

Self-Learning e-Handbook -1

The Perspectives of School Leadership



Edited by-
Dr. Mahesh H. Koltame

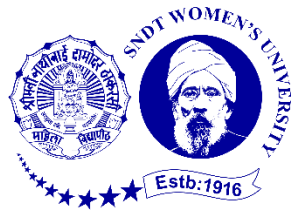
P.V.D.T. College of Education for Women, SNDT Women's University, Mumbai



United Nations
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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-I, entitled The Perspectives of School Leadership.

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-I.

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-1 entitled The Perspectives of School Leadership 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-1 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-1 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 (1): The Prospective of School Leadership.

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 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.

The major shift in the role and responsibilities of school heads or principals

School leadership matters all the time and all over the world for student learning achievement and overall development. There is a growing concern that the role of a school principal, designed in pre-independence time and based on British model which was designed for the industrial age, after independence there were minor changes done but were not evolved to deal with the complex challenges that schools are preparing children to face in the 21st century. As expectations of what school leaders should achieve change, it is a must to redefine school leadership roles and its distribution. Preparing proficient, skilled school leader’s is also a high priority in order to ensure high-quality school education for the future. This rapidly changing context for schools gives rise to a series of issues to which policy and practice on school leadership must respond.

Let’s see the major shifts in conventional role, approach and responsibilities:

Conventional role and responsibilities	In 21st century role and responsibilities
A good school administrator	A visionary leader of the school
Rigid and defensive head of the school	A more open-minded, flexible and bold leader of the school
The controllers of human resources	The catalyst of integration and learning culture
Mediator between school and government	School representative leader
Officer / Boss	Collaborator /Team leader
Centralized leadership approach	Shared Leadership Approach
Exclusive autocratic working style	Inclusive democratic working style
Sustaining the school system	Transforming the school system

Implementing government decisions	Take decisions and execute the same
keeping accounts, updating and preserving school documents, supervise the teacher's work	monitoring the teaching-learning process, and creating a conducive environment for learning, giving developmental feedback to teachers
Accountability to Government	Accountability to learners and community
Limited autonomy	More autonomy and responsibility

In rapidly changing society and every day School head teacher or principal have more complex challenges and responsibilities which I tried to figure out as follows:

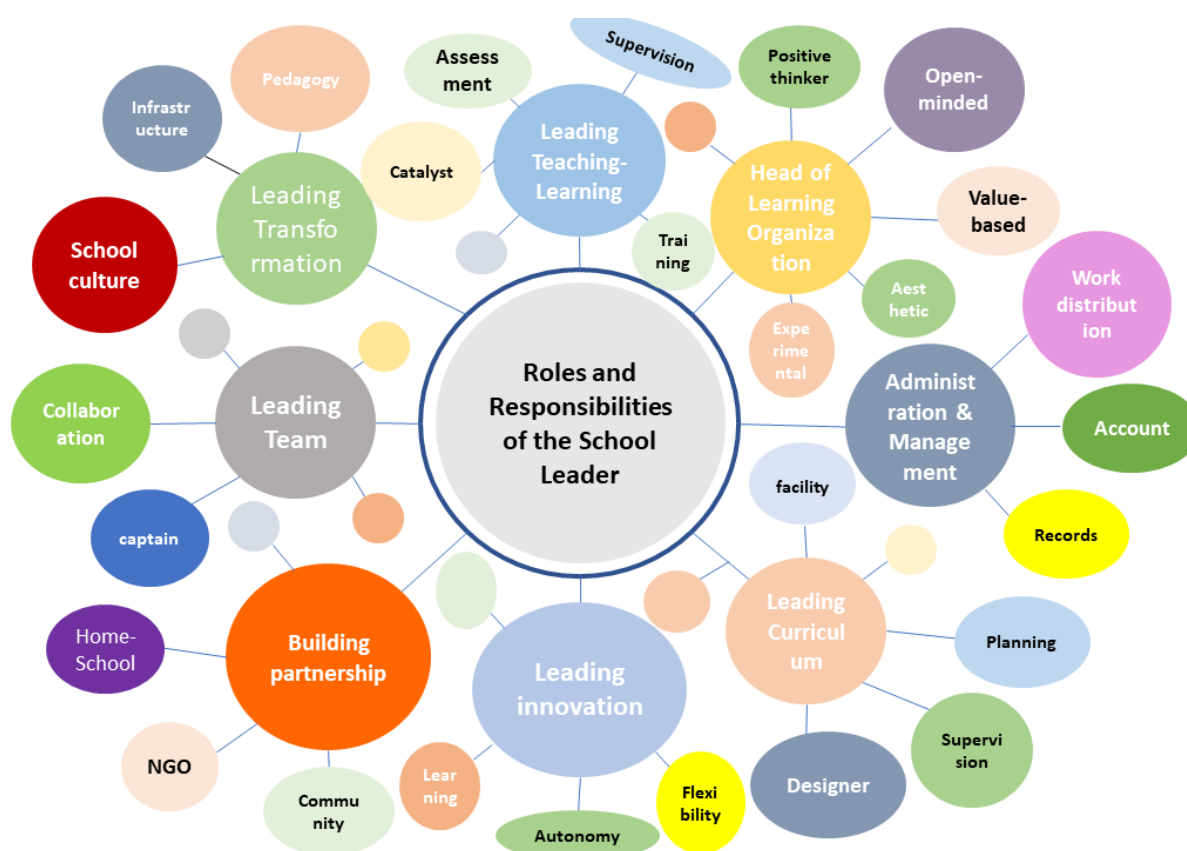


Figure-1: Roles and responsibilities of the school leader

Why dose school leadership Matter a lot?

Teaching and learning need to improve

As per the last few ASER report, our standards of teaching and learning need to improve and improve continuously if schools are to ensure that students can be successful in the 21st century personal and professional life. We have to take more comprehensive efforts to reach out expected learning outcomes. As school leaders you should play a key role in improving learning outcomes by influencing the motivation and capacity of teachers and affecting the school learning environment in which they work and learn.

To increase your influence, as school leader need to play a more active role in instructional leadership by:

- monitoring and evaluating teacher performance continually;
- creating learning culture in school and conducive school environment;
- promoting collegiality
- conducting and arranging for mentoring and coaching;
- planning teacher professional development; and
- promoting teamwork and collaborative academic work.

Pedagogy is changing

To be successful in today's knowledge society, our students need to engage in more powerful forms of active, constructivist learning that teach critical thinking, problem solving, collaboration and innovation. There is also a constitutional responsibility and increasing demand for individualisation and personalisation that can offer inclusive and multiculturally sensitive learning opportunities for increasingly diverse groups of students. With this advancement in information communication technology is rapidly changed our pedagogical practices now techno pedagogy is becoming integral part of our education. During this COVID-19 period we are facing various techno pedagogical challenges. After COVID-19 technology-based pedagogy become a new normal. School leaders need to master these new forms of pedagogy so that they can monitor and evaluate their teachers' practice. Principals as leaders of learning can establish communities of effective practice in which continuing professional development becomes more relevant and is embedded into the fabric of the school learning culture.

Centres of autonomy and accountability are shifting

School leaders can only have an impact on student outcomes if they have sufficient autonomy to make important decisions about the curriculum implementation and teacher recruitment process and development and if their major areas of responsibility are focused on improving student learning. Our national and state level policies are increasingly opting for decentralised decision making, community participation in decision and balancing this with greater centralisation of accountability regimes such as outcome-based testing. Decentralisation has advantages as well as disadvantages. For example, school-level control over devolved budgets creates opportunities for school leaders to allocate resources to priority development areas, but it increases the burden of financial administration, leaving less time to focus on teaching and learning. School leaders are now often accountable for learning outcomes for teachers and students, where previously their accountability was for input into learning processes.

Policy and practice need to work better together

Government policy designed to change practice in schools can only work when it is coherent with school-level processes, systems, and priorities. Effective implementation depends on the motivation and actions of school leaders. Policymakers need to engage school leaders in meaningful and continuous dialogue and consultation on policy development and

formulation. Private schools are not following policies in their practice for example policy of inclusive education and RTE.

Schools are confronted with an increasingly complex environment

In rapidly changing societies, the goals for schools and the means to achieve them are not always clear and static. NEP 2019 has recommended school clusters; it means schools are under tremendous pressure to change and school leaders must enable teachers and students to deal effectively with the processes of change. Leaders of the most successful schools in challenging circumstances are typically known to, engaged with and trusted by both parents and the wider community. They seek to improve achievement and well-being for students by involving skill-based activities, digital learning activities, sports, cultural and innovation centred activities, and community organizations. School leaders are also increasingly collaborating with leaders of other schools and with the district to share the resources and skills needed to deliver a diverse range of learning opportunities and support services.

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-1 is the part of MOOC hands-on course material.

Although the book contains many practical examples, 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 changing scenario of school leadership and its identities?
- Why school heads need to develop themselves as a school leader?
- How school leaders transform school as a learning organization?
- How to set the clear Vision, Mission, and Goal of school?
- How school leaders should transform school culture?

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. At the end of this book in the appendices section, some practice templates are attached for easy work.

Each chapter ends with a set of key 'takeaways' from the chapter, and suggested additional web resources with their links and downloadable additional reading resources with links with a complete set of references. There is also a comprehensive bibliography that collects

together all the references from the chapters. Most chapter sections end with an assignment activity.

In short, this self-learning e-Handbook-1 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

School Leadership: Multiple Roles and identities



Mrs. Pratibha G. Ursal

Assistant professor,
PVDT College of Education for women
Hello friends,

In this unit we are going to study about what is school leadership and the qualities of school leadership

This is an overarching role of a school leader/system level functionary. As a leader, you need to develop an understanding of leadership and its impact on school transformation that can further lead to transformation of the education unit (cluster/block/district). This role encourages you to build a conceptual understanding of school as a place for promoting growth and development of children and as a ground for continuous experimentation and change. This role will also help you to have dialogue around the leadership challenges at different levels and understand how to overcome the challenges for achieving the transformative agenda. The concept of school as a learning organization comprehensively explains this role in terms of what a school leader needs to do for school transformation.

Let's now understand what history says about the various changing scenarios of the *School Leadership*.



Objectives

- To understand the concept of school leadership
- To understand of multiple roles of school leadership
- To analyses various identities of school leadership



Expected learning Outcomes

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

- ✓ describe the concept of school leadership;
- ✓ explain the significance of school leadership for enhancing school effectiveness;
- ✓ describe factors influencing on leadership;
- ✓ evaluate different roles of school leader.



Content Outline

1.1. Changing Scenarios of School Leadership

1.2. Concept of school Leadership: Meanings and Nature

1.3. Significance of school leadership for enhancing school effectiveness

1.4. Factors influencing on Leadership

Political

Socio-cultural

Economical

Psychological factors (Personality traits)

1.5. Roles of school leader

Leader as a visionary,

Leader as an initiator of change,

Leader as a person who inspires and who is resolute, people-centric and a lifelong learner

Leader as a reflective practitioner

Warm-up activity: Case based discussion

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

A Unique Leader (Story)

A group of workers and their leaders have set a task of clearing a road through a dense jungle on a remote island to get to the coast where estuary provides a perfect site for a port. The leaders organise the labour into efficient units and monitor the distribution and use of capital assets – progress is excellent. The leaders continue to monitor and evaluate progress, making adjustments along the way to ensure the progress is maintained and efficiency increased wherever possible. Then, one day amidst all the hustle and bustle and activity, one person climbs up a nearby tree. The person surveys the scene from the top of the tree. And shouts down to the assembled group below... Wrong Way!" (Story adapted from Stephen Covey (2004) "The Seven Habits of Highly Effective People" Simon & Schuster). Management is doing things right; leadership is doing the right things" (Warren Bennis and Peter Drucker)

Source- The 7 Habits of Highly Effective People- Stephen R. Covey

Questions

1. What kind of leadership and management is prevailing in your school?
2. Is there any consistent technique used across the school that places the emphasis on leadership?
3. What are the implicit and explicit assumptions about leadership and management in school documentation?

1.1 Changing Scenarios of School Leadership

Historically, the concept of the head-teacher and principal first appeared in the colonial era. The head teacher or principal's role began to rise and mould when the British colonial government first appointed its school superintendents to carefully monitor the government aided school. Basically, it was a senior teacher from the school who represented the school in front of the school superintendent, a representative of British colonial power. This role of relationship between the school and authorities got further

strengthened when the British government started appointing principals in government run or aided schools by the end of the 18th century. By the early 19th century, principals were performing tasks such as maintaining order, managing school resources and improving academic activities.

Even after the post-independence, the core characteristics of a principal remained the same where he or she had to play a role of intermediary between the state and the local community. The major focus was on the managerial competencies of head-teachers and principals.

According to Kothari commission (1964- 1966) school head is the chief means of administration and supervision of schools. The function of educational administration involves both the organisation of educational system and supervision of instruction.

National Education Policy (NEP, 1986) suggested that policy-makers and school administrators in India should “evolve a long-term planning and management perspective of education and its integration with the country’s developmental and manpower needs.” The policy document also focuses upon decentralization of educational institutions and recommended to “establish the principle of autonomy in relation to given objectives and norms.”

According to NCF 2005 The head teacher and teachers, behind the scenes, plan and carry out the activities, which build up the environment of the school. All physical and psychological aspects of various schools are different as each school creates its own environment.

The RTE schedule specifies that, in a school where there are 150 or above students, there will be five teachers and one head-teacher appointed, whereas, in schools where the numbers are less than 150, the senior teacher would be appointed and given responsibility of a head-teacher. While not directly specifying the roles and responsibilities of a head-teacher, The Right to Education Act (RTE Act, 2009) entrusts significant power in the hands of head-teachers in the functioning of government schools.

According to the National Education Policy 2020 (NEP) all leadership positions and Heads of institutions will be offered to persons with high academic qualifications and demonstrated administrative and leadership capabilities along with abilities to manage complex situations. Leaders of an HEI will demonstrate strong alignment to Constitutional values and the overall vision of the institution, along with attributes such as a strong social

commitment, belief in teamwork, pluralism, ability to work with diverse people, and a positive outlook.

Headmasters are seen as the administrative authority of the school. However, it has yet to be adequately realise what is the potential role in providing academic leadership in schools. Capacity building for this must receive attention. They should actively involve in the process of school-level planning and participate in the decision about the programmes they need and how they should be integrated into regular school activities.

1.2 Concept of school Leadership

1.2.1. Meanings and Nature

Leadership- Leadership is a process which influences a leader to achieve their/ institutions desired goals. Successful leaders always thrive a vision for their schools based on their personal and professional experience. They modify this vision at every opportunity they can grab and influence their staff and other stakeholders to share similar vision. Almost all structures and activities of the school are working towards the achievement of this shared vision.

School leadership- It is a process of influence leading to the achievement of desired purposes. Leaders always create a vision for their schools based on their personal and professional experiences. They modify this vision at every opportunity and influence their staff and other stakeholders to share the vision. Structures and activities of the school are yield towards the achievement of this shared vision.

A leader is expected to go beyond his/her administration and management to provide a leadership experience by fostering an environment for change.

Generic Attributes of Leadership

- Honesty and integrity
- Confidence
- Inspire Others
- Commitment and Passion
- Good Communicator
- Decision Making Capabilities
- Accountability
- Delegation and Empowerment
- Creativity and Innovation
- Empathy

Specific Attributes of School Leadership

- Vision
- Courage
- Passion
- Emotional intelligence
- Judgment
- Resilience
- Persuasion
- Curiosity
- Transformation
- Competence
- Self-discipline

In order to become a leader, you will have to achieve four goals as illustrated in the model proposed by Boles and Davenport (1975):



Source: *The Leadership Process in* Harold W. Boles and James (1975).

The figure demonstrates while managing, monitoring, administering your school, you are supposed to achieve four goals in order to become a School leader/System level leader. To the extent you are carrying out school activities like maintaining performance of students and teachers, students’ attendance, school results, teachers’ regularity and punctuality, professional development for teachers, equipping libraries with reference material etc.

