

Annual Pedagogical Plan for Leading Learning

School Name : Mary Mount Public School

Affiliation/UDISE Number : 32100300417

Academic Session : 2024-25

Principal's Name : Sr. Aleyamma Sebastian

Descriptor 1: Engaging in teachers' professional development						
Actionable	Sub-points in the actionable	1	2	3	4	5
Ascertain the needs for professional development through collaborative practices	Co-construct mechanisms with the faculty, that suit the context of the school, in order to identify their professional needs (e.g., co-create rubrics, checklists, rating scales with faculty).			X		
	Use these co-constructed mechanisms on a regular basis.				X	
	Engage in a dialogue with individual teachers to identify individual needs and the way forward.			X		
	Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs.			X		
	Establish SMART targets for teachers			X		
Create opportunities for continuous and comprehensive professional learning.	Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.				X	
	Organize in-school workshops, trainings and talks calling experts and also by the school leaders that are based on identified school needs.				X	
	Encourage teachers to enroll for online professional courses for advanced learning.				X	
	Hold teacher seminars where best practices are shared across grade levels and subjects.				X	
	Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse.			X		
	Design professional development modules, by using technology solutions, that help teachers shift practice from being teacher centric to student centric.				X	
Promote reflective thinking and meta cognitive thinking practices among teachers.	Develop day-to-day ways of working in the school that embed the professional learning and constructivist pedagogy.			X		
	Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware of their practice.			X		
	Engage with teachers to deconstruct what student-centered learning processes look like in a classroom and the role of a teacher in such a classroom				X	
	Challenge teachers to continually examine the extent to which their practices support student learning.			X		
Empower teachers to become agents of change.	Believe in teachers' ability to seek and provide solutions.			X		
	Practice distributed leadership to improve overall school systems, processes, and environment.			X		
	Create a collaborative culture in the school for teachers to work together			X		
	Encourage teachers to identify areas of the school where change could be brought through Action Research.			X		
	Develop teachers' capacity to undertake Action Research.			X		

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Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable 1: <i>Ascertain the needs for professional development through collaborative practices.</i> Engage in a dialogue with individual teachers to identify individual needs is almost never practiced	Empower the teacher to discuss with the training incharge teacher to meet one's needs.	The discussion with the teachers to be done once in three months without fail	Academic coordinator (Activity), training incharge teacher	Starting from July 2024, to be done in every 3 months	75% of students will show rapid change in their academic progress.

Descriptor 2: Initiating Innovations in Schools

Rating Scale

Descriptor 2: Initiating Innovations in Schools						
Actionable	Sub-points in the actionable	1	2	3	4	5
Creating a culture of innovation.	Build expertise, knowledge and necessary skills of teachers and students.			X		
	Provide the freedom to explore and the time for ideas to incubate and develop.			X		
	Allow flexibility and risk-taking, with no fear of judgment.			X		
	Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.			X		
	Promote a growth mindset where failure is seen as a steppingstone to success.			X		
	Regularly conduct meetings with teachers, parents, and community members to explore ways to seek support for innovations towards enhancing student learning.			X		
Expand the perspectives of teachers to implement innovative pedagogies.	Promote collective responsibility among teachers by encouraging team teaching, shadow teaching etc. for designing innovative pedagogies.			X		
	Develop professional learning communities for sharing ideas, best practices, and innovation.			X		
	Encourage and support teachers to try out new ideas.			X		
	Encourage collaboration and set aside time for planning.			X		
	Lead discussions on alternative practices and their relative merits.			X		
	Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.			X		
	Explore technology platforms, tools, gamifications and applications for enhancing instructional practices such as blended and flipped learning.				X	
Create opportunities for student learning and innovation.	Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries.			X		
	Encourage inquiry-based learning by building critical thinking and problem-solving approach.			X		
	Focus on competency building by encouraging application of concepts, experiential and hands-on learning through			X		

	innovations.					
	Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.			X		
	Give voice to student ideas encouraging them to take initiatives at school.				X	
	Widen students' perspectives and horizons by inviting experts from different fields.			X		
	Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.		X			
	Develop skills and behaviours needed for innovations and encourage self-reliance by providing opportunities like genius hour, coding hour, STEM lab and online/ digital platforms.		X			

Descriptor 2: Initiating Innovations in Schools

Step1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
Actionable: <i>Creating a culture of innovation</i> Regularly conduct meeting with teachers, parents and community members to explore ways to seek support for innovations towards enhancing student learning is almost never practiced	Enhance and encourage stakeholders to explore the innovations in enhancing students learning	Meetings to be conducted every month and the pros and cons to be analyzed and further changes to be made	Principal, HOD, Students and Parent representative s	• Initial planning – July 3 rd week • Monthly meetings to be held on 3 rd Saturday of every month	More than 75% of the students will be able to enhance their innovative thinking

