

Annual Pedagogical Plan for Leading Learning

Birla Public School Kishangarh (Raj)



1.1 School Name and Complete Address with Phone number(s), Fax No., Email ID, Website etc.

NAME OF THE SCHOOL: BIRLA PUBLIC SCHOOL KISHANGARH

COMPLETE ADDRESS: 82 Km, Milestone, Jaipur Ajmer Highway, PO Bander Sindri, Kishangarh (Ajmer)

PHONE NO : 9251028311

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WEBSITE : https://bisk.edu.in

1.2 Name of the Principal/ HOS: Mr. SOURABH GUHA

1.3 Contact No.: 9251028301

1.4 School Details:

Email ID: principal@bisk.edu.in

Year of Affiliation: 2010

Affiliation No.: 1730551

School Code: 10896 & UDISE no 08210111212

Type of School (Please tick the correct option):

- Middle/Secondary/Sr. Secondary - Sr. Secondary Boys/Girls/Co-Education - **Co-Education**
- Day School/Day Boarding/ Residential - Day School (May tick more than one option)
- No. of Students; 252 (Total) 221 (Boys) 30 (Girls)
- No. of Divyang (with Special Needs) Students: 00 Facilities Available: As per CBSE Guidelines
- No. of Students in: Day School; **NA** Day Boarding **NA** _ Boarding **251**
Location Type: Urban/ Rural/ Hilly Area: Rural
- Is the School a Minority School? **NO**
- School Quality Accreditation Details (if any): **State Gold certification by Adhayan**

School Vision Statement: Vision statement:

"Providing wholesome school experience by fostering Future-Ready Education in a Safe and Nurturing Environment."

Mission: "Our mission is to empower students with a Future-Ready Education, nurturing their growth in a Safe and Supportive Environment. We are committed to fostering holistic development, academic excellence, and character-building, preparing students for a successful and fulfilling life beyond our doors."

Areas of Strength:

- All Round Development of the Boarders
- 100% Results in board Exams
- State of Art Infrastructure with well-equipped laboratories
- Commitment towards environment through green Initiatives.
- Collaborative work culture among all stakeholders
- Safe and Secure campus

Areas of Improvement:

- Different pedagogies to be adopted to increase effectiveness Teaching -Learning process.
- Experiential learning to be promoted.
- Integrate CCA activities in the Timetable.
- Strengthening of Assessment process

PEDAGOGICAL PLAN COMMITTEE

Name	Designation	Role in PPC
SOURABH GUHA	Principal	Monitoring of annual pedagogical Plan
Ms Vartika Dadhich		Preparation of annual pedagogical plan& pedagogic strategies
MS Jyoti Tiwari	Dean of Academics	Curriculum development and advisory
	Head Mistress	Curriculum development and advisory

PPC Meetings to develop APP		
Date	Stakeholders Consulted	Discussions Held
15-01-2024	Principal DOA Headmistress	Planning of the yearlong activities under the Principal's instructions Framing the annual examination schedule Planning School functions, Sports activities
11-03-2024	Principal DOA Headmistress HOD	Planning the constitution of different Committees Framing the annual staff duty list in consultation with the principal Developing Pedagogical Plans department wise (Ex. Visual & Performing Arts, Skill sub. , developing integrated approach in teaching).

ANNUAL PEDAGOGICAL PLAN FOR SESSION 2024-25

18-03-2024	Principal All Teachers	Discussion of the class wise annual result Planning the departmental Result Declaration Monitoring of criteria for evaluation of teaching methodology.
22-03-2024	Principal All academic staff	Curriculum development and academic resources for next academic session

OUR PEDAGOGICAL VISION

We personalize our students' learning to ensure that each student is met at their point of need and actively engaged in constructing their individual learning & development pathway. We pride ourselves on knowing our students as individuals and as learners. We use our knowledge of individual students' interests and their evidence of learning to create relevant and meaning learning engagements.