You may assume or claim that you are achieving Goals One and Two. Those who initiate change and implement various innovations can claim to accomplish Goal number Three. Further, those who have attained success in satisfying professional aspirations of teachers and that of the Institution (school), to the extent that both become compatible to each other and grow simultaneously you can be considered to be successful in accomplishing Goal Four. If your efforts are limited to achieve of first two goals, you are an administrator. To become a leader, you will have to cross the red line. One may say, few can claim to be leaders with attainment of first three goals, majority are administrators and very few reaches Goal Four.

If your efforts are limited to achieve of first two goals, you are an administrator. To become a leader, you will have to cross the red line. One may say, few can claim to be leaders with attainment of first three goals, majority are administrators and very few reaches Goal Four.

There is an intrinsic difference in the way one works at the position of an administrator, manager or a leader. Examine the figure below and decide where you stand while functioning as a School Head/ System level functionary in your workplace.



Source: https://itpd.ncert.gov.in/mss/course_content/Module%2014.pdf

1.2.2. Characteristics of Leadership

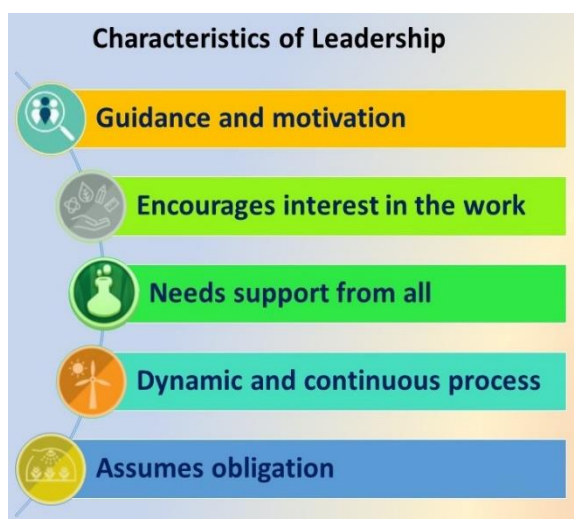


Figure 2: Characteristics of Leadership

1. Guidance and motivation:

Leadership is an administrative process of guiding and motivating the subordinates for achieving various organizational goals or objectives. For motivating, communicating to others is mandatory. Leadership is a kind of an art of inspiration also influencing subordinates to perform their duties more efficiently.

2. Encourages interest in the work: The main purpose of leadership is to motivate and encourage subordinates to take interest actively in their work and yield the best results.
3. Needs support from all: The leader must recognize the presence of all employees irrespective of their position. The leader cannot become successful unless s/he obtains support from all.
4. Dynamic and continuous process: Leadership is a dynamic and continuous process. It is a continuous task of guiding and motivating subordinates for improving their performance and contribution towards institution's objectives.
5. Assumes obligation: A leader always inspires followers. In the event of failure, he/she does not shift the responsibility to his subordinates but accepts personal weaknesses in performance. A leader leads by setting a good example.

1.2.3. Types of Leadership Approaches

1.2.3.1. Traditional Leadership Approach-

Let's dive in the history, the first person to define traditional leadership was Max Weber. Traditional leadership is a style in which mostly power is passed on or to be given to the leader based on traditions of the past. *Current examples* would be kings,

dictators and many of today's institutional leaders. In the history almost all the leaders were considered to be traditional leaders and their power was tied to their past leaders. Most of the leaders inherited their power from their predecessors. Today, traditional leaders acquire the power position through large organizations.

Max Weber described three leadership styles:

- charismatic
- bureaucratic
- traditional.

The characteristics specific to the traditional style include:

- Leaders thought that having control and power is the major thing because those holding the position before them had control and power
- Leaders are followed because they had a personal loyalty to the position and not to the individual in that position
- Followers are promoted based on favouritism and office politics

1.2.3.2. Distributed Leadership Approach-



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The distributed leadership is to increase the leadership and its capacity within a school so that the school can improve and grow in an authentic manner, with no risks. It allows a school to eventually become an effective educational institution as an outcome of school leaders within it pulling in the same

direction, Lead by the same values and vision towards a common set of goals.

For Gronn (2003), the spirit of distributed leadership is that it develops a sense of responsibility that is spread among various people within the school. Distributed leadership allows schools to cope with immediate or complex change by drawing a wider range of staff into various leadership task. There are many different points of view about this perspective, especially around issues of accountability and boundaries.

Harris (2008) support that distributed leadership is still thoroughly controlled by senior leaders and suggests that there is a Dimmed distinction between distributed leadership and representatives. This view is shared by Hartley (2010), who argues that teachers and students have very little influence on the direction of school strategy, so distributed leadership is more a way of achieving already defined institutional goals through tasks and targets set by senior leaders. Where traditional hierarchies define responsibilities and roles in a school, there can be unrest and distrust when responsibility and authority is distributed in this manner.

1.2.3.3. Participatory Leadership Approach

This leadership style recognizes that employees are stakeholders in the organization and are entitled to their own voice. Participatory leaders empower employees who will be most affected by certain decisions to have participation and/or decision-making capabilities in addressing those issues.

CHECK YOUR LEARNING-1

Q1. Fill in the blanks

School head is the chief means of _____ and _____ of schools.

Q2. Arrange goals of school leadership in hierarchical order, from lowest to highest.

Goal-1_____, Goal-2 _____, Goal-3 _____, Goal-4 _____

1. Maintaining performance of teachers and students
2. Satisfying professional aspirations of institution
3. Implement various innovations
4. Equipping libraries with reference material

Q3. True or false

Traditional leaders acquire the power position through large organizations

True/False

1.3. Significance of school leadership for enhancing school effectiveness

Leadership is an element for making an institution successful. Leadership is an important element of management which helps to improvise to maximize efficiency and to achieve institutional goals. Focusing on distributed leadership and school improvement, much of the research and literature on the subject stresses the need for clear, effective and strong leadership and management in schools if they want to nurture successful pupils.

Significance of school leadership

1. Leaders Understand the Importance of Building Community
2. Leaders Empower Teachers and Cultivate Leadership Skills
3. Leaders Utilize Data and Resources
4. Leaders Have a Vision and a Plan
5. Leaders Create Collaborative, Inclusive Learning Environments
6. Leaders Are Passionate About Their Work
7. Leaders Perseveres

1.3.1. Leaders Understand the Importance of Building Community

Effective school leaders create and sustain both family and community partnerships which benefits to those partnerships to develop inclusive, caring and culturally responsive school communities. Leaders need be visible in their schools and community to build these community networks which is essential for the school, develop trust and create a sense of transparency and shared purpose with parents, staff, community members and students.

Tschannen-Moran explains, “In schools with high levels of trust:

- Teachers are motivated and willing to try new strategies because they trust leaders to support them.
- Students are motivated and connected to the school because they trust their teachers.
- Families are supportive because the principal and teachers have built trusting relationships with them.”

1.3.2. Leaders Empower Teachers and Cultivate Leadership Skills

Great school leaders know that they are not running a one-man show; that they cannot do it all alone. They know that they must surround themselves with great teachers and colleagues and, not only that, they must fully support teachers and staff by encouraging them to continually learn, develop and, perhaps most important, become leaders themselves.

Head-masters mainly focus on improvising the quality of the teachers within their institutions. By carefully hiring the best teachers, by supporting their efforts and their ambitions, by holding all staff members to high expectations, and by working to carefully support the individual development of each professional, principals impact student achievement.”

1.3.3. Leaders Utilize Data and Resources

School leaders use various data, including school-based and standardized assessments, to cultivate continuous improvement through decision-making for the current purpose of promoting equitable and culturally responsive opportunities for all students. The data present many opportunities and the most effective leaders are able to grasp that data to make strategic decisions which will eventually be beneficial for their students.

1.3.4. Leaders Have a Vision and a Plan

The very best school leaders are also visionaries. They have many goals that they can unite a team around and a plan to help them getting there also, they are able to clearly communicate their school vision and goals.

Vision is perhaps one of the most important qualities a leader can have as it provides momentum and direction, not just for the team leader but for each and every team member. Of course, in order for leaders to be successful in pursuing their vision and enacting their plan, they must pair their vision with unrelenting passion. Vision and passion both from an effective leader, who should generate motivation, inspiration and excitement that reflect throughout the schools.

1.3.5. Leaders Create Collaborative, Inclusive Learning Environments

School leaders who prefer complete learning also usually believe that every person whether it may be faculty or students can contribute to the greater cause of learning community and that is why they encourage collaboration between both.

“The school headmaster’s active participation is the single most important factor of success in implementing change, setting a new course and improving services. The school headmaster is in charge to facilitating systemic change and leading faculty to adopt new practices and attitudes.”

1.3.6. Leaders are Passionate About Their Work

Passionate people are energetic that can greatly affect teacher satisfaction and pursue well student performance. Only lot of knowledge can't make him/her good leader: It's the care for the people and the work who collaborate with you that makes the difference," wrote Forbes. This happens frequently because people want to follow a passionate leader, someone who cares about not only the cause for which he or she is working but, also for other people who are involved in the effort together.

1.3.7. Leaders as Persevere

The best leaders are willing to commit to a school and persevere despite the obstacles or challenges. After all, realizing a vision doesn't really happen overnight; success for the transformation takes time. A leader's commitment shows not only passion but also the dedication, which can have an extremely positive effect on school culture.

CHECK YOUR LEARNING-2

Q1. Fill in the blanks with proper sequence

Passionate people are _____ that can greatly affect _____ and pursue well _____

1. energetic
2. teacher satisfaction
3. student performance

Q2. Fill in the blanks with proper sequence

Leadership is an element for making an _____ successful. Leadership is an important element of management which helps to improvise to maximize _____ and to achieve _____

1. efficiency
2. institution
3. institutional goals

Q3. Fill in the blanks

The school headmaster is in charge to facilitating _____ and _____ to adopt new practices and attitudes

1.4 Factors influencing on Leadership

In this topic we are going to cover various factors which influence leadership.

Let's study them one by one.

1.4.1 Political Factors

The decisions you make, the agendas you establish, and how you motivate and inspire employees are keys to managing the institution's political climate. Utilizing the leadership style and understanding political behaviours are necessary to operate employees toward institution objectives is critical to squashing organizational politics and enhancing your reputation as an effective leader. This can be achieved through keen observation, maintaining a fair and objective viewpoint, leading by example, and keeping staff focused on the big picture: to work in the best interest of the organization rather than self-interest. Being a leader, you hold the influence and power within an organization; inappropriate use of this power can result in a very negative work

environment. For example, constantly taking credit for your employees' ideas and contributions to advance your own career may result in resentful and retaliatory behaviour from that staff.

1.4.2 Socio-cultural Factors

The culture is a key factor that profoundly changes our perception of the world. The cultural influences on the leadership aspects need to be taken into particular account in order to achieve an effective leadership. A leadership style may have different effects and meanings in relation to the cultural environment in which it is exercised. Understanding a culture is the essential step in order to consider the real effects of a leadership approach.

Socio-cultural society is governed by the decisions made by leaders and therefore effective leadership is a fundamental aspect of society, which enables the majority to function in a productive and efficient way.

Culture includes people's background and tradition as well as their habits and beliefs. The influence of culture plays a vital role in how people interpret actions and understands the context around them.

Geert Hofstede and his study on the cultural influence in organizations, a number of cultural studies have tried to bridge leadership and culture. This points out that culture is one of the main issues for a leader and the success in leading an organization depends on how the cultural aspects are managed.

1.4.3 Economical Factors

How economic conditions influence leadership. The primary economical factor that will influence leadership style is the institutional budget. If the institution is doing well financially, the budget is looser and this provides opportunities for leaders to offer monetary incentives to employees. Leaders may offer monetary influences to inspire employees to reach for a goal in order to obtain a reward, or to do well within this institution and move up the chain of command. By moving up the chain of command, an employee will receive a higher salary to go along with the added responsibility of their new position. If an institution is not doing well financially, there will not be financial incentives for leaders to offer, there may be cut backs to staffing, decreases in hours

worked, or less resources to work with. In these instances, leaders may take a more autocratic style of leadership to ensure that work is being performed within the allotted time frame, and with a much more restrictive budget.

Due to the severity of the financial crisis, leaders are forced to focus more towards the generative responses in order to provide longevity of budget relief, rather than a quick fix.

Adequate funding was found as a necessary component for providing quality education. This creates a direct problem when funding is being cut at the local level. In order to reduce the effects of the budget cuts in the classroom, leaders must work with their faculties to reduce the direct impact these cuts have on student learning.

1.4.4 Psychological factors (Personality Traits)

There are many different types of personality. Personality affects various factors like how people feel, think and act in different situation, majorly in the workplace. So, does personality type decide your potency as a leader? which one is the best personality type that make a good leader?

The answer is: it depends on the job. As different persons have different personalities, he/she is in different position. The required tasks, environment, chain of command, and hours affect which personality type is going to be most successful, in a position. While personality shouldn't be do or don't element in the workplace, it can be useful if you are applying for a new job, or if you are in charge of hiring for various position. Knowing your personality type can tell you some of your strengths and weaknesses, and give you areas to focus on to be your most successful self.

Different personality traits can be classified in various categories such as Introvert/Extrovert, Intuitive/Sensing, Thinking/Feeling and Judging/Perceiving.

1.4.4.1 How personality types affect leadership?

Extroverts can be very effective leaders. They are naturally charismatic and can command a room. However, sometimes a powerful personality doesn't allow others to speak up different ideas and opinions. In order to be functional, extroverted leaders need to calm down their intensity to speak and allow others to give input and feel

valued. On the other hand, introverts may struggle being the centre of attention and directing others, however they are often good at stepping back to let others shine. This can improve employee morale and lead to loyal and motivated workers.

Whereas, inherent people focus on the patterns and meanings in the information they collect. They tend to think about all the possibilities and theories before making a decision. However, because of this they tend to focus on the future and may have trouble finalizing decisions and seeing what needs to be done in the present.

It is observed that leaders who have a judging personality are very organised and structured in their daily routine. They schedule meticulously and keep order in their work lives. This one way a task can be effectively done with the better efficiency; however, their tough procedures could restrict them from being open to various opportunities. The perceiving personality tends to be more open to new ideas and opinions because they keep a more flexible and open schedule. They act more spontaneously and can implement ideas on the fly. However, they appear to be less organized and various employees may grapple with their lack of planning.

Big Five Personality model

Below are listed big five personality dimensions which influence leadership

1. Need for Stability

Emotional stability can be an important asset for chief, helping them to manage with setbacks, stress and uncertainty. Being a cool-headed person can communicate professionalism, but being too composed can screw an executive as emotionless or lacking a sense of urgency or overly confident. Nevertheless, being too blazing or techy can lead to the opposite outcome. The simplest method to avoiding overreaction is to verbalize negative emotions to others. Sometimes people worry that experiencing emotions will make them emerge weak, which in fact conveys confidence.

2. Extraversion

Extraversion can be beneficial in leadership, but can also have a negative effect to it. If an executive tends to be more on the side of extraversion, various aspects can trigger perceptions that he/she is too dominating or that he or she does not listen well. Similarly, executives with high energy levels can also prove wearing for introverts. Leaders with extraversion tendencies need to be aware that their disposition is likely to create tensions with their introverted colleagues who often find extraverts draining.

3. Openness

An open etiquette executive manifest high intellectual curiosity and big picture intentions.

Executives who score very high on creativity can overwhelm others which can enlighten them. These executives must train themselves to continuously bring ideas to light and inspire other to do so.

4. Agreeableness

These types of executives communicating via feedback or comments is crucial, being very careful to critique the idea and not the person. Doing so can lead to appropriate bonding and trust building by colleagues and subordinates.

Highly considerate executives are likely to promote collaboration and to be attentive to the opinions and wellbeing of others. However, executives who are too concerned about others, they have difficulty delivering negative feedback or making decisions which may upset others because they want to please everyone. These leaders must examine what drives their need to be liked by their colleagues and subordinates.

5. Conscientiousness

Drive and persistence are important qualities for leaders, but can prove dysfunctional if they are not properly channelled. One risk for highly conscientious leaders is that their perfectionism can cause them to lose sight of the big picture.

