

School Leadership and Management

Key Domain V



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About the Domain

Effective school leadership and management play a significant role in providing quality education. School leadership goes beyond administrative and managerial responsibilities to include proactive practices for school transformation. It includes developing a vision for a school and aligning all planning to it so as to improve the performance of the learners. It also involves maintaining a harmonious relationship with all stakeholders and including them in planning, decision making and general administration. School leadership aims at increased participation/ ownership in/ of school activities by the community. It strives at continuous improvement in the area of teaching and learning through continuous pedagogical innovation. A school needs a strong and focused leader who is committed to channelizing teachers, learners, community members and resources for achieving quality in all spheres.



Key Domain	Core Standard
School Leadership and Management	<ul style="list-style-type: none"><li data-bbox="678 454 1561 501">▪ Building Vision and Setting Direction<li data-bbox="678 611 1514 658">▪ Leading Change and Improvement<li data-bbox="678 768 1329 815">▪ Leading Teaching-learning<li data-bbox="678 925 1450 972">▪ Leading Management of School



REFLECTIVE PROMPTS

- Q1. Does the school have a clear vision/ mission statement and development plan that is shared and understood by all?**
- Q2. How well does the School Head manage the day-to-day functioning of the school?**
- Q3. Does the School Head promote and participate in teaching-learning process?**
- Q4. How well does the School Head identify the developmental needs of the school and manage changes for continuous improvement?**
- Q5. How effectively does the School Head manage, and utilize the available financial, human and material resources?**
- Q6. How well does the School Head lead improvement in teaching-learning process and ensure enhanced teacher performance?**
- Q7. How does the School Head maintain a healthy relationship with staff members for school improvement?**

FACTUAL INFORMATION

1. Does the school have a vision/ mission statement?

Yes

No

If yes, what are the main points in it for future development of school?

2. Is the School Development Plan (SDP) of previous year available?

Yes

No

If yes, what are the main recommendations for the current year in the plan?

3. Was the SDP for the previous year implemented?

Yes

No

If yes, to what extent were its goals for that year achieved and what were the reasons for shortfall, if any?

4. (i) What are the areas in which the School Head has received training?

a. Financial Management

b. ICT

c. School Leadership

d. Any other (please mention)

(ii) **When and where did she/ he receive training?**

5. How does the School Head usually take routine management decisions?

- a. On his/ her own
- b. In consultation with a few teachers
- c. With involvement of all teachers
- d. With involvement of teachers, parents and SMC

6. The directions/ decisions communicated to teachers are clearly understood by:

- a. all teachers
- b. most teachers
- c. a few teachers only
- d. no teacher

7. How often does the School Head review implementation of the plan and assess the progress made, particularly in the prioritized areas?

- | | | | |
|--------------|--------------------------|--------------------|--------------------------|
| a. Regularly | <input type="checkbox"/> | b. Occasionally | <input type="checkbox"/> |
| c. Rarely | <input type="checkbox"/> | b. Does not review | <input type="checkbox"/> |

8. Has the School Head constituted teams for different tasks and made them accountable?

- | | | | |
|-----|--------------------------|----|--------------------------|
| Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
|-----|--------------------------|----|--------------------------|

If yes, which are these teams/ committees and what tasks are assigned to them?

9. **How does the School Head monitor teachers' performance?**

- a. By discussing progress individually with teachers
- b. By reviewing the performance of their learners in tests from time to time
- c. By observing the classrooms occasionally to check how teaching is done
- d. Any other (please mention)

10. **How does the School Head monitor learners' progress in learning?**

- a. By reviewing record of CCE of learners of every class
- b. By discussing the performance of learners with teachers
- c. By checking the results of all learners in tests and taking note of the change/
improvement in results over a time
- d. Progress is not reviewed by the School Head
- e. Teachers monitor their progress at their level

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Building Vision and Setting Direction	School Head develops a School Development Plan (SDP) as per the given mandate; the other stakeholders do not find an opportunity to participate in the planning process	School Head develops a vision/ mission statement; teachers are involved in the creation of the SDP, prioritization of tasks; School Head allocates responsibilities to majority of teachers for SDP implementation; provides direction for its implementation	School Head engages all stakeholders in developing vision/ mission taking into account current practices, policies and programs which are subsequently documented; SDP is co-created by all the stakeholders and is aligned to the vision/ mission statement; appropriate prioritization is done for necessary action; all teachers understand their defined roles and responsibilities and act accordingly to make desired progress; periodic review of vision and SDP is undertaken regularly