Descriptor 3: Leading the teaching-learning process**Rating Scale**

Descriptor 3: Leading the teaching-learning process						
Actionable	Sub-points in the actionable	1	2	3	4	5
Develop a shared understanding of teaching-learning.	Create a common understanding that the purpose of teaching learning is to make students future ready.			X		
	Dialogue with teachers to deconstruct theories of learning			X		
	Encourage teachers to develop what good teaching and learning would look like in the classroom.				X	
	Co-construct mechanisms, with teachers, that would help evaluate classroom practices.			X		
Create a conducive environment for learning.	Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.				X	
	Encourage teachers to plan lessons collaboratively.				X	
	Support teachers to undertake innovative and research based pedagogical practices to improve student learning.		X			
	Encourage students to reflect on their learning, areas of strength and development.				X	
	Create a culture that helps students to learn with joy and not fear.				X	
	Provide adequate resources for students to learn.				X	
	Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills.				X	
	Promote learning experiences outside the classroom through experiential learning.			X		
Encourage teachers to become reflective practitioners.	Assist teachers to establish their own SMART goals for teaching -learning, with particular focus on developing self-aware learners.			X		
	Guide teachers on how to achieve their SMART goals.			X		
	Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.			X		
	Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible.			X		
	Demonstrate to teachers what outstanding practice looks like by co-teaching with them.			X		

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	Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students.			X		
Build teacher competency in using data to inform TLP. To enhance the learning in students with learning disabilities.	Assist teachers in understanding the importance of student assessment for improving learning.			X		
	Focus on assessments for and as learning.			X		
	Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students.			X		
	Collaborate with teachers while interpreting the data on student assessment to design action research programmes.			X		

Descriptor 3: Leading the teaching-learning process

Step:1	Step2	Step3		Step4	Step:5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible ?	What is the timeline for implementation?	What will the impact look like?
Actionable: Develop a shared understanding of teaching-learning. Co-construct mechanism with teachers that would help evaluate classroom practices which is almost never practiced	Collaborative learning are practiced in teaching learning and evaluation process	1. Create a peer learning group 2. Create a rubrics for peer assessment 3. Section wise peer assessment to be done every month	Academic coordinator (Activity), Section in charge	Starting from 1 st week of July 2024, peer learning groups are formed Peer assessment from August 1 st week of 2024 onwards Section wise assessment from September to December 2024	70% of the students showed improvement in collaborate teaching learning practice

Descriptor 4: Developing a learning culture						
Actionable	Sub-points in the actionable	1	2	3	4	5
Create the ‘social glue’ by building a culture of trust and self improvement.	Engage actively with staff and students, in a fair and transparent manner, to understand individual teachers and students.			X		
	Practice the habit of ‘understand others and seeking to be understood by others’			X		
	Encourage positivity and empathy among stakeholders.			X		
	Create opportunities for staff and students’ wellbeing.			X		
	Celebrate success stories with the larger school community.				X	
	Provide a ‘psychologically safe’ environment where failures (unsuccessful practices) are perceived as learning opportunities.			X		
	Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.			X		
	Be a role model for teachers and students and demonstrate that a principal is a life-long learner.				X	
Develop policies and systems that support a culture of learning by including all stakeholders.	Establish an open-door policy and transparent communication amongst stakeholders.			X		
	Formulate policies that establish the school as being safe and secure. These could include policies on child protection and safeguarding, health and safety, cyber safety, behaviour management etc.				X	
	Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.			X		
	Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on noninstructional activities or out of school (official) assignments.			X		
	Hold students, teachers, and para teachers accountable by being transparent.			X		

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	Regularly invite stakeholders (students, teachers, parents, and SMC members) to discuss on how the vision of the school is being fulfilled through innovative pedagogical and inclusive practices, student achievements and areas of academic concern, if any.		X			
	Ensure decisions are backed by research and are data driven.		X			
Keep students at the heart of the learning culture.	Set high expectations for students and communicate these effectively.				X	
	Provide challenging opportunities for students to learn experientially, innovatively, and collaboratively.			X		
	Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.			X		
	Encourage students to use assessment as feedback and as an opportunity to learn.				X	
	Develop students' ability to reflect on their strengths and areas of development across subjects.				X	
	Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.				X	
	Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.			X		
Encourage teachers to deepen learning.	Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.			X		
	Support and build a climate for adopting innovative instructional strategies for effective learning.			X		
	Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.			X		
	Explore the potential of ICT and online learning platforms, adopt flipped learning, blended learning, use of augmented reality and virtual reality in the classrooms to enrich the learning experience of students.			X		
	Guide teachers to utilize data for effective planning and execution of instructional plans.			X		

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Make parents active partners in the educational journey of their child.	Design innovative ways to engage parents in their child's learning journey.		X			
	Engage parents to collaborate and participate in various school activities.			X		
	Hold workshops and seminars on parenting and other relevant topics.			X		
	Invite parents to address students on their chosen careers or areas of expertise.		X			
	Create Parent Groups that work with the school principal on improving and strengthening school systems.			X		