Source: <https://www.floridatechonline.com/blog/business/how-the-big-five-personality-traits-influence-work-behavior/>

The most important thing to keep in mind is that everyone has some strength and some weaknesses, and balance is the key to success. Understanding and recognizing your personality trait and the personality traits of those who work with you will help build up work relationships and generate new opportunities.

Another element of being overly conscientious is the risk of becoming a workaholic, which increases the risk of burnout. A ruinous commitment to work is not something which executives can change overnight, but should cut back their working day by 15 min every week.

CHECK YOUR LEARNING-3**Q1. Fill in the blanks**

Different personality traits can be classified in various categories, of which first two are _____ and _____

Q2. Fill in the blanks with proper sequence

Personality affects various factors like how people _____, _____ and _____ in different situation

feel

act

think

Q3. True or false

In economic leadership, he/she holds the influence and power within an organization

1.5 Roles of school leader

In this topic we are going to study different Roles of a School leader.

1.5.1 Leader as a visionary

Visionary leaders can often see what no one else sees, finding potential and opportunity in a time of change. They see what's not there—or what's not there yet. It is a leader who creates, articulates and develops action plans for the change of organization (Brown & Anpara, 2003). Visionary leaders own firm commitment in leading a process of change to achieve the intended organizational objectives (Brock & Grady, 2004).

They provide freedom to employees to determine the best path to actualizing this vision. It's a control to hold the end picture in our mind. It takes devotion and allegiance to work towards this vision each and every day. Visionary leaders have a way of motivate their institution to work towards a shared vision. This allegiance gives the team a cut-throat advantage.

A visionary leader ensures that vision becomes reality by stating clear goals, outlining a strategic plan for achieving those goals and equipping and empowering each member to take action on the plan at the organizational, team and individual levels.

A visionary leadership style can inspire a team to boldly strive for and achieve new heights and unite an organization to take one giant leap forward. Leading with vision in your role and in your career can inspire you to aim for the moon and beyond.

School Visionary Leadership

You must have heard a term like "visionary leadership" which used in reference to a site leader. But what does it exactly mean? How do you know if a leader is actually a visionary? A visionary leader is clear about what he or she believes and knows is best for children -- for their academic, social, and emotional learning. The leader's independent beliefs have evolved in collaboration with other stakeholders and attached into some kind of vision or mission statement. One might ask, What's really prominent at this school? Or What are you striving to create here? This is where you'll know the various integrant of a vision. Also important is that the experiences of students and outcomes are at the centre of this vision.

You'll know if you hear a vision if it makes you feel something good: inspired, motivated, excited, and so on.

A visionary leader talks and walks the school's vision. His actions consistently align with it. Moreover, he has a plan for how to implement this vision and takes actions towards leading all stakeholders towards this vision every day. The vision is consistently stalling, all initiatives lined up to it, and the principal is its primary champion.

Qualities of Visionary Leadership



Figure-3: Qualities of Visionary Leadership

- **Inspirational:** What does inspirational mean? It means that visionary leaders tap into our emotions. They ignite our passion. They drive our emotions in the right direction to bring out the best in us.

- **Emotionally Intelligent:** To inspire with consistency, a leader must be aware of emotions and be empathic (aware of the feelings of others). Only through empathy can a leader connect with the hearts of their team and inspire them to realize their

greatness.

Open Minded: Although visionaries hold a big picture in mind, they are flexible on how they get there. They are receptive to new information and can hold multiple perspectives. This open-mindedness allows them to steer stressful circumstances with a supple mind, pulling information from many resources and sometimes unrelated industries arrive at creative solutions. Visionary leaders have a childlike playfulness. They value their imaginations and allow themselves to dream, exercising their mind's eye to see beyond what's in the physical world at the moment. They encourage others to dream big too.

- **Bold:** There's no place for timidity in visionary leadership. These leaders are courageous and daring, willing to take calculated risks. They don't fear failure as much as they fear not going for it. Visionary leaders foster innovative organizations because their people can fail quickly, learn, adapt, and grow.

- **Optimistic:** Visionary leaders hold a positive outlook for the future. They are hopeful they will achieve success. They don't view problems as personal, permanent, or pervasive. Instead, they are impersonal, temporary, and relate only to the present situation. These leaders are driven to create more value but are content where they are now. Their optimism is infectious throughout the organization. It's a sturdy anchor when setbacks occur.

1.5.2 Leader as an initiator of change

An initiator is the one who might bring out a new idea to the surface. He may collect the data or simply start his work. He is enthusiastic and highly optimistic about his vision and may ignore the shortcomings that might lead to downfall.

A leader can easily be an initiator but the initiator cannot become a leader easily without going through the tiring, slow, discouraging process which eventually makes one a leader.

Change can be a challenging process for both the leader(s) and participant(s) involved, as people may be worried about the consequences. In many educational systems, it is policymakers who often initiate many school-related changes; these are external drivers. However, there are also other instances where you as a leader, with your teachers, have also made small or medium-sized changes to your school in response to the needs and interests of your students and perhaps the community.

Learning Activity 2: Scenario-based discussion

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

Mr. Mahesh struggles to make changes

Mr. Mahesh is school leader of a school in west Mumbai. His passion since the beginning has been to help others, which gave him motivation to train himself as a teacher. He describes his outlook as follows:

I believe that teaching and learning should be student-centred and activity-based.

I want teachers to give all students the opportunity to participate in class, and I expect them to use questioning techniques effectively to promote thinking.

I want teachers to give students the time to brainstorm and explore ideas.

I encourage all staff to use role plays, dialogue and drama in the classroom.

I expect teachers to plan and prepare their lessons well ahead of time so that they can all share their ideas with one another.

As he has become school leader two years ago, Mr. Mahesh has faced challenges in dealing with some of his staff. Although he is confident in his ability to teach and support new teachers to present fruitful lessons, he has had some problems dealing with a number of very experienced teachers. Mr Mahesh's efforts are welcomed by most of the teachers, but he is not making any remarkable progress with three of his most experienced staff. Some of his principles are unknown to them, and they claim that their methods are more appropriate because they believe that the students learn best when they listen to the teacher lecturing.

Answer the following questions

1. What advice would you give to Mr. Mahesh?
2. How would you approach this change process and engage the three experienced staff?
3. Note down your ideas in your reflective learning diary and share with your fellow learners.

1.5.3 Leader as a person who inspires and who is resolute

Who is a resolute leader?

Resolute leaders are highly determined and persistent. They have the inner peace and inner power to give people courage during difficult times.

If you're a resolute leader you might see yourself as highly competent, determined, rational, independent, and up for a challenge. You set high standards for yourself and others. You spot inefficiencies. And aren't afraid to speak up when you see a problem.

Characteristics of a resolute leader



Figure-4: Characteristics of a resolute leader

Uncommon Discipline: Many things will compete for your time and attention as a leader. Discipline is necessary for time management and as a buffer against trivial things that constantly compete for your attention. Possessing the discipline to not be distracted by things in the margins will require this skill. Discipline is also necessary in order to set the pace for others in your organization. When discipline is strong best

practices will follow.

Unwavering Values: Resolute leaders stick to their core values. When your values are clear to you and to everyone else in your organization then it simplifies the decision-making process. If a policy or action doesn't line up with your core values, then the decision-making process is streamlined. Knowing your core values is essential to your operation. Values keep you ground and give you direction.

Strength in Adversity: Every leader faces adversity. The test of your leadership is not whether you will face challenges but how you will respond to them and how quickly you can put them behind you. Your strength is not developed in adversity but rather it is revealed in adversity. The strength that gets you through adversity is grown over time and is a maturity factor of your leadership. A resolute leader will not back down in adversity but will see it as just another milestone in his or her growth as a leader.

Enthusiastic About Relationships: A resolute leader is a relationship builder. One primary reason is because a leader can't do it alone. The success of the leader is tied to the success of those around him. The leader who stands the test of time is the one who has learned the secret of building relationships, and thus, the people around him. John Maxwell's principle of "walking slowly through the crowd" is one that comes to mind. When you take the time to build relationships and realize it's one of the most essential skills as a leader you will be a resolute leader surrounded by a great host of people to share the journey.

Passionate About the Future: Resolute leaders have learned how to navigate through adversity, have the discipline to lead themselves and others, have built relationships, and are passionate about the future. Come what may, resolute leaders are optimistic. Through hard work and perseverance, the future is bright for those who choose to see it. When your values are aligned with your vision you can proceed with confidence in knowing that today can be good and tomorrow can be even better.

Activity 4: Reflection Spot

Leader as a Motivator

Reflect on some of the changes you have experienced as a school leader. It might be a good experience or you may have had reservations about the changes (for example, the implementation of activity-based learning in your school, or giving guidance on different grade levels).

Describe in your Learning Diary how you:

- *motivated others as a leader*
- *kept yourself motivated as the leader*

1.5.4. Leader as a reflective practitioner

Definition: The concept of **Practitioner-Leader** (PL) is one which embodies a sort of leadership alchemy. This combines, skills, knowledge and leadership potential and, more often leads to great personal effectiveness. It also contributes to a greater effectiveness within the organizations, communities or schools, or an integration of these groups – also referred to as a community of practice – which this type of individual serves.

The PL possesses the practices and personal qualities that amplify the ability to create effective relationships and enhance professional and personal networks. This potential to socialize their research findings and experience guarantee the widest possible reach of their work, and eventually increases its relevant impact.

Teachers and Head Teachers as Reflective Practitioner

Reflection can be understood as a process of self-examination and self-evaluation that head teachers and teachers must regularly engage in to interpret and improve their professional practices. Reflection is an important strategy/tool through which you can critically examine your own practice. Individuals who practice reflective in their professional capacity are called reflective practitioners. A teacher can use reflection as a technique for examination of her teaching practice during or after the classroom process- in which case: the teacher needs to reflect on what was her/his assumption regarding transaction of the subject, how was the lesson plan designed- was the focus more on lecture teaching or different learning opportunities were designed depending on differential learning needs of children, assumptions/biases for children- what did the teacher think during the class: are her/his students capable of learning or not etc.

Engaging in continuous reflection can help one improve one's teaching or leadership practice as the process of self-examination opens doors for new insights and creative solutions for approaching old problems, challenges or traditional ways of doing things. Reflection can be an important tool for critically examining one's belief systems and mental attitudes. Below is a Frame of Reference that you may find useful for understanding how teaching learning processes in your school need to proceed from left to right as depicted in the graphic. This is a graphic that can help you in beginning the process of reflection on your own practice

1.5.5. Leader as a People-centric and a lifelong learner

PCL

People-Centred Leadership (PCL) views leadership as an influence process which involves working with people to accomplish both their goals and the goals of the organization.

PCL is about building trust and a clear vision for where an individual/team is going with their work, and then working hard to support the work/person and manage the changes/issues that will ultimately arise – together.

Leaders must be committed to building strong relationships with their people. The outcome of a strong relationship is that people do extra work because they trust and

respect the leader, and they will be more forgiving when the leader has to make decisions (or makes a mistake) that is perceived as putting the needs of the leader first, and the needs of the people second.

Often, this style of leadership leads to greater employee motivation and satisfaction, as people feel heard and appreciated. This, in turn, improves team engagement.

Characteristics of PCL-

1. People-centric leaders often set clear priorities and part them with the team. The data-centric leader has trouble prioritizing: If he can measure something is going on, he's going to try and manage it. The result is an ocean of reports and metrics. The people-centric leader, on the other hand, starts with a clearly articulated vision, and then selects a few key priorities and metrics for the organization to focus on.
2. People-centric leaders make sure everyone knows the "why" behind their work. Unfortunately, data-centric leaders frequently stall to give this to their employees. People-centric leaders, however, give employees greater purpose at work by tying individual work to the broader priorities of the institution
3. 'People-centric leaders don't just look at data--they ask the right questions. Data-centric leaders tend to separate the numbers from the people doing the work. They're more likely to pore over spread sheets than actually talk to employees. The people-centric approach, on the other hand, includes asking separate employees for their unique outlook and insights.

1.5.6. Leader as a lifelong learner

A leader who embraces and embodies the idea of learning in leadership, as a lifelong process, sees learning not just as a periodic experience for certain stages of their journey, but as an endeavour they need to commit to on a daily basis. They are deliberate about creating spaces for learning and have openness and a willingness to learn and grow. They are willing to have their views and perspectives constantly challenged and create a working environment that allows for it. They are frequently questioning themselves the question: What is new I have learnt today and what do I still need to learn?

CHECK YOUR LEARNING-4**Q1. True or false**

1. A visionary leader ensures the vision becomes reality by stating clear goals.
True/false

Q2. Fill in the blanks

1. Individuals who practice reflective in their professional capacity are called--
-----.

Q2. Fill in the blanks with proper sequence

1. PCL is about building ----- and a ----- for where an individual/team is going with their work
 1. clear vision
 2. trust

Key take away

- ✓ This unit is part of the set or family of units, this one relates to the key area of perspective on School leadership.
- ✓ You have studied in this unit the historical perspective of leadership, what and how it influenced to change that concept of school leadership. Then you came along learning various types leadership approaches which then showed the characteristics of leadership.
- ✓ You also studied the dimensions of leading change, including different styles of leading, such as distributed leadership, and the importance of trust and motivation in bringing people along with the change. Some leaders may focus on the advantage from the change, rather than focusing on the issues of those who will be negatively affected by change. Consequently, it is important to consider the influence on everyone related.
- ✓ You then got to know that a leader is not only affected by his personal factors but is influenced by various other factors like Economic factors, Political factors, Socio-cultural factors, Psychological factors.
- ✓ You understood different roles of school leadership. As a leader of change, you need to:
 - build a common vision of the future that people can believe in
 - motivate people and mould them through any challenges during the change process
 - leaders can be people centric which results in people are working extra hours and build trust
 - leader as a lifelong learner results overcoming various hurdles at work
 - leader can critically examine his/her own practice which helps improve the leadership practices
- ✓ You have thought about whether change is driven by any external forces or is commenced within the school, and you might have probably come to a judgement that prime change is not easy and does not follow a rational path.

Activity 5: 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.

- Q1. What kind of leadership and management is prevailing in your school?
- Q2. What are the 4 Goals of Leadership? And how will you implement these 4 goals in your institution?
- Q3. How does your leadership play an important role for enhancing School effectiveness?
- Q4. If you are a leader how will different factors influence your leadership?
- Q.5 How do personality traits affect leadership?
- Q.6 How different types of roles of school leaders are effective for development of the institution?

Additional Web resources

<https://www.edutopia.org/blog/qualities-of-great-school-leader-elena-aguilar>

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School as a Learning Organization



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Hello friends,

Learning is a continuous and a natural process in case of human being. In nature every organism takes birth, grow and develop and come to an end. Charles Darwin has given us theory of evolution which has given the principle of survival of the fittest. In the process of survival, one has to adapt, adjust with the environment and it is possible only if you learn to adjust with environment. The species that unable to adjust with environment disappeared. The same logic is applicable to the institutions or organizations. Today everyone is talking about collaboration and not competition and therefore it is imperative to understand the learning organisation. This will help you to create vibrant institutes that addresses changes around and keep fit for survival in fast changing world. In this part we are going to learn the meaning of learning organization, characteristics of learning organization and the ways of creating learning organization.

Let's start the learning.



Objective

- To build a conceptual understanding of school as a learning organization



Expected learning Outcomes

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

- ✓ Define the meaning of learning organization
- ✓ Explain the characteristics of learning organisation
- ✓ Identify the barriers in the development of learning organization
- ✓ Explain the components of learning organization
- ✓ Suggest the strategies in transforming learning organization



Content Outline

2.1. Concept, Nature and Characteristics of learning organisation

- 2.1.1. Definitions of learning organization
- 2.1.2. Characteristics or features of learning organization
- 2.1.3. Components of learning organization

2.2. Barriers for learning organization (External and Internal)

- 2.2.1 Individual factors
- 2.2.2 Structural/ organizational factors
- 2.2.3 Environmental factors

2.3. Development of School as a ground for learning and development

- 2.3.1. How to Create a Learning Organisation

Warm-up activity: Case study

Dear learners, this is a warmup activity. Read the following case and try to understand the concept and nature of the learning organization with focus questions and write your answers in your reflective learning dairy. If you looking for the course completion certificate then you have to submit your reflective learning diary on LMS as evidence of your active participation.