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Leading Change and Improvement	School Head is broadly aware of areas that need attention; acts on issues in response to official mandate and immediate needs; the required change is rarely discussed and reflected upon	School Head, in consultation with teachers, identifies the strengths of the school, and areas that need improvement; reflects upon the required changes; identifies action points and appropriately acts upon them; logically assesses the progress and refines actions, where required; takes note of the changes that are being reflected in the teaching-learning and other school practices	School Head communicates clearly the need for change to all the stakeholders and enhances their understanding of the same; identifies clear targets and formulates predictable improvement strategies on the basis of analysis of evidence and other sources collectively with stakeholders; leads change and monitors incremental improvement regularly; distributes leadership roles and individual responsibilities for implementing change; encourages teachers to engage in evidence- based improvement and change in school practices



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Leading Teaching-learning	School Head ensures that all classes are taken regularly, makes alternative arrangements for classes when teachers are absent; ensures effective classroom teaching by taking rounds; is aware of learners' performance in different classes and subjects	School Head regularly observes the teaching-learning process in different classes and provides written/ verbal feedback to teachers individually; analyses and reviews the learners' performance in different classes and subjects and discusses the same with concerned teachers/ subject teachers	School Head and teachers collectively reflect on current teaching-learning practices and learners' progress and attainment; discuss required improvement in the light of learning indicators, learner-centred pedagogy, innovative approaches to teaching, etc.; discuss performance of learners with parents



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
<p>Leading Management of School</p>	<p>School Head manages routine activities and school resources (staff, material and financial); allocates responsibilities to a few; takes decisions; acts on the orders and instructions received from the authorities for compliance; communicates decisions; shares the orders and instructions received</p>	<p>School Head and staff plans and manage routine activities and school resources (staff, material and financial); involve staff in decision-making; School Head communicates details of the SDP and provides clear directions to staff members and takes the lead for its effective implementation</p>	<p>School Head and staff members collectively develop a shared vision and a strategic plan in consultation with parents and learners; distribute the responsibilities among the staff members on the basis of mutual consensus and areas of expertise; take action with mutual support, monitor and evaluate the progress collectively</p>



SOURCES OF EVIDENCE

Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- **SSA Framework for Implementation: Chapter-IV (pp.77-79) Chapter-VII (pp.112-115)**
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SSA-Frame-work.pdf)
- **Framework for Implementation of RMSA: Chapter-V (pp.36-37)**
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Framework_Final_RMSA_3.pdf)
- **NCF-2005: Chapter-V (pp.104-105)**
(<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)
- **RTE Act-2009: Chapter-IV (clause 21& 22 at p.7) and VII (clause 35 & 38 at pp.10-11)** (<http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf>)
- **School Leadership Development: National Programme Design and Curriculum Framework**
(http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/SLDP_Framework_NCSL_NUEPA.pdf)

Supportive Evidence Available in the School

- **Documented/ written/ displayed school vision/ mission statement**
- **Record of members involved in the development and revision of the vision/ mission statement**
- **Copy of the SDP**
- **Record of members involved in the preparation of the SDP, the prioritization areas identified, action plans created, timelines and allocation of responsibilities for achieving the same**
- **Record showing regular tracking of implementation of the development plans**
- **Minutes of the SMC meetings held**
- **Circulars sent out to all stakeholders seeking their suggestions on improving the current practices and processes in the school**
- **Record showing the appraisal process of teachers in the school, including self-assessment by teachers, peer assessment, School Head/ in- charge assessment, discussions held and feedback of improvements agreed upon thereafter**
- **Availability of curricular standards and expected outcomes for every subject with every teacher (as recorded in lesson plans)**
- **Reports on learners' progress in various areas on a monthly basis**
- **Records by teachers of all the parent-teacher meetings held, teachers' comments about each learner's performance and the points that emerged during discussions with the parents**

Evidences School Needs to Create

- **The school can create evidences using following devices/ techniques:**
- **Records of classroom and school observation by the School Head in relation to school resources, teaching-learning process, classroom management**
- **Records of feedback given to the teachers on their performance**

INNOVATION (S)



RESPONSE MATRIX

Core Standard	Level 1	Level 2	Level 3
Building Vision and Setting Direction			
Leading Change and Improvement			
Leading Teaching-learning			
Leading Management of School			

THANK YOU