Our students receive ongoing, specific and meaningful feedback about their progress. They are self-reflective and participate in regular one-on-one conferencing with their teachers to discuss, refine and extend their learning goals. Teachers facilitating students' understanding of curriculum expectations by using whole school documentation that explains curriculum standards in language that can be easily understood by our students.

Our teachers work in collaboration to develop and implement an inquiry driven curriculum. Student grouping is flexible, enabling essential skills and knowledge to be explicitly taught at student's individual point of need.

Teachers share and refine their practice by learning and working in teams. They conduct Action Research relating specifically to the needs of the students whom they teach and provide each other with professional feedback outlining the best practices.

Mutually respectful working relationships exist between staff, parents and the broader community, focusing on supporting and extending student learning through providing opportunities for them to applying their skills and knowledge to real life experiences.

Our Teaching Learning Approach

To ensure students are engaged and involved in their learning, we personalize learning in the following ways:

- Carefully planned curriculum based on each individual child's needs which includes:
 - Emphasis on prior knowledge
 - Emphasis on individual interests.
 - Focus on individual learning styles
 - Identifying the abilities and skills of students helps them identify their future learning goals.
 - Students and teachers constructing learning pathways together based on two-way feedback conversations.
 - Experiential learning as a way of life is not environment or curriculum specific

ACADEMIC RESOURCES

Name of Resource/s	Segment / Primary/ Sec	Usefulness
OUTDOORS	Primary	Students gain strength, coordination and dexterity through various outdoor play activities. Values like game spirit, waiting for one's turn, self-discipline are also instilled through play. Field Trips
ART CENTRE	Primary Middle, Secondary,	Students develop their confidence, independence and and develop aesthetic sense through drawing & colouring and craft Activities.
MUSIC CENTRE	Primary Middle, Secondary,	Students enhance their vocal skills, learn about sequencing and ordering.
SCIENCE AND NATURE CENTRE	Primary/Middle	Students learn to investing at the world around the through simple hands on activities and develop curiosity, reasoning, problem Solving and thinking skills.
ACTIVITY ROOM	Primary/ Middle	Various activities undertaken in the activity room, where kids are exposed to do pretend play-portrayal of a doctor, carpenter, mechanic, chef, etc.- teach them life-skills through related objects. It Also in stills social skills and respect for all helpers.
LIBRARY	Primary, Middle, Secondary,	Provides access to more books to support reading and learning. Provides access to more sources of print and digital materials to support reading and learning.
MATHS LAB	Primary, middle Secondary	Helps the students to build interest in the subject and greater scope for Individual participation.
COMPUTER LAB/ Language Lab	Primary, Middle, Secondary,	Online webinars, learning resources, Assessments, educational aids

Labs	Primary, Middle, Secondary,	Helps the students to build scientific aptitude and promotes learning by doing (Experiential learning)
Digital CLASS	ALL Classrooms	Audio-Visual senses of students are targeted, and it helps the students store the information fast and more effectively.

Descriptive Indicator-1; Engaging in Teachers Professional Development

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 Organizing virtual and offline training workshops and webinars by the BET, COE, DIKSHA etc amounting to 50 hrs of teachers training yearly.	1. Introduce Inhouse Teachers workshops to strengthen teaching learning. 2. Emphasis on introduction of AI in Teaching learning	Provide reading material to teachers, Competent master trainers /resource persons will tutor them Attendance to be compulsory.	Principal Dean of Academics, and Headmistresses.	Start in April 2024: to be held Quarterly or as required.	1. Effective implementation of the academic programs. 2. The smooth implementation of the NEP proposal and engagement teachers will use digital tool in their classroom practice.