Shri. Ghorpade is principal of a primary school who has been transferred to a School located in rural area. He observed that the school has hundred and twenty students only studying from standard first to seventh. The condition of classrooms was very bad. He believes that if we can create good ambience then the students also can learn with enthusiasm and attract new students. How to solve this problem was back of his mind. He checked the financial statements of the school but found that there is no sufficient amount. He called the meeting of teachers and discussed the matter of improving the infrastructural condition of the classrooms. He asked teachers to give suggestions to solve the problem.

However, majority of them said that it was neither their cup of tea nor their job.

The principal requested teachers to think and meet after two days. After two days when they meet it was decided that no one is going to criticize the solution or the idea shared. Few teachers started sharing their ideas, giving the suggestion to improve the infrastructural situation and also asked questions to the principal regarding possibilities of working of the solutions. It was seen that it's a pool of ideas came up from teachers.

After going through it was decided that the teachers will contribute in terms of money and material whatever they wish. Each class teacher would talk to the parents if they can help out. The consent was taken from the parents for involving their wards in repairing work of classrooms.

The principal donated money first and then the teachers who wanted to give money also contributed. The team for each class is formed that include class teacher, five-six students, two-three parents and support staff. The team had to inspect classrooms and prepare the list of things to be repaired. Again, all the teams had a meeting with the principal and estimated the budget. There were shortage of money so they requested parents to help them in some way. The major repairs were of furniture (students' benches/desks, tables, chairs etc), few constructions repairing and painting. There were some parents who agreed to provide their services by repairing furniture and some participated in actual repairing work. The school could save money this way. Later the teams of students were formed for painting work who actively contributed in creating pleasant ambience for them.

1. Why do you think the pool of ideas emerged?
2. How does principal involve every member of school?
3. What was the goal set by the institution/school?
4. What were the ways of people's contribution?

2.1. Concept of learning organization

Let us relate the case 1 with the definitions given by some experts.

2.1.1 Definitions of learning organization

Peter Senge popularized the concept of learning organization. He considers that learning organizations are those organizations where people continually expand their capacity to create the results, they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.

Pedler, et al. (1991) considers that learning organization as a vision, and not simply as a training of people. It facilitates transformation of all members of the organization and the organization per se, through continuous learning. It is essentially a top-down approach.

Watkins and Marsick (1992), on the other hand, characterized learning organization as the process of total employee involvement to introduce collective accountability and change through the principles of shared values. It is characterized as bottom-up approach.

Learning Activity 1: Practice

Dear learners, this is a practice activity. Read the following case-based questions and write your answers in your reflective learning dairy. If you are looking for the course completion certificate then you have to submit your reflective learning diary on LMS as evidence of your active participation.

How do you relate the definitions with the case given earlier?

What have you observed in the case 1 of the following?

	Yes	No	Can't say
1. The shared vision is formulated			
2. Expanded thinking			
3. Changed thinking pattern			
4. Set collective aspiration			
5. Enhances capacity to create result/ solve problems			
6. People learn together			

2.1.2. Characteristics or Features of Learning Organization

Let’s read one more case to learn the features of learning organization

Learning Activity 2: Case study

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

There is a science exhibition for school students in which many projects/experiments are displayed. While visiting, it is observed that the projects of school A are very neat, clean and made up with material exclusively purchased. The students are very obedient and know their sequence of talk and do not interfere in anybody's talk. They have built very nice structure that there is one team leader and two coordinators and others were presenters. It is a proper completion of task done by students. The students are seemed to be very obedient and carried out activities systematic way.

The school B students displayed the projects designed by themselves. They are able to answer any question as they have done the job in their team collectively. It is seen that students are not typically prepared for specific question, their project was not very accurate geometrically but everyone knew about the entire project. They are also helping each other while answering questions asked by the judges.

Q 1. How do you describe structures in teams of school A and B?

In the connection with case paragraph earlier mentioned read the features of the learning organization.



Figure-5: Features of Learning Organization

1. **It is Boundary-less organization:** The learning organizations do not have boundaries. If you see any organization has definite structure in terms of positions that allows the different duties and responsibilities to an

individual occupied the specific positions. It also helps in establishing communication channels that help in reporting the status of the project in hand or the task. Along with all it gives power and authority that is associated with the position. Unfortunately, the institution functioning in these boundaries by making it water tight compartments by using authority and power in terms of ordering people and creating hierarchy. What happens if the compartments are water tight? The water will not move from one compartment to other.

So, when the boundaries are water tight then there will be no exchange of information, views, ideas or opinion as there is execution of power and authority. But the learning organization doesn't have boundaries. In other words, it can be said that the learning organization follows flexibility. There is no fixed hierarchy. The positions are not bound by ego with power and authority. Rather the positions are created for smooth communication but the voice of each one is heard. Members share information throughout the organization across functional areas (horizontal boundaries) and organizational levels (vertical boundaries). Structural and physical boundaries are minimized categorically in the learning organization and team members cooperate in performing organizational activities so as to achieve their goal.

2. **People work in teams:** The members in learning organization do not work in isolation. They collectively work and perform all activities of organization that help them to achieve their institute's goal. Once the leader creates teams to organize activities around, work processes the horizontal boundaries become less to least functioning. The participatory decision-making help in breaking hierarchy that is required to motivate everyone to contribute. People are matured enough to give their personal interest or not think 'only my job' but think for organization's vision.
3. **The members in learning organization are empowered:** In the learning organization team members/employees are given opportunity to make effective decisions as it is thought that they could do so. Here the power is considered as the ability to do work and not to dictate or order people how to do work and put them down. The members are empowered to make decisions about work-related issues that reduces the need for bosses or direct supervisors and increases accountability. Therefore, team working results in better performance.

4. **People believe in information sharing:** Information is the key component that facilitates learning. In a learning organization, employees learn by sharing information. There is timely, accurate and open sharing of information in the organization. As there are no structural boundaries, people openly communicate with each other; may be across vertical and horizontal boundaries. This leads to extensive information sharing amongst members. People learn new ways of doing things or different views, opinion and perspectives that widens the thinking horizon and makes one open minded.
5. **The learning organization believes in shared vision:** Leaders of learning organization facilitate shared vision in the organization. The shared vision helps people to visualize dream together and enhances 'we' feeling. The members develop common vision of organizational goals and strategies and collectively work towards that vision. It enables the organization to respond to future opportunities and benefit from them.
6. **It focuses on collaboration:** A learning organization has strong and committed leaders. They create, support and encourage people to collaborate with each other. This creates a motivated workforce which learns continuously from experience and environmental factors.
7. **It creates Organizational culture:** Organizational culture is a system of shared meaning within the organization that determines how employees act. In a learning organization culture, members think of organizational processes, activities, functions and interactions with the environment as a system of inter-relationships. They priorities the institutional goal at the topmost position and work towards it.

In short in learning organization, everyone agrees on shared vision and develops strong mutual relationships. They develop community, caring and trust for each other. The culture is supportive in nature. It questions existing assumptions and creates an environment of learning.

CHECK YOUR LEARNING-1

The activities of few organizations are mentioned in the following section. Read it carefully and put (✓) in front of statement that reflects the characteristics of Learning organization

1. In a school teachers believe that Principal / Authorities cannot go wrong
2. Individualized educational plan is developed for special school collaboratively by special educator, speech therapy, parents, occupation therapist
3. All subject Teachers of class 8th form a Google class
4. Every subject teacher created a Google class for her/ his subject for standard 8th
5. While preparing Home work time table class monitor is involved

2.1.3. Components of learning organization

The term learning organization has been popularized by Peter Senge who identified five basic disciplines or components of a learning organization

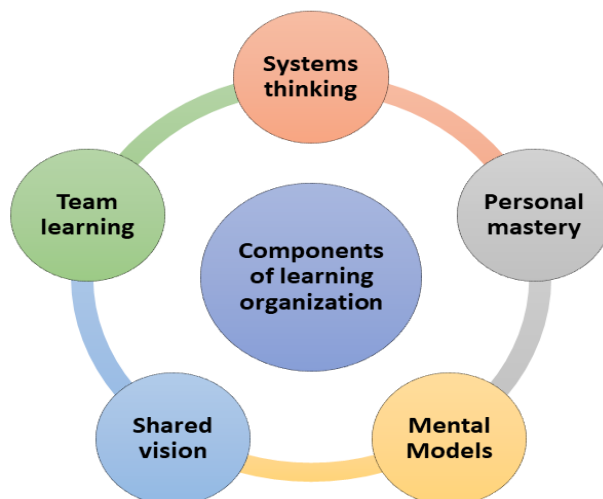


Figure-6: Components of learning organization

1. **Systems thinking:** organization is an entity consist of many subunits. The organizations are complex systems composed of many inter-related components, and that it is very important to understand how the key components dynamically interact with each other to give life to the system that they comprise. The different units are interdependent and problem in one can lead to the collapse of the organization. Therefore, the managers/leaders/heads within the organization must learn to think at the 'systems' level, giving more importance to the long-term impact

of system dynamics instead of the short-term problems encountered in each part of the system.

2. **Personal mastery:** It refers to the discipline of an individual being able to continuously clarify and deepen his/her personal vision, focus his/her energies, develop patience, and openly and honestly see reality as it exists. Personal learning does not ensure organizational learning, but the latter cannot exist without the former. Individuals must therefore strive to learn and live life from a creative rather than reactive perspective. Having a very clear personal vision of how things should be and a very objective recognition of what the reality is would help the individual determine the gap between vision and the reality, motivating him/her to learn in active pursuit of continuous improvement. In short one must be in apposition to identify one's strengths, weaknesses and external environment. This will also help to visualise the task, strategies and one's ability to complete it.
3. **Mental Models:** According to Senge the mental models are deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action. Mental models represent an individual's ability to compare new ideas with internal images of how the world works. These mental images, if in contrast with new ideas, can prevent the new idea being turned into reality. It is therefore important for an organization to foster openness among its members while providing them with the right direction in order to prevent mental models from limiting the organization's ability to put new ideas into reality or practice.
4. **Shared vision:** It refers to the ability of a group to form and hold a common picture of a desired future that its members seek to create. According to Senge, a shared vision is a vision that many people are truly committed to, because it reflects their own personal vision. Shared vision is vital for learning organizations because it provides the focus and energy for learning. When there is a genuine commonly-held vision within the organization, people strive to learn and excel, not because they are told to, but because they want to.
5. **Team learning:** According to Senge, it is the process of aligning and developing the capacities of a team to create the results its members truly desire. Achieving personal mastery and having a shared vision are important to a learning organization, but not

enough. People need to be able to learn together, so they can act together. Team learning starts with a 'dialogue', or the process of 'thinking together', wherein its members suspend personal assumptions and enter into a state of genuine group awareness and collective thinking.

CHECK YOUR LEARNING-2

Drag the component of the Learning Organization and drop it in front of its relevant description. (In-text select a relevant component from the given list and write in front of its relevant description)

	Description	Components of Learning Organization
01	Teacher Joined workshop to learn ICT based pedagogy	
02	Teacher shares information of the workshop attended with colleagues and teaching them ICT tools	
03	Teachers realised that students' in their school cannot afford laptops so decided to share learning resources on what's app group	
04	Students' Committee is formed to decide the home work time table	
05	It is observed that each household has one smart phone and is with father who is in the office therefore students cannot attend teaching sessions from 10 am to 5 pm, so the school decided to have online teaching sessions from 8 am to 10 am	

Mental Models

Team Learning

Systems Thinking

Personal Mastery

Shared vision

2.2. Barriers in developing Learning Organization

There are various factors that can be obstacle in creating learning organization. We can categories it into Individual, organizational and environmental factors.

Learning Activity 3: Case study

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

The management decided to shift the affiliation of school from state board to ICSE board.

In order to convey this decision, the trustee ask principal to conduct a meeting and convey teachers who then further will convey to parents. Principal was worried as the change of board means changing from syllabus to teacher training to evaluation, fees, administration etc. When the principal conducted a meeting and conveyed the decision of management, the teachers were very upset about it. They were confused and didn't know how to react to it and they mentioned their worries to principal who was equally upset about it. There are 1200 students in a school there are thirty teachers so many concerns and worries.

- *Imagine yourself at the principal's place and list out your queries, worries, and concerns*
- *List out the worries of teachers in general and vernacular language teachers in particular*
- *Can you think of the worries of parents and list it out?*
- *How do you think the management could bring this change without creating so many worries and anxieties among principal, teachers and parents?*

Identify the barriers that are seen in this organization from the following listed one.



Figure-7: Barriers in developing Learning Organization

2.2.1 Individual factors

1. **Lack of clarity in vision or sometimes unaware about the vision and so the unclear goals:** In many organisation people think that only manager, principals on the one who heads the institution can think. Therefore, the goals are not communicated to subordinates/ other members in the organisation. It is thought that the head has to order and get the things done. In many cases how to do things is dictated by the authorities. Therefore, people just do the things that are told to them and the way it is to be done. Here the members have nothing to do with the vision /goals of Institution. This brings obstacle in moving towards the learning organization.
2. **Lack of motivation at the part of members that may be a manager /team leader or team member or both:** The lack of motivation at the part of members is the major hurdle in the development of any organisation. If members are motivated then they will be enthusiastic to take up new task, design new ways to do it share the information enjoy the achievement of goal. So, there can be a lack of motivation at leader's part or at members' part or at both ends that is the leader and members. The lack of

motivation at any end take away the interest in learning and stop from trying out new ways of doing things.

3. **Lack of knowledge and skills required for the task or to achieve the goal:** The knowledge and skills that are required to complete the task plays very important role in accepting the situation, learning new skills for the task and complete the task. The lack of knowledge and skills leads to uncertainty that makes one uncomfortable/ restless about completion of the task and develop insecurity within an individual. For example, the sudden change in the situation because of covid-19 leads to change in teaching learning processes. Many teachers are not aware about technology enabled pedagogy so become panic as don't know how to do. If the teachers would have had trained right from their Pre service training programmes then probably they could have handled the situation in a better way.
4. **Lack of clarity in the task itself:** Many times, the task given to the team is very complicated and is not made aware about it. So, the task is assumed as very simple or very difficult. People don't know the skills and knowledge required to complete the task. The analysis of task into sub tasks help to identify the complexity of goal and time required for its completion along with the assigning the work. So, if the members can identify the knowledge and skill required to complete the task then they can distribute the work among themselves as per each one's ability.
5. **Lack of recognition:** Every human being wants recognition in the institution. If institution fails to recognize people in whatever way it can be then there is a motivation for the person. Hence the organisation need to have recognition policy at place.
6. **Lack of open mindedness:** Open mindedness is something very important in order to exchange thoughts, information opinion and so on. If people in organisation welcome new thoughts or any thoughts then there is a possibility that members exchange their views, share information which is otherwise not possible. This gives sense of belonging and affiliation that supports team work.
7. **Fear of failure:** Individual doesn't want to take risk because of fear of failure. The failure is considered as unsuccessful but not seen as an attempt to perform the task or efforts taken by the individual. If an individual knows that the failure also is welcome

it will motivate a person to take up challenges, try new ideas that may lead to innovation.

