - b) Inconsistency**
 - c) Respect
 - d) Openness
2. is the element of collaboration, idea formation and implementation?
 - a) **Work**
 - b) Duty
 - c) Values
 - d) Service

CHECK YOUR LEARNING-2

CHECK YOUR LEARNING-2

Drag or write the particular keyword of the preparation for creating a culture of innovation in the school and drop it in front of its relevant statement.

| Sr. No | Content/Statement | Keyword |
|--------|--|--------------------------------------|
| 01 | The headmaster constantly encourages colleagues to ask questions to create an innovative culture in his or her school. | Encourage team to ask questions |
| 02 | In a culture of innovation, the school leader allows his team to make mistakes and learn from them. | Allow people to think out of the box |
| 03 | In a culture of innovation, respecting the opinion of each individuals is the primary responsibility of school leader. | Support all voices |
| 04 | In the culture of innovation, it is the principal duty of the headmaster to provide various opportunities for his colleagues as well as students to think and work innovatively. | Empower with opportunity |
| 05 | In the culture of innovation, headmaster has the main responsibility as the head of communication to coordinate all the elements of the organization. | Develop Communication |

1. Allow people to think out of the box
2. Encourage team to ask questions
3. Empower with opportunity
4. Support all voices
5. Develop Communication
6. Know who you are

Unit-3 Developing a Vision for School

CHECK YOUR LEARNING-1

Q.1. Multiple choice questions

1. Revamp in the education is extremely important because
 - a) teachers use technology and tools to provide the necessary information
 - b) students and teachers develop broader perspective towards problems and solutions**
 - c) teachers guide/help children solve problems

- d) students create new problems
2. Traditional approach to the process of curriculum organisation
- a) Provide engaging space for students to enhance their critical thinking skills
 - b) Encourages collaborative activities to establish a culture of cooperative learning
 - c) Ensures continuity, sequence and integration, in a spiral across grades and subjects**
 - d) Has define yet very to various approaches to curriculum delivery

Q. 2 True or false

1. It is necessary to define curriculum management processes-artificially or unnaturally by going beyond textbook and creating opportunities to expand the learning experiences during formative years.
- a) True
 - b) False**
2. Good academic calendar ensures that workload of the teachers is in sync with holistic curriculum.
- a) True**
 - b) False
3. Innovation in the school academic calendar implies irregularities and imbalances between the academic classes and sessions allotted to enhancing life skills.
- a) True
 - b) False**
4. Efforts of teachers and their work-load distribution is mirrored in the learning outcomes and student achievement.
- a) True**
 - b) False

CHECK YOUR LEARNING-2

Q.1. Choose the closest option to complete the statements

1. The shift in priorities from feeling great to feeling connected has been accelerated because of-----.
- a) need to reach out to students in a way they prefer to learn
 - b) to adapt new age tools to create exciting learning experiences
 - c) physical distancing due to the pandemic situation**
 - d) enhance interest and at attention span of students and

2. Technology enabled learning in school needs to allocate budget for-----.

- a) investment in equipment spaces and connectivity
- b) teacher training and hand holding
- c) **address the time that needed to contain structural inadequacies**
- d) only (a) and (b)

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