4. Developing a Learning Culture

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible?	What is the timeline for implementation?	What will the impact look like?
<u>Actionable -5</u> <i>Make parents active partners in the educational journey of their child.</i> Invite parents to address students on their chosen carrier for area of expertise that has never practiced	Selected parents are motivated to visit the school to explain their area of expertise	Parents community are formed on their area of expertise Selected parents are invited on last Friday of every month and interact based on their area of expertise	Section in charge, PTA Executive,	Parents community is formed by 1 st week of July. Starting from Last Friday of August, till last Friday of January	60% of students get an awareness about different careers and its role.

Descriptor: 5 BUILDING AN INCLUSIVE CULTURE

Actionable	Sub points in the actionable	1	2	3	4	5
Create an environment of Acceptances	Establish shared beliefs of respect and care			X		
	Celebrate differences as natural human diversity and treat them as an opportunity to learn			X		
	Promote social interactions among students and with teachers			X		
	Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents, and the community.	X				
	Sensitize teachers, peer groups, support staff, and the community to the unique needs of divers group of learners.		X			
Formulate inclusive policies and structure	Build knowledge and skill to teach a diverse group of learners through continuous professional development.		X			
	Optimum utilization of material and human resources			X		
	Enhance engagement and value the achievement of all learners.			X		
	Emphasize group processes and a problem solving approach.			X		
	Practice distributed leadership that seeks to empower and inspire participatory decision making.		X			
Adopt inclusive teaching practices	Provide teachers opportunity to work in teams, share ideas and reflect on best practices.				X	
	Evolve shared expectations for teachers to work together to improve learning outcomes of students.			X		
	Promote improvisation, risk taking and evolve innovative strategies.			X		
	Use inclusive practices like differentiated instructions , Universal Design of Learning to provide greater access to curriculum		X			
	Monitor, track and support children who are at risk of exclusion, marginalization or under achievement.		X			
Support student learning	encourage buddy support or peer learning and child- to- child co-operation			X		
	Encourage flexible grouping of students during learning.		X			
	Identify gaps, plans for early intervention and individualize learning.		X			
	Use ICT digital resources and assistive technology to provide meaningful learning experience to children.				X	
	Use positive behavior and support strategies to address behavior issues.				X	

Step :1	Step :2	Step :3		Step :4	Step :5
Where are we now as a school?	What do we need to do in the coming year?	How we will achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
<p>Actionable: Formulate inclusive policies and structures.</p> <p>Build knowledge and skill to teach a diverse group of learners through continuous professional development which is almost never practiced.</p>	Emphasis on the awareness to teachers and parents about inclusive learning	Awareness programmes to be conducted. Tiered system of teaching learning process to be practiced	Class teachers, Academic coordinator	<p>Awareness programme for inclusive learning for both parents and teachers on last Wednesday of July 2024.</p> <p>Practicing tiered system of teaching learning process starting from first week of August 2024, to last week of January 2025.</p>	Empowered the teachers and parents on the need of inclusive learning and reflect it on the teaching learning process

Descriptor 6: Becoming and being a ‘self-aware’ leader					
Actionable	1	2	3	4	5
Know yourself better by using tools like the Johari Window and identifying strengths and areas of development			X		
Self-assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layer 1 and 2 of the pedagogical leadership framework				X	
Take feedback from teachers, students, parents and SMC on their perception of your work, values, skills, dispositions across descriptors detailed in layers 1 and 2 of the pedagogical leadership framework.		X			
Analyse feedback received from stakeholders and map it to the self – analysis.			X		
Develop a Personal Development Plan to enhance yourself as a pedagogical leader			X		

Step 1	Step 2	Step 3		Step 4	Step 5
Where are we now as a school?	What do we need to do in the coming year?	How will we achieve what we want to do?	Who is responsible ?	What is the timeline for implementation ?	What will the impact look like?
<p>Take feedback from teachers, students, parents and SMC on their perception of your work, values, skills, dispositions across descriptors detailed in layers 1 and 2 of the pedagogical leadership framework.</p> <p>The institutional most never practiced structured feedback activity to obtain feedback from internal and external stakeholders</p>	Preparing a structured plan such as a questionnaire focusing on the strengths and weaknesses of the leader and evaluation procedures during departmental meetings	Analysis of questionnaires and solve the issues by face to face interaction between teachers and head of the departments will help them to improve their identified weaker areas	Principal and HOD	<p>Provide questionnaire in last week of August</p> <p>Collection of questionnaire within first week of September.</p> <p>Evaluation and Analysis of feedback and responding to the issues raised last week of October</p>	Effective feedback can provide information to 80% teachers to develop a consistent classroom system that will substantially improve the student's academic scores