8. **Fear for risk taking:** Like fear of failure people also have fear to take risk. What happens if things go wrong? Everyone will blame me. This thought stops individual to take risk. If there is assurance that if things go wrong its group's responsibility then one gets support to take risk and move ahead.
9. **Fear of punishment for the innovation:** Many organizations are very systematically doing things years together so are convinced with doing things in a particular way so as to achieve success. Members working get direct or indirect messages regarding the treatment one gets for innovative ideas. If innovation is not welcomed rather considered as a strategy of loss then the fear of losing job becomes prominent over innovation and naturally it is a hurdle in learning, unlearning and relearning.
10. **Fear of conflict or breaking relationships and its consequences:** When we work in groups there are interactions among and between members. Individual may worry about his/her relationship and its consequence if any idea is not being accepted. Generally, the societies where the person is worshipped and belief that the godman cannot be wrong, people tend to be neutral, don't want to take up risk of hurting the powerful person.
11. **Inability of members to perceive environmental changes (social, economic, technological):** Everything is changing very fast with the technology invaded in our life. There are social, economic changes. We unlearn and relearn new skills to address these changes but unfortunately members could not visualize the changes, understand the flow and pattern of changes then that becomes hurdle. Sometimes it also happens that the people perceive changes but their attitude does not allow them to accept changes and address to it. It means it is not only perceptual ability but also the attitudinal aspect that is responsible to make mindsets for creating learning organization.

2.2.2 Structural/ organizational factors

1. **Organizational structures:** Organizational structures not only design the positional structure but responsibilities and communication channels. It also indicates the power and authority in a system. Some of the organization have the vertical hierarchy. More the positions exist more difficult is the communication. It also becomes hurdle in the

clear visibility of the goals to everyone. The strict rules and regulations of organization is one more factor that becomes hurdle in learning organization. Very strict rules and regulations take away the freedom of creativity. It leads to narrow job description and high division of labor that end up in 'not my job phenomenon'.

2. **Inadequate communication between units:** The structures of organization are too rigid the communication is also become very rigid and very formal. People do not feel comfortable in sharing new/different idea, thought, view or opinion.
3. **Power structures and Relations:** If the organization follows the 'yes boss' culture then the boss or head is always right. This culture is created by people's mindset. It is based on the 'ego satisfaction' of an individual. In patriarchal societies this is very common that is reflected in organizations too. The organizations follow very rigid power structures then also draws the boundary on communication and allows dictatorship rather than accountability.
4. **Ineffective Resource Allocation:** The rigid structures also decide the channels for resource allocation. While allotting resources the power play important role and resources may be allotted on the basis of relations rather than the need of the specific department.
5. **Incompatibility in Culture and Structures:** The organizations are very rigid to support the innovative ideas. Here the culture means the mindsets of people. Without nurturance, a new idea will soon die because it isn't getting what it needs. Sometimes structures may have to modify or remove or break so as to achieve goals and so the mismatch in culture and structures becomes the hurdle.

2.2.3 Environmental factors:

The environmental factors are the factors that are not designed by the members themselves.

1. **Policies:** The new policies demand institute to make changes on the other hand old policies do not allow the institute to make change. The people may have innovative idea and are enthusiastic to tryout but rules and regulation does not permit for it.

2. Social belief: The organizations are part of society and cannot be isolated from it. The social mindsets, belief becomes hurdle in trying out new ideas or organizational learning as the society deny to accept it.

CHECK YOUR LEARNING-3

Classify the barriers to learning organization into individual, structural and environmental factors.

Drag the barrier to the Learning Organization and drop in to individual, structural and environmental factors.

Individual	Structural	Environmental

Lack of recognition

Lack of motivation

Power structures

Policies

Incompatibility in culture

Social beliefs

Incompatibility in structures

Relations

Lack of communication

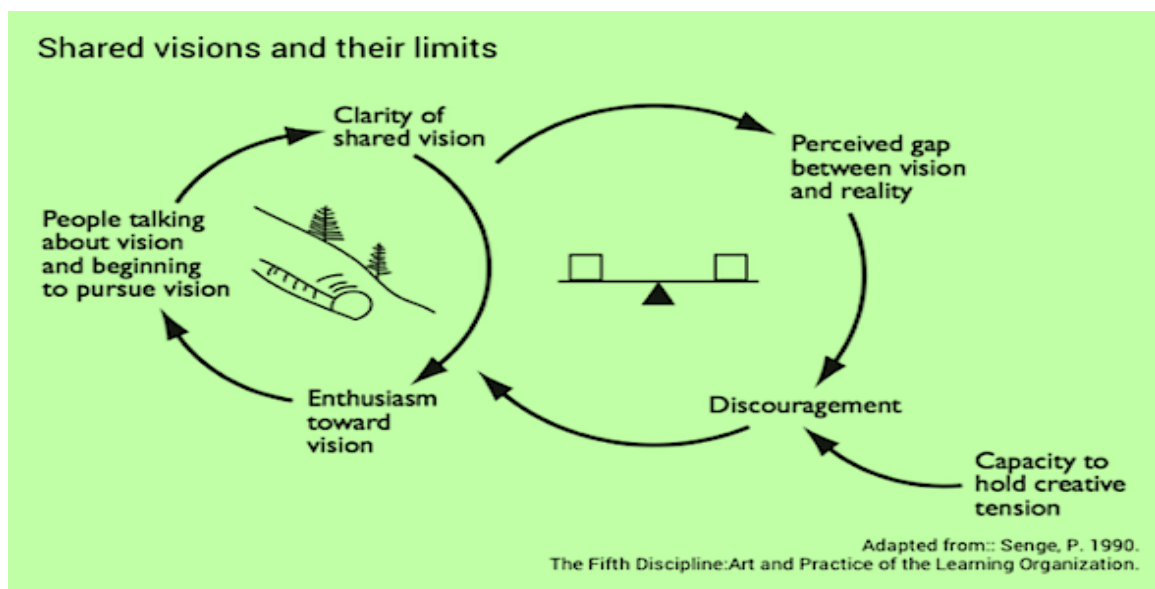
2.3. Development of School as a ground for learning and development

The school as an institution established by the society that plays very important role in the development of an individual and society. The society expects school to perform specific role in terms of development of knowledge, skills and value of students that can be utilized by an individual in life. In democratic country the school is expected to inculcate democratic values among students. The learning organization can set up a ground for creation of individuals who is open minded respect everyone and work in collaboration. The school is considered as mini society therefore it is possible to create a democratic society in a school itself through the democratic practices. The school leader must create spaces in the school for open discussions, free expression, teamwork so that students, teachers and other members can work in collaboration and develop together.

2.3.1. How to Create a Learning Organisation:

The following steps can help to create a learning organisation:

1. **Sharing Vision:** It is very important to set a vision together. It does not give feeling of belongingness but also develop sense of accountability among members. Observe the



following diagram to learn more about shared vision.

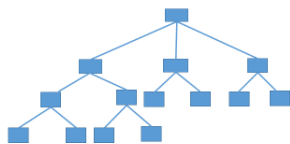
2. **Establish a strategy:** Managers/leaders/heads of the organization establish a strategy and commitment to change, innovation and continuous improvement.

Develop plan to motivate people to adopt a new approach towards work, modify old practices and create enthusiasm to aspire for development of the self and the organisation,

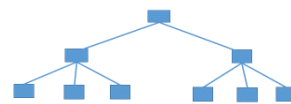
Promote training programmes to change their skills and develop self-managed, empowered teams in the organisation.

3. **Redesign the organisation structure:** Restructuring the organisation is extremely important step in transforming the organization. The organisation structure is to be redesigned from traditional, vertical and horizontal relationships to a boundary-less structure.

A formal structure is not responsive to learning. Therefore managers/heads should flatten the organisation structure, combine or eliminate departments, make cross-functional teams, reduce boundaries amongst people and increase inter-dependence to create groups responsive to environmental changes and members with a shared vision. This will abolish the hierarchical communication channels and help in establishing good interpersonal skills among members. The rigid hierarchal structures expect to follow single path and one has to report many heads in the ladder besides there are lot of issues related to 'ego' that create chaos.



Hierarchal organization structure



Flat organization structure

4. **Reshaping the organisation culture:** The most difficult challenge to any head is to change the culture thereby changing the mind-sets.

Managers/heads should reshape the organisation culture to promote disagreement. Risk-taking, failures, mistakes, functional conflict and disagreement are rewarding for learning organisations.

Thus, the efforts should put up by top management to motivate people to innovate, take up risk, and celebrate success as well as failure. To be with members is not only

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.

1. The staff members have dissenting opinion about giving homework to standard IV students. As a principal how will you create spaces for them in your school to express and come to the solution?
2. The students in a college agitating against the projects given by teachers. How will you make use of systems thinking to solve the problem?
3. What are the ways of information gathering & its dissemination in your organization used by teachers? You may take help of following template for your

Type of information	Way of collecting	How do teacher send information to principal, management and share with other teachers
Regarding holidays		
Government rules		
Resources for Preparation of lessons		
Completion of work, task		
Students information (Personal, academic)		
Any other information		

Web resources:

https://link.springer.com/chapter/10.1007/978-981-10-0983-9_11

<https://www.forbes.com/sites/joshbersin/2012/01/18/5-keys-to-building-a-learning-organization/#2acdfae2129c>

<https://www.cio.com/article/3453058/creating-a-learning-organization.html>

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Developing a Vision for School



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Hello friends,

Every human being has an idea of a perfect being and tries to reach that perfection. The imagination or dream of everyone differ similarly; people may have the same dream with different purposes. The dream is reflected through various statements made by an individual and institution. The dream projected by the institution is called as the vision statement of the institution. The dream of an individual plays a very important role in one's life similarly the dream of an institution plays an important role in its life cycle thereby establishing its position in the society based on its contribution. This makes it imperative to understand the vision and its role in development of an organization/institution.

Let's start.



Objectives

- To develop vision statement for an institution;
- To understand the role of vision in school development.



Expected learning Outcomes

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

- ✓ Explain the interrelations between vision, mission and goals;
- ✓ Explain the need and importance of vision;
- ✓ Develop vision statement for school.



Content Outline

3.1. Meaning and Inter-relation between Vision, Mission and Goal of the School

- 3.1.1. Assessing and understanding the context and constraints
- 3.1.2. Interrelationship between Vision, Mission and Goals

3.2. Need and importance of Vision of the school

- 3.2.1. Need of a vision
- 3.2.2. Importance of the vision

3.3. Developing a vision for school

- 3.3.1. Assessing and understanding the context and constraints
- 3.3.2. Translating vision through school development plan
- 3.3.3. Tracking change through periodic review and revision

A Warm-up activity: find and analyse the vision statements

Dear learners, before starting actual learning let's do some warm-up activity. In this activity, you have to search the vision, Mission, and Goal of any two reputed educational institutions along with your institution. Share it with your fellow learners with its analysis. For the sharing use the Warm-up discussion forum at on course LMS.

It is a fact that the clear vision brings clarity in action of an individual and the institution. Does the vision statement indicate something? Let's analyse few vision statements.

Vision statement of your institution: _____

Vision statement of another institution 1: _____
(Name of the institution)

Vision statement of another institution 2: _____
(Name of the institution)

<i>Sr. no.</i>	<i>Question for analysis</i>	<i>Vision statement of your institution</i>	<i>Vision statement of another Institute-1</i>	<i>Vision statement of another Institute-2</i>
01	<i>What do you think the institutions want to do?</i>			
02	<i>What is the dream of these institutions?</i>			

3.1. Meaning of Vision, Mission and Goal

Let's read further to widen the understanding of vision.

A vision is the mental picture of the future you desire. More than just a goal, a vision is the embodiment of our hopes and dreams in a particular area; the picture of what has not yet happened, but what the future may hold.

A vision is a declared statement of Institutions, objectives and make a guide to follow the path to achieve the goal. It develops leadership among the teachers and it transforms to the next generation so that every student will learn and school will flourish. It provides the schools with an overview of where they want to go and what they want to be. It establishes clear expectations and standards for the whole school community and helps the school reach common goals. A vision statement is a collective expression of the school. A vision should be concise and easy to understand and reflect value. It is interlinked with mission statements which is also known as road map. The road map is further specified to goals.

3.1.1: What is a mission statement?

The mission statement is the one that drives the organization. It leads to frame the goal and objectives for the organization.

Mission statement should be based on the following questions

What do we do?

Whom do we serve?

How do we serve them?

Learning Activity 1: Practice

Dear learners, Read the following mission statements of well-known companies and answer the questions. Write your answers in your reflective learning diary. If you are looking for the course completion certificate then you have to submit your reflective learning diary on LMS as evidence of your active participation.

1. *Microsoft: Our mission is to empower every person and every organization on the planet to achieve more.*
2. *Google: To organize the world's information and make it universally accessible and useful.*
3. *School: We foster our students' love for learning, encourage them to try new and exciting things, and give them a solid foundation to build on.*
4. *SNDT Women's University: To create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.*

Sr. no.	Question for analysis	Vision statement of Microsoft	Vision statement of Google	Vision statement of a School	Vision statement of SNDTWU
01	What does the institution want to do?				
02	Whom does it serve?				
03	How do they serve?				

3.1.2: Interrelationship between Vision, Mission and Goals

The vision focuses on the future plan while the mission is a road map to the vision. To achieve the milestones in a road map the goals are framed. The goals are very specific and realistic so that it can be achieved immediately. If you have a vision means you have a clear sense of purpose. The visions are driven by passion and dreams, and they are reflected through real efforts to create real results.

Activity 3: scenario based-discussion

Dear learners, Read the following scenarios and try to understand the interlinkages in vision, mission and goals with given focus questions. If you are looking for the course completion certificate then post your understanding to course discussion forum at course LMS. With the submission of your discussion post go through the others posts and give your comments, arguments, suggestions etc. on it.

1. Ms. Sajida wants to be a doctor so she has decided to score good marks in tenth so that she can get admission for science in 11th standard and to score good marks in 12th (Science) and Entrance examination for medical. Today she is in standard 8th and she takes part in all science related activities and keeps her biology knowledge updated.

2. Ms. Seema is a science teacher and wishes to develop scientific attitude among students that is the ultimate aim of teaching science. She has developed various experiments for different grades as per the developmental stages of students. While teaching she focuses on student's reading, discussion, argumentations, observations and logical analysis and thinking.

3. Mr. Dindayal is a headmaster and aims that the students from his school should prepare some sports persons. He called a meeting and expressed that we need to give equal importance to sports. All the teachers agree that we need to propagate sports. Some groups connect to cricket coaches, parents and prepare the schedule of the tournaments in the hole year. Daily students are coming before school hours and practices under guidance of coach, they are also oriented by nutritionist and psychologist

- *Identify the vision of Ms. Sajida, Ms Seema and Mr. Dindayal?*
- *What is the road map of these individuals?*
- *What are the goals/objectives formulated by these individuals?*



Figure-8: Interrelationship between Vision, Mission and Goals

the help of students. The head of the institution when designing a vision for school or institution, its complexity increases and one has to take into consideration people in the organization. While framing the vision one need to take into consideration the local needs, demands and expectations of the society along with its culture. The scope of vision varies from institution to institution. The vision can be framed for a small school established but as the school grows the vision also gets wider. If the vision of the institution is communicated to all members clearly then it is easy to bring the dream into reality.

You must have noticed that the individual can set a vision for her/his life what is usually called as 'ambition' in life. The teacher being a leader of class can design vision and can be achieved through

3.2. Need and Importance of Vision of the School



Being a school leader, it's your duty to create a vision for your school. This vision needs to be designed to fit the school's appropriate context, as well as the needs and expectations of both the school and the community. Its structure should reflect the school's cultural identity and the characteristics of its students and their families.

The potential of vision can be seen in this story: Once upon a time, A stonemason was shaping a keystone to place at the pinnacle of a doorway to a temple and was asked a question by a traveller, 'What are you doing?' The response was quick and unpredictable: 'I am helping to build a temple to the honour of God.' The stonemason did not narrate the choice of stone, his actions, his skills or any issues – instead he expressed the passion and the purpose, and what exactly drove him and his community to understand their vision for a magnificent temple. This vision gave him the energy, commitment, and pride to engross as a team member in creating something of quality. The challenge of endeavour for something that may always be just out of reach is what leads communities to achieve far more than they would otherwise.

3. 2.1 Need of a vision

Properly built and well-executed vision statement can play an important role in helping schools to be productive and positive learning communities.



Figure-9: Need of a vision, Mission and Goals

Vision statement provide and inspire a sense of instruction and motive. A vision provides the canvas for collaborative working and achieving goals.

Statements of a school's vision is important for keeping a school focused on its core purpose. A vision statement can be useful for guiding for the school administrators who focus to make decisions that live up to the vision. It is also important because it is documenting that parents use to see whether the school meets their family's values.

A vision helps what you want to achieve, a picture so clear and strong it will help make that result real. The vision actually comes from the latter, which energizes and informs the present. Visioning is a very important device for helping institutions and individuals get the results they desire. A vision inspires action. A strong vision attracts in people, ideas and other resources. It builds the will and energy to make change happen. It inspires individuals and institutions to persist, to commit and give their best.

A vision is a guide book for creating goals, objectives, making new plans, making decisions, and coordinating and assessing the work.

Vision can help to keep the values of the school at central and how it operates. Vision statement can also help to keep the school on course with its greater purpose for helping school leaders steer competing interests.

A vision statement also guides decision-making, different policy decisions, and how effectively the school operates. By making their vision clear, schools can put their goals and objectives into action.

Need for an individual	To understand one's role in the organization Provides guidelines for action Brings clarity in action Indicates the pathway
Need for an institution	Portray the future of organization Help to cater the needs of the society Motivates / inspire people Attract community
Need for the society	Understand the goals of the institution. Understand the contribution of the institute in societal development. Can foresee the progress of the institution

3.2.2 Importance of the vision

The school leadership is most important in the school. An effective school leader is to:

- Have an informed and clear visions of what they want their schools to become; visions that focus on students and their needs
- translate these visions into goals for their schools and expectations for their teachers, students and administrators
- not stand back and wait for things to happen, but continuously monitor progress
- Intervene, when necessary, in a supportive or corrective manner.

Therefore, creating a vision for school is a crucial part of being an effective school leader. The school is trying to achieve the vision statement so that all collaborators- teachers, students, their families and community members – are working together. It is seeking to motivate and unite everyone to accomplish the very best for the students. The vision needs to achieve the aims of a school according to its context, and guide the preparation of a school development plan.

A vision is crucial for schools (West-Burnham, 2010) because it:

- provides the focus for all aspects of organisational life
- informs planning and the development of policies
- clarifies and prioritises the work of individuals
- helps to articulate shared beliefs and develop a common language, thereby securing alignment and effective communication
- characterises the organisation to the rest of the world.

3.2.3 Characteristics of Good Vision Statement

- It should be motivational, it must inspire people
- It should be always future oriented
- It must be a reflection of the organization's values and culture
- It should aim at positive growth
- It should define the organization's reason for existence

In other words, the vision statement must focus on the questions such as

- What are our hopes and dreams?
- What problems are we solving for the greater good?
- Who and what are we inspiring to change?

The vision statement promotes growth of an organization and individual, both internally and externally. A strong vision helps teams focus on what matters the most for their organization.

A vision statement focuses on tomorrow and what an organization wants to ultimately become. However, to achieve a future dream one has to go through the present situation that is considered as a mission. The mission statement focuses on today and what the organization does. It is important to have both. One doesn't work without the other, because having purpose and meaning are critical for any organization.

CHECK YOUR LEARNING-1

Q1. Fill in the blanks

Statements of a school's vision is important for keeping a school focused on its_____

Q2. State True or False

Vision can help to keep the values of the school at central and how it operates

True / False

Q3. Arrange the following words in proper sequence-

A vision is a guide book for creating____,____, making____, making____, and coordinating and _____ the work.

Objectives

Goals

Decisions

New plans

Learning Activity 3: Analyse the vision statements

Dear learners, read the vision statements given in table analyse each statement in terms of the characteristics of good vision and mark star (*) in next relevant column. Try to do this activity with another school leader/ your vice principal/supervisor/any senior teacher. Do this activity in your reflective learning diary. If you are looking for the course completion certificate then you have to submit your reflective learning diary on LMS as evidence of your active participation.

Vision statement	Motivational	Future Oriented	Reflection of Organization's Values and Culture	Aim at Positive Growth	Define the Organization's Reason for Existence
"Families and school work together to support children's learning"					
"Every child in this school is encouraged to develop their full potential in a stimulating and caring environment"					
"To ensure 100% success in end-of-school examinations"					
"Our vision is to provide a caring, happy and energizing environment where children learn to perform their best part in society"					
"To meet the needs of all its pupils"					
"Our school is a place of excellence where children can achieve their full potential"					
"To be the best school in the district"					
"To ensure that all students have the chance to go to university"					
"Every teacher strives for the best for every single child"					
"We believe that every child is entitled to enjoy his/her childhood. They should be valued for their culture, heritage and individuality"					

3.3 Developing a vision for school

Vision and mission statements of the institution provide an overview of where they want to go and what they want to be. Vision and mission statements put forth the clear expectations and standards to the stakeholders and help the school reach common goals. A vision statement is a collective expression of the school's aspirations while the mission statement provides an overview of the steps to achieve that future vision. In other words, the mission statement answers 'how to do' questions so as to achieve the vision.

The development of vision has three phases with different steps.

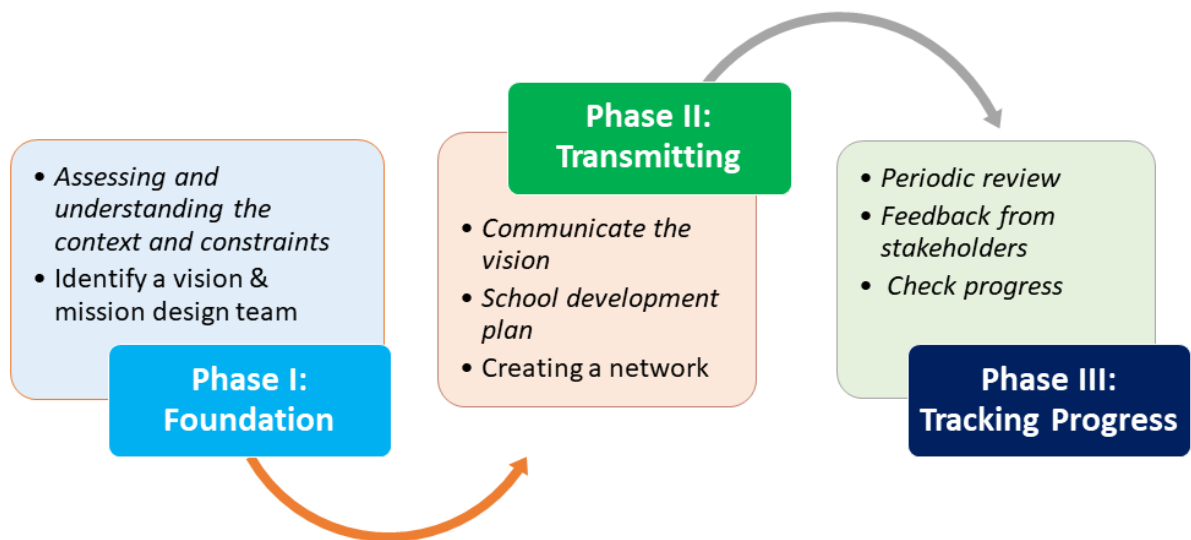


Figure-10: Developing a vision for school

Phase I: Foundation

- *Assessing and understanding the context and constraints:* It is important to assess the context and the tentative constraint that might be a hurdle in achieving goals. It also helps in preparing the alternate plan of action.

Before one proceeds for designing the vision and mission statements the basic groundwork needs to be created.

Identify a vision & mission design team: The team should be constituted for developing the vision for an institution. There should be at least one representative from different departments/stakeholders (e.g. counsellors, administrative staff, coordinator, parents) as per the structure of the organization.

If the school already has vision and mission statements, then it should be discussed recreating the school-wide vision and mission statements. The team should collect feedback for the revision of the vision and mission statements from stakeholders

Mission and vision design team should review school data like demographic data, attendance data, student achievement data, etc. that help to identify the areas of improvement.

It is important to look at historical perspectives of an institution. The historical perspective considers social, geographical, cultural, economic, intellectual and emotional attachment of the people. Due to consideration of the past, a comprehensive present and bright future can be possible. It is also important to consider the constitutional framework within which we function.



Figure- 11: Steps of Vision development

Step 1. Before embarking on the vision and mission creation, engage the design team in a conversation or activity in order to explore the team’s core educational and pedagogical beliefs.

Step 2. Clarify the function of vision and mission statements by reviewing existing vision / mission statements from the school’s pathways, or from other schools that have similar demographics. Team should frame vision and mission at the same time so as to get clarity in understanding the roadmap for achieving the vision. The team needs to reflect on the relevance of the vision.

Step 3. The design team should break into small groups to discuss the following questions:

- What kind of school do we want to be?
- What should be reflected in our vision statement?
- What do we need to do differently to achieve this vision?

- How are we different from other schools? What unique opportunities or pathways do we offer?

The design team will regroup to brainstorm and record a list of words or phrases that depicts aspirations, pedagogical values or beliefs related to vision.

Step 4: Review the school's existing vision statement and other documents that describe the school's vision, the strategic plan to generate answers for the questions

- What patterns do you see in the existing vision statements and strategic plans?
- What pedagogical beliefs or values from the list in step 3 are reflected in these documents?
- Are there any pedagogical beliefs or values that need to be added to the brainstorm list in step 3?

Step 5. The last step is to draft a vision statement. All members highlight key words, concept that reflect the vision. The vision statement should be specific, positive and indicate the strong desire of the organization. For example, "No Child Left Behind". Can you feel the desire and see the clarity in this vision statement?

Phase II: Transmitting

- Translating vision through school development plan

The next important phase is to communicate the vision to the members who are directly, indirectly connected with the implementation of strategies to reach vision.

The vision should be a guide, to stimulate and encourage people so that others will join you and work for building your vision into a reality. As a leader you need to communicate the vision to not only teachers but also to students, parents, support staff and community. It should be published in various media in an interactive way. When you communicate with others, you are developing a motivational community of people who are aware about your institutional plan and potentially they will support you. So, the communication of vision plays a very important role in creating a network among and between people so as to bring the vision into reality.

Phase III: Tracking Progress

- Tracking change through periodic review and revision

The third phase is to take a periodic review of the achieved goals. The strategies designed by the institutions to achieve the goal need to be reviewed so that one can get feedback at a proper time and the designing, procedures or processes of strategies can be modified. The periodic review also helps to overcome specific loopholes / constraint in implementing the vision.

Learning Activity 4: Case-based reflection

Dear learners, Read the following case carefully and reflect on it with given focus questions. Write your reflection in short, in your reflective learning diary. If you are looking for the course completion certificate then you have to submit your reflective learning diary on LMS as evidence of your active participation

The state government organized a workshop for heads of the institution. Shri Deshpande was the principal of a school who was among the participants. After the workshop and discussions with other principal he recognized the need for a school vision.

He returned with enthusiasm and shared the idea of development of vision with the staff, parents and community and how it will give a new direction for his school. He made a team who analyzed the status of vision statement, students' demography, staff profile, societal expectation from school etc. it was observed that school was doing a better job for its bright students, but it was not including all students equally and that many students who came with limited literacy skills were left out in school and not doing well. The different teams were formulated and asked to frame vision statement that is focused, inspirational and positive. After discussion, the vision statement team framed was: 'A school in which every child succeeds'.

He called a number of meetings and explained his vision to everyone. There was discussion and something changed after the meetings, although some parents and staff personally spoke about the disadvantage of the school results going down as the teachers wasted time on the students who would never succeed. The vision did not seem to be making the difference in school and after a few weeks, Mr. Deshpande realized that it had not been equipped by the teachers, parents or students, and had created some other scenarios and tension.

Focus questions:

- *Write the steps followed by the Principal for formulation of vision statement*
- *What will be your vision statement if you would have in place of Mr. Deshpande?*

In short, Understanding the world around is an output of human curiosity. In the context of the world we try to find out our own existence. Being a social animal, we have created institutions that gives individual an identity so the existence of institution also crucial. In order to play our role significantly one needs to foreshadow the future.

Key Take away

- ✓ The Vision statement of an organization is the one that helps to give directions to the members and help to portray the intentions to the public.
- ✓ The development of vision statement is a process that is influenced by various factors such as political, social, cultural and economic factors.
- ✓ The leader is an initiator of the process and can create a vision statement with the help of stakeholders in a systematic way.
- ✓ A vision statement is a collective expression of the school.
- ✓ A vision should be concise and easy to understand and reflect value.
- ✓ It is interlinked with mission statements which are also known as road map. The road map is further specified to goals.
- ✓ A Good Vision Statement should be motivational; it must inspire people; It should be always future oriented; It must be a reflection of the organization's values and culture; It should aim at positive growth should define the organization's reason for existence.
- ✓ Vision development process includes three phases first foundation, transmitting and evaluation progress.

Activity 6: 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.

- Q1. Does your school have a vision statement? If so, how was it formed? Who was involved?
- Q2. If you don't yet have a vision statement, what are important values do you think?
- Q3. If your school has a vision statement, what different values does the statement manifest?

Additional web resources:

- <https://helpfulprofessor.com/school-vision-and-mission-statements/>
- <https://theconversation.com/school-vision-and-mission-statements-should-not-be-dismissed-as-empty-words-97375>
- <https://www.allthingsplc.info/blog/view/216/the-importance-of-a-clear-mission-and-vision>
- <https://www.johngraham.org/coach/5-the-importance-of-vision>

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Diffen (undated) 'Mission statement vs. vision statement' (online). Available from: http://www.diffen.com/difference/Mission_Statement_vs_Vision_Statement (accessed 17 December 2014).

MindTools (undated) 'Mission and vision statements: unleashing the power of purpose' (online). Available from: http://www.mindtools.com/pages/article/newLDR_90.htm#sthash.ZZXtOrAn.dpuf (accessed 17 December 2014).

Understanding the school leaders' role in school transformation



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Hello friends,

We all know that a school is a small unit of that particular society, who have the vision to make progressive changes in society and its culture. Like society every school has its own culture. So, schools should also need to be transformed according to their socio-cultural, economical, technological changes. But when we observe the present status of the Indian school culture, we found that still, we are following the culture of the pre-independent era i.e. one-way teaching techniques, there is no collaborative work found between student-student and teacher-student with family and society at large. The collaboration is necessary for the betterment of society. It is necessary to make interactive teaching-learning with the collaboration of parents and society. In this unit, we are going to learn about the process of developing a culture of public and reflective practices and the guiding principles and areas of school transformation with the roles of the school leader in the process of school transformation. Let's start!



Objectives

- To understand the need of developing a culture of public and reflective practices;
- To study the guiding principles of school transformation;
- To study the various areas of School Transformation.
- To study the role of Leader in school transformation



Expected learning Outcomes

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

- ✓ Explain the need of developing a culture of public practices and reflective practice;
- ✓ Explain the guiding principles for school transformation
- ✓ Identify the areas of Transformation of own school;
- ✓ Explain the role of Leader in transforming the school;
- ✓ make an action plan for own school transformation.



Content Outline

- 4.1. Developing culture of public practices and reflective practice**
- 4.2 Guiding principles for school transformation**
 - 4.2.1. Inclusion
 - 4.2.2. Equity
 - 4.2.3. Quality
- 4.3. Areas of Transformation of School**
 - 4.3.1. Human resources transformation
 - 4.3.2. Teaching-learning practices transformation
 - 4.3.3. Infrastructure transformation
 - 4.3.4. Technology transformation
- 4.4. Role of Leader in transforming the school**

Warm-up Activity: Case based discussion

Dear learners, read the following case carefully and try to understand the importance of developing a culture of public practices and reflective practice and think about it with the given focus questions.

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

Amit Kumar is a new Principal of the modern school. He wants to make some changes in school culture so that he deliberately decided to make compulsory to all teachers and students to work collaboratively instead of traditional teaching-learning. He makes all students do some collaborative work with their parents also and submit it to the teachers. After making teachers and students habitual with collaborative learning, Amit Kumar started arranging these activities with the parents and other village residents to collaborate.

Q.1. In what way do you think the idea of collaborative work will change the culture of the school?

Q.2. As a leader how could you transform your school?

Culture is the creation of society that reflect its faiths, beliefs, attitude and values through its traditions, customs and social norms. Culture is dynamic entity that keep on changing with the generations passed. It progresses with the acceptance of new things like knowledge, practices, processes as per the requirements of the society that further adds into existing and the society gets transformed.

The culture consists of mainly two components namely material and non-material component and both the components linked with each other. For transformation the essential component is non material component. This component is the essence of transformation. The thought processes create the non-materialistic aspect. In other words, it is the thinking pattern shapes beliefs that further shapes the attitude and value system. The society is considered as developed not with its infrastructure but with its value system and therefore the mindsets of people are need to be changed in order to move towards the equitable society. Like the culture of society, the school has also its own culture. School educate the child according to the culture of the society and the leader of every society and school plays an important role in the transformation of the culture.

4.1. Developing culture of public practices and reflective practice

"We do not learn from experience... we learn from reflecting on experience."

— John Dewey

4.1.1. Nature of culture of a public practices and reflective practice

As like the society every school has its own culture. It has its own traditions rituals values developed by its practices. Culture helps to develop thought, beliefs and views of among the members of the school.

Once a culture is developed, it will be followed by the public and it became a part of daily routine. After living it with so many years that culture will get outdated. If we have made the changes in the culture according to the changes in the world, we have to follow the techniques of the reflection.

A successful school leader always follows the policy of self-reflection and make the changes in school culture.

For the long-term effect of any policy, every leader must reflect on it. Reflection provides an opportunity to understand the policy in different perspectives. Further it widens the thinking about the policy and the various context considered while framing the policy. This understanding will help to design the strategies for implementation of the policy. The reflections after the implementation will help to make the changes according to the demand of the time. If you take a look in the working style of school principals as compare to two decades, you will find that today principals are responsible for the multitasking. Those who change according to the demand are surviving with the reputation of the school and these changes made with the help of reflections. Reflecting one's own actions and behaviour help to analyse self with wonder perspective. It forces an individual to think about 'why' and how of 'action' and thoughts? For example, if a teacher punished a student but later think on why was I angry and how I could have help student rather than punishing? The answers of these questions will help teacher to improve her/his practices, thoughts and will also help to analyse the situation in more comprehensive manner.

Reflective practice is the process of gaining new insight through current practices/processes. It is also known as a process of encouragement to oneself to work with others for better output. It is also known as the process of taking initiative when an individual comes to know about the problem or consequences for the course of action.

It is the responsibility of school leaders to be attentive to develop a culture of public and reflective practices for the expected and meaningful school output and outcome.

4.1.2. Benefits of Reflective Practices

- ✓ It develops an ability to understand the best way of conducting school administration.
- ✓ It also helps to understand the barriers of cultural transformation.
- ✓ It helps to develop the confidence to accept new challenges
- ✓ It helps the ability to solve the problems
- ✓ It develops responsible nature in an individual
- ✓ It helps to understand yourself and way of your leadership
- ✓ By involving everyone in reflective practices, it creates self-awareness among all the
- ✓ Reflective practices encourage innovative practices
- ✓ It also helps to understand new ideas and perspectives for effective implementation of policy
- ✓ It helps to develop a team spirit and team spirit easily transform the culture

CHECK YOUR LEARNING-1**Q1. True or false**

1. Culture should be changed according to the time.

(True /False)

Q2. Fill in the blanks by choosing the right option

01. Reflective practices are useful for -----

- a) To develop the understanding ability to conduct administration
- b) Helpful in building new ideas.
- c) Both are Correct
- d) Only 'A' is correct

Q3. Fill in the blanks with appropriate words

01. Once culture is developed, it will be followed by the----- and it became a part of daily-----.

4.2 Guiding principles for school transformation

While transforming the school culture it should be taken care that the transformation should be a path forward. Transformation result should be meaningful. Effective transformation focuses on an effective strategy. Leaders are empowered for effective transformation and transformation is measured by qualitative growth of an institution that is in terms of Inclusion, Equity and Quality

Following principles should be taken into consideration while transforming school for Inclusion, Equity and Quality



Figure-12: Principles for school transformation

4.2.1. Inclusion: Quality based advanced education is the right of every individual regardless of caste, race, religion, gender and disability, therefore it is the responsibility of the leader to consider these issues while doing school transformation. Not only the classroom but also the whole system should be transformed in such a way that it should be inclusive and beneficial for

traditional as well as special need students.

In the process of transformation, leaders should take care that all members feel included, welcome, and safe in the new environment. The transformation process should be based on equal access to all the participants/stakeholders of the system. It means the transformation need to be inclusive.

For effective school transformation, leader should encourage all the members to build a culture of mutual respect and provide equal opportunity to all. Inclusive transformation culture helps to promote belongingness among all the member of the system. Inclusive transformation gives equal opportunity to different members of different background. Inclusive transformation focuses on the skills of every member at the same time celebrating the diversity among individuals in terms of their knowledge, skills, values etc.

Leadership having an inclusive approach encourages its followers to achieve the desired goal of the institution through the process of transformation. In other words, the Inclusive transformation helps to use the appropriate potential of the member for effective output.

Learning Activity 1: Case study

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

Ranjeet Kumar has created a new learning environment in his school, where he has developed classroom, program and activities that involve all students regardless of their caste, class, race religion and disability to learn and participate. He has provided a variety in learning environment, where students from different backgrounds and different abilities learn together in an inclusive environment. Where he has enabled every student to fully participate in curricular and extracurricular activities with peers.

For the social, personal and emotional development of every child, he has provided a positive climate with the sense of belongingness.

Ranjeet Kumar's active experiment helps in the inclusive growth of the school

Focus questions:

Q.1. What steps are taken by Ranjeet Kumar for inclusion? Support his act of inclusion by adding suitable justifications.

Q. 2. As a school leader, what kind of activities you will conduct in your school for inclusion?

4.2.2 Equity: Before going to understand equity and equality try to understand what is inequality? what are its types and answer the questions below it?

4.2.2.1. Inequalities in education: Unequal distribution of academic resources known as Inequalities in education. Because of this unequal distribution in education, disadvantaged sections will not get the opportunity to upgrade themselves. Inequality leads to major differences in educational success. To overcome these barriers of inequality, equity-based system should be implemented. There are several types of inequalities, just go through it, and try to answer the question

4.2.2.2. Types of inequalities: Everyone is facing several kinds of inequalities in school and society. For example, Ranjeet is unable to purchase school material on time as compared to other students means Ranjeet is facing economical inequalities. Rakesh is unable to take higher education in his village because of his caste status, in society, is an example of social inequalities. Sushmita is unable to take education as compared to her brothers is an example

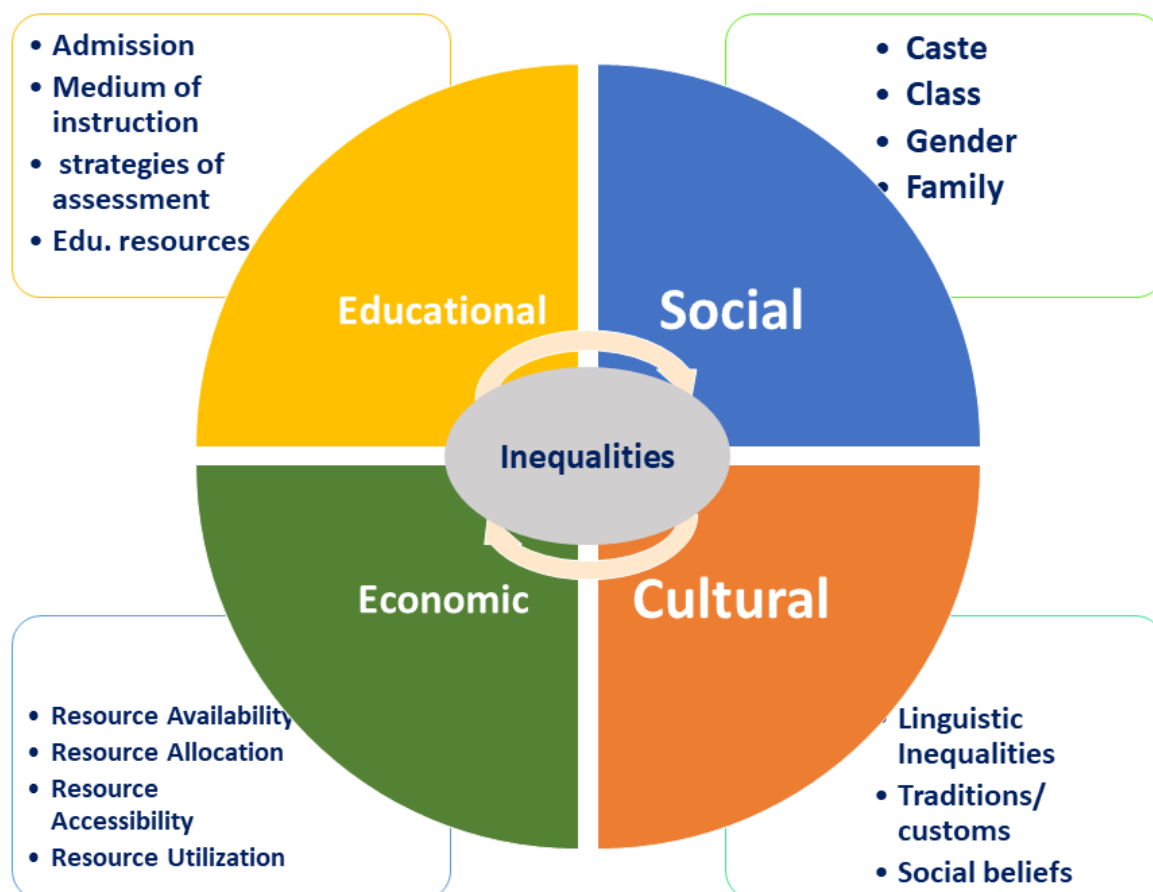


Figure-13: Types of inequalities

of gender inequality. In the figure given below, you will find various types of inequalities, try to understand it and answer the following question.

Equity: Equity is the process of establishing equality. Equality means treating every student equal and equity means providing every possible support to student to get success.

Every student is unique. Equality should provide support for every student according to his or her need so as to prove himself or herself.

Organization for economic cooperation and development has also defined equity as one of the measure dimensions of education

For transforming equity-based school, leader should have to prepare a strategy to address social problems and assist in finding and promoting solutions. School leader need to prepare a strategy to provide additional help to the students wherever needed.

Following aspects should be taken into consideration while transforming the school thereby bringing equity.

01. Monetary resources: Monetary resources should be provided according to the need of the students for example providing financial resources to the poor and downtrodden students to overcome the financial barrier and fulfil the needs of education.

02. Academic standards: Academic standards should be moulded to accommodate students with learning difficulties or disabilities. For example, giving more time to the students having learning difficulties and disabled students to understand the concept. To give more time to solve the exam paper.

03. Academic content and support: Contents should be provided according to the interest and ability of the student. For example, if student having normal I.Q., he or she should be provided the content in the simplest form with extra lectures or providing them extra study material in a simple form. In a same way the challenging projects can be given to the gifted students.

Equity principle is directly linked with the driving force to protect the rights of individual in a democratic society, so it should be taken into consideration while transforming the school. Every member is supported equally to get what they want to achieve. Transformation should be made by understanding the unique challenge faced by any member and providing additional resources to overcome it.

While transforming school it is also necessary to modify the standards for the individuals as per the need. It is also necessary for effective transformation to provide access repeatedly.

4.2.3. Quality:

Quality is the degree to which a set of inherent characteristics fulfils requirements

“Quality is meeting, exceeding and delighting customer’s need and expectations with the recognition that these needs and desires will change over time”-Downey etal (1994)

For any transformation, quality should be the heart. That is for the betterment of the school and society. There should be flexibility and diversity in the transformation without harming quality. The present system is concentrated on teaching-learning only but if one needs to think on different aspects of quality, quality should be achieved through collaborative manner so that every aspect of education can be taken in to consideration along with the teaching-learning process.

Capacity building programme should be arranged for teachers, students after the successive time for the quality-based output. Leaders should identify the requirement of the school, it's a support system to provide appropriate training for the staff.

The transformation of quality education is key to the prosperity of that institution and final prosperity of the society. It is the prime responsibility of that leader to consider quality while transforming the institution.

It's a big challenge for a leader to transform the school culture with quality control. The ultimate aim of the transformation should be to form a quality institute. Quality assurance is necessary for the effective transformation of the school. Quality assurance in the process of transformation built up the confidence to develop effective output-based institutions.

Quality transformations provide good status to the peoples who are engaged with the institution and it will be helpful to create good human relations among them. Quality transformation allows everyone for continuous improvement of the institutions as well as individual.

CHECK YOUR LEARNING-2**Q1. Choose the correct word for fill in the blanks**

1. To achieve desired goals a leader must have -----strategy
(Inclusive / Exclusive/Isolated)
2. Unless we addressed the social problems, ----- based transformation is not possible
(Equity/Quality)

Q2. Fill in the blanks by choosing the right option

3. for effective transformation ----- is necessary.
 - a) Quality Assurance
 - b) Equity based system
 - c) Inclusive system
 - d) All of the above

4.3. Areas of Transformation of School

There is nothing permanent except change. Effective transformation is necessary to fulfil the current needs of the society. We can find there are several limitations in current school structure it should overcome in the transformed schools. The school system is now totally transformed from single way teaching to the blended mode and online way, so that it is necessary to make the arrangement according to it.

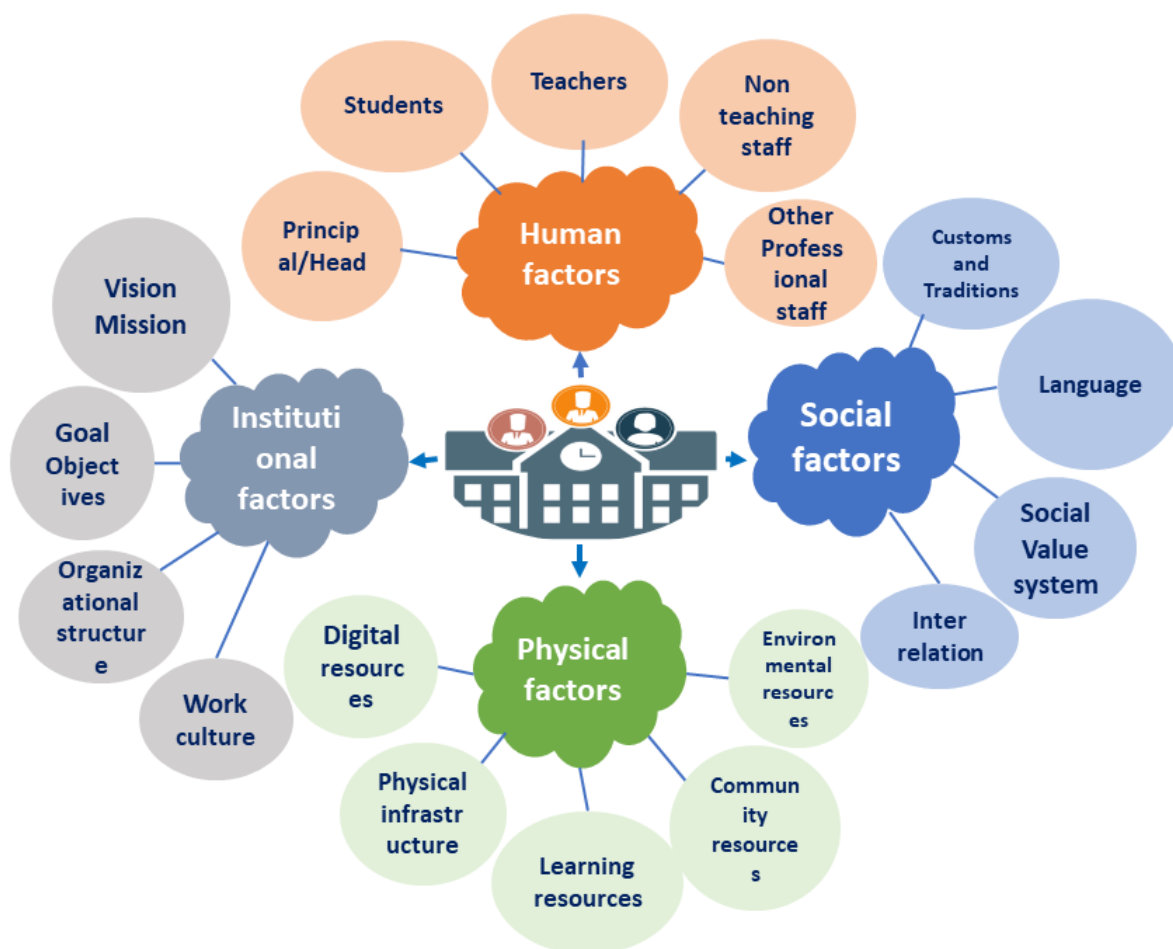


Figure-14: Areas of Transformation of School

4.3.1. Human Resources Transformation

Human resources are the true drivers of any institutions human resource plays an important role in the up-gradation of the institution so it is also necessary to transform the reality base human resource in the school also. In the process of school transformation, human resources are very essential to transforming positively for the exact output of the transformation.

The quality human resource transformation gives the quality result of the schools. For making any school more efficient and less costly human resource transformation should be in a proper way.

Technology-enabled human resource transformation is essential for any school of effective output. It should be a requirement of quality school transformation that human resources should be technology-enabled. Effective human resource transformation moves the school ahead of the time.

Human resource should be prepared in a proper way to transform knowledge among the students for a quality result. Human resource should be trained as per the objectives and need of the school transformation. Human resource should be prepared for the adaptations of new changes in the process.

Human resource should be prepared for continuous communications to the leadership to overcome the problems. For effect, human resource transformation talent practices should be implemented human resource training should be the part of any positive transformation for making human resource aware about the current issues of the society. For the continuous quality improvement of human resource leader should organize continuous training workshops.

4.3.2. Teaching-learning practices Transformation

Teaching-learning practice is an important function of any school. This practice could be implemented in a proper way for the effective quality transformation of any school.

As we know from the ancient period till date there are several changes accrued and accepted by the system for the up-gradation of the education system. For the effective school transformation, the teaching-learning practices which are the backbone of any school organization should be transformed properly for effective result.

In the process of school transformation, it is necessary to know the requirement of the knowledge society and school should be transformed in that way requirements of knowledge society can be added (its imp point)

There should be scope for rethinking for teaching-learning practices the process should be linked with sustainable development.

For effective transformation, there should be motivating and innovative ideas with effective teaching methods for result-oriented output.

For effective transformation, there should be an appropriate scope for critical and creative thinking.

For effective transformation appropriate focus should be on the content, learning outcomes and pedagogy used in teaching.

There should be an interdisciplinary approach for effective transformation. Technology oriented teaching-learning process should be developed.

4.3.3. Evaluation Transformation

Evaluation is the process of critical examination of a program through collecting and analysing information. For the effective transformation, it is necessary to evaluate the process appropriately for the improvement of the system.

In the transformed system evaluation should be a continuous and comprehensive process.

For effective transformation, the evaluation must involve students, teachers' parents, and peer-groups. Evaluation should be objective oriented for the proper output of the transformation.

The evaluation process should be able to evaluate abilities, aptitude, interest, and intelligence, etc.

The evaluation process should be implemented in such a way that it cannot only improve the learners' ability but also to know the level of his ability.

Transformed evaluation process makes a child able to apply the acquired knowledge in day to day life.

4.3.4. Infrastructure Transformation

Infrastructure transformation is not only limited to the transformation of walls and slabs but adequate IT Furniture also. It should be transformed as per the need of time and requirement of the teaching-learning process of the 21st century.

It should be multigenerational architecture which can have access to every generation to fulfil their need for grasping knowledge.

New infrastructure should have scope for innovation with safety features. It also plays an important role in the cultivation of student's life. A well-defined school infrastructure helps students' all-round development.

A transformed school must have Spacious and well-ventilated classrooms, Libraries, Playgrounds, Well-equipped labs, Facilities, study tables, chairs, furniture and basic utilities such as water, electricity, Study halls, Games equipment, Assembly area, Well-maintained sanitation facilities for the effective output.

For the up-gradation of knowledge, the school must have Knowledge resource centre not only with books but also various video centre which will help generate enthusiasm in student and teachers as well.

Inculcation of scientific temperament is the need of the 21st century that makes individual open minded, critical thinker, analyser and flexible in order to solve problems. Therefore, it is necessary that the transformed school must have a well-equipped science laboratory

For the all-round development of the student, there should be an appropriate scope for the development of cultural values and auditorium is essential for the inculcation of cultural values. There should also be a good sports house for the organization of various sport events.

4.3.5. Technology transformation

This century of technology every aspect of the school and education is now directly related to the technology so that while transforming the school it should give more importance to survive in the 21st century. creating technology-enabled school should be one of the aims of the school transformation

This transformation should not be limited to hardware and software but also have innovative technology with a data centre. There should be high-level digital equipment provided to reach every section of the society.

There should be multiple technology instruments storage for quick access to the experts to resolve the issue immediately. Digital transformation of education should be properly managed.

Information communication lab with good equipment should be managed in the transformed school for the up-gradation of newly arrived techniques of teaching-learning. interactive whiteboards, LCD's, Interactive projectors should be managed in the teaching-learning process.

E-Libraries should be managed for teachers and students as well as the need of time to get students updated. Creative and critical thinking should be provided through educational games.

A proper learning management system should be used in the process of active teaching-learning such things should be developed in the process of transformation.

CHECK YOUR LEARNING-3

Q1. Fill in the blanks

1. A well-equipped science laboratory will be helpful for the inculcation of
2. E-libraries will be helpful in ----- type of transformation
3. ----- is very necessary for the proper transformation of Human resources
4. For effective transformation ----- type of evaluation is very necessary

4.4 Role of Leader in transforming the school

The role of a leader in any organization is energy for its members to move ahead with progress. The vision of a leader is ultimately becoming the vision of the school so that the role of the leader plays an important role in school transformation. A leader must have the following role in the process of transformation.

1. **Resource provider:** while transforming school it needs so many resources for effective transformation. It is the ultimate responsibility of the leader to provide these resources to his allied members of the school for the quality transformation.
 2. **Instructure:** It is the most crucial role of the leader to instruct its member, in a right way to acquire the vision of the school. He should be a good instructor in a transformed school.
 3. **Specialist:** The specialised leader creates enthusiasm among its members and prepares them for effective transformation. A group leader must be an expert in all school-related activities. His expertise should guide his followers to move ahead. If he is expert in activities his members will follow him.
 4. **Supporter:** In the process of transformation so any new ideas will be generated this idea needs an effective implementation for effective output and effective implementation leader should be supportive of that idea or event or activity.
 5. **Facilitator:** It's also an important job of a leader to facilitate every teacher as well as human resource available in the school to facilitate the things which are essential for effective transformation.
 6. **Mentor:** A mentor is a role model for the school. In the process of transformation, he must play as a role of mentor to motivate his members for the effective output. Encourage them to do best and guide in a proper for effective transformation.
- With these specified roles a leader should be multidimensional for effective transformation

It means in order to transform the institution the leader need to extend the capacities to think the different changes in next few years and its influence on the institution. This will help them to design vision with consultation of stakeholders and chase the dream of equitable society thereby following the principles of equality, equity and inclusion. Whenever one has to transform the institution, one need to understand the various factors that contributes to the factors contributing depicted in the following figure

CHECK YOUR LEARNING-4

Drag the Role of Leader in transforming the school and drop it in front of its relevant description. (In-text select a relevant component from the given list and write in front of its relevant description)

	Description	Role of Leader
01	The school leaders should work as a role model and create enthusiasm among his colleagues and other members of the organization.	
02	It is the ultimate responsibility of the school leader to provide necessary resources to his allied members of the school for the quality transformation.	
03	The school leaders should guide and instruct his fellow team members to achieve the common goal of the school.	
04	The school leaders should be an expert in curricular, co-curricular, and other all school-related activities.	
05	The school leader should be supportive of that innovation and creative ideas or events.	
06	The school leader should be facilitating every teacher as well as human resource available in the school to facilitate the things which are essential for effective transformation	

Resource provider

Instructure

Specialist

Mentor

Facilitator

Supporter

Key take away

- ✓ This unit consists of the need and importance of development of culture of a public and reflective practices.
- ✓ This unit helped you to know the importance of cultural transformation with the guiding principles of school transformation specially equity, quality and inclusion.
- ✓ This unit also guided you the various areas of transformation for the both curricular and co-curricular activities, like Infrastructure, Human Resources, Teaching learning practices, Evaluation, Technology and
- ✓ lastly the most important part is the role of leader in school transformation is studied.



Reflective Question

Q 1. As a leader what kind of strategies you will plan in your school to overcome inequalities at school?

Q 2. Imagine you are a principal of a school; you want to bring technological transformation in your school. What different innovative changes you will make?

Q 3. As school leader, how you will ensure students learning outcomes by pedagogical school transformation?

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Answer key of Check your learning

Unit-1 School Leadership: Multiple Roles and identities

CHECK YOUR LEARNING-1

Q1. Fill in the blanks

School head is the chief means of **administration** and **supervision** of schools.

Q2. Arrange goals of school leadership in hierarchical order, from lowest to highest.

1. Goal-1 **Maintaining performance of teachers and students**, Goal-2 **Equipping libraries with reference material**, Goal-3 **Implement various innovations**, Goal-4 **Satisfying professional aspirations of institution.**

Q3. True or false

Traditional leaders acquire the power position through large organizations.

True

CHECK YOUR LEARNING-2

Q1. Fill in the blanks with proper sequence.

Passionate people are **energetic** that can greatly affect **teacher satisfaction** and pursue well **student performance.**

Q2. Fill in the blanks with proper sequence.

1. Leadership is an element for making an **institution** successful. Leadership is an important element of management which helps to improvise to maximize **efficiency** and to achieve **institutional goals**

Q3. Fill in the blanks

The school headmaster is in charge to facilitating **systematic** and **leading faculty** to adopt new practices and attitudes.

CHECK YOUR LEARNING-3

Q1. Fill in the blanks

Different personality traits can be classified in various categories, of which first two are **introvert** and **extrovert**

Q2. Fill in the blanks with proper sequence

Personality affects various factors like how people **Feel, think** and **act** in different situation.

Q3. True or false

In economic leadership, he/she holds the influence and power within an organization

False

CHECK YOUR LEARNING-4

Q1. True or false

1. A visionary leader ensures the vision becomes reality by stating clear goals.

True

Q2. Fill in the blanks.

1. Individuals who practice reflective in their professional capacity are called **reflective practitioner**.

Q3. Fill in the blanks with proper sequence

1. PCL is about building **trust** and a **clear vision** for where an individual/team is going with their work.

Unit-2 School as a Learning Organization

CHECK YOUR LEARNING-1

The activities of few organizations are mentioned in the following section. Read it carefully and put (✓) in front of statement that reflects the characteristics of Learning organization

1. In a school teachers believe that Principal / Authorities cannot go wrong.
- ✓2. Individualized educational plan is developed for special school collaboratively by special educator, speech therapy, parents, occupation therapist.**
- ✓3. All subject Teachers of class 8th form a Google class.**
4. Every subject teacher created a Google class for her/ his subject for standard 8th.
- ✓5. While preparing Home work time table class monitor is involved.**

CHECK YOUR LEARNING-2

CHECK YOUR LEARNING-2

Drag the component of the Learning Organization and drop it in front of its relevant description. (In-text select a relevant component from the given list and write in front of its relevant description)

	Description	Components of Learning Organization
01	Teacher Joined workshop to learn ICT based pedagogy.	Personal Mastery
02	Teacher shares information of the workshop attended with colleagues and teaching them ICT tools.	Team Learning
03	Teachers realised that students' in their school cannot afford laptops so decided to share learning resources on what's app group.	Shared vision
04	Students' Committee is formed to decide the home work time table.	Mental Models
05	It is observed that each household has one smart phone and is with father who is in the office therefore students cannot attend teaching sessions from 10 am to 5 pm, so the school decided to have online teaching sessions from 8 am to 10 am.	Systems Thinking

CHECK YOUR LEARNING-3

CHECK YOUR LEARNING-3

Classify the barriers to learning organization into individual, structural and environmental factors.

Drag the barrier to the Learning Organization and drop in to individual, structural and environmental factors.

Individual	Structural	Environmental
Lack of recognition	Power structures	Social beliefs
Lack of motivation	Policies	Incompatibility in culture
Lack of communication	Incompatibility in structures	Relations

Unit-3 Developing a Vision for School

CHECK YOUR LEARNING-1

Q1. Fill in the blanks

Statements of a school's vision is important for keeping a school focused on its **core purpose**.

Q2. State True or False

Vision can help to keep the values of the school at central and how it operates

True / False

Q3. Arrange the following words in proper sequence-

A vision is a guide book for creating **goals, objectives**, making **new plans**, making **decisions** and coordinating the work.

Unit-4 Understanding the school leaders' role in school transformation

CHECK YOUR LEARNING-1

Q1. True or false

1. Culture should be changed according to the time.

True

Q2. Fill in the blanks by choosing the right option

01. Reflective practices are useful for -----

- a) To develop the understanding ability to conduct administration
- b) Helpful in building new ideas.

c) Both are Correct

d) Only 'A' is correct

Q3. Fill in the blanks with appropriate words

01. Once culture is developed, it will be followed by the **other members of school** and it became a part of daily **school activities**.

CHECK YOUR LEARNING-2

Q1. Choose the correct word for fill in the blanks

1. To achieve desired goals a leader must have -----strategy

(**Inclusive** / Exclusive/Isolated)

2. Unless we addressed the social problems, ----- based transformation is not possible

(**Equity/Quality**)

Q2. Fill in the blanks by choosing the right option

3. for effective transformation ----- is necessary.

- a) Quality Assurance
- b) Equity based system
- c) Inclusive system
- d) All of the above**

CHECK YOUR LEARNING-3

Q1. Fill in the blanks

1. A well-equipped science laboratory will be helpful for the inculcation of **scientific temper**.

E-libraries will be helpful in **technology** type of transformation

2. **Training** is very necessary for the proper transformation of Human resources


3. For effective transformation **continuous and comprehensive** type of evaluation is very necessary

CECK YOUR LEARNING-4

CHECK YOUR LEARNING-4

Drag the Role of Leader in transforming the school and drop it in front of its relevant description. (In-text select a relevant component from the given list and write in front of its relevant description)

	Description	Role of Leader
01	The school leaders should work as a role model and create enthusiasm among his colleagues and other members of the organization.	Mentor
02	It is the ultimate responsibility of the school leader to provide necessary resources to his allied members of the school for the quality transformation.	Resource provider
03	The school leaders should guide and instruct his fellow team members to achieve the common goal of the school.	Instructure
04	The school leaders should be an expert in curricular, co-curricular, and other all school-related activities.	Specialist
05	The school leader should be supportive of that innovation and creative ideas or events.	Supporter
06	The school leader should be facilitating every teacher as well as human resource available in the school to facilitate the things which are essential for effective transformation	Facilitator



A reflective learning diary is a record of your learning, which you written as learner throughout of your learning experiences with its reflection. It will help you to contextualize your learning for its application in your own unique situation. Also, it will help you to recognize won strength and weaknesses. The aim of the reflective learning diary is giving you an opportunity to:

- Keep a record of the work you undertake
- Summarise, analyze and comment on the assigned learning activity.
- Take note of any existing knowledge and skills have developed or new knowledge and skills you learned.
- Take note of any existing biases and prejudices are transformed.
- Identify areas you would like to improve.
- To apply learning in your own unique local context.

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

1. What did I learn? What was new to me? Was there something that changed my views and ways?
2. What did I not understand? What went against my own ideas? Why? What was less comprehensible? Why?
3. What the learning activity has done is likely to have some relevance for you and your context? Can you identify what this is? How are you able to apply this knowledge in your own unique locale context? How this activity supports your knowledge, skills, and attitudes to capacity building as a school leader?

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

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

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

Name of the Student:

Email ID:

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



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