Descriptor 2: Initiating Innovations in Schools

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>Actionable:</p> <p>Create opportunities for student learning and innovation</p> <p>Provide opportunities for students to innovate</p>	<p>Increase the number of opportunities given to students to innovate .by participating in different projects/activities</p>	<p>students to identify school related problems and brainstorm solutions.</p>	<p>Concerned Subject Teachers / Innovation Ambassadors</p>	<p>Commences in April 2024: to be held monthly</p>	<p>Widen Students' perspective and horizon. Will be able to articulate the problems that they have been engaged with and list the possible solutions</p>

Descriptor 3: Leading the Teaching-Learning Process

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>Active member of BET schools complex and leaders of HOL Ajmer</p>	<p>Develop a shared understanding of teaching and learning.</p> <p>Encourage Peer learning,</p> <p>Competency based learning.</p>	<p>Class environment would be made conducive for peer teaching learning,</p> <p>More competency-based questions would be introduced in the question papers.</p> <p>Guide teachers to decide benchmarks for students & themselves</p>	<p>Principal, DOA and Headmistresses</p> <p>Academic Coordinators</p> <p>Manager Relations</p>	<p>April 2024</p>	<p>Focus would shift from content based to competency-based learning.</p> <p>From rote learning to concept clearance.</p>

Descriptor 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?
<p>Actionable 1: Staff and students are encouraged to use different methods of learning. Every teacher is addressed as a Learning Officer. Learning is encouraged as a two way learning process. Asset Based approach to learning is developed.</p> <p>Actionable 2: Skills would be introduced through an integrated curriculum.</p> <p>Actionable 3: Guest Speakers and Alumni are invited for motivational talks related to joyful Learning.</p>	<p>We need to encourage staff and students to gather knowledge through experiential, innovative and collaborative pedagogy.</p> <p>Stress more on Skill Based Learning as per NEP 2020 and NCF. Design Thinking and Innovation.</p>	<p>We will align teaching-learning & Assessments for desired learning outcomes. We will encourage competency based , integrated and inclusive learning</p> <p>Skill subjects are introduced from 6 to 10 which include Artificial Intelligence Data Sciences Financial Literacy Financial Market Management Design Thinking</p> <p>We will provide options for 3 language along with one foreign language</p>	Principal, DOA & Headmistress,	April 2024 onwards	<p>Learning would be of high quality. It would be joyful and stress free learning. Overall performance of students and the school will be improved.</p> <p>Students would be aware and develop interest in different careers apart from conventional careers.</p>

Descriptor 5: Building an Inclusive 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?
Actionable 1- Equity and Inclusion Plan has been prepared for Differentially abled learners	All the stakeholders would be sensitized and would be taught to be empathetic.	Mentoring teachers and sensitizing them about the inclusive culture in the school and encourage teachers to participate in capacity building program of inclusive education	Principal, DOA, Headmistress, Teachers and Special Educator.	April 2024	No Child would be deprived of learning as per his/her needs. Teachers and students will develop empathy and as a result would be more responsive to the need of the learners.
Actionable 2 Slow Learners are identified, and remedial measures are taken to include them in the main stream.	. Special Teaching Plan would be designed for slow learners	Maintain records of each student. Case study of each child helps in understanding a child and designing strategy and special lesson plans as he progresses to the next class.	DOA, Headmistress, Teachers and Special Educator.	April 2024	Will boost the confidence of slow learners and they will participate in learning

Rating Scale for assessing the current status of Practicing Pedagogical Leadership for leading learning.

Where are we now as a school?

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Following rating scale to measure to measure the current practice of the school:

1. Never practiced.
2. Almost never practiced.
3. Occasionally / sometimes practiced.
4. Frequently practiced.
5. Practice is fully embedded.

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).				4	
	Use these co-constructed mechanisms on a regular basis.				4	
	Engage in a dialogue with individual teachers to identify individual needs and the way forward.			3		
	Establish subject-wise committees for feedback on current knowledge and skills of teachers and identify specific teacher's needs				4	
	Establish SMART targets for teachers.				4	
Create opportunities for continuous	Encourage teachers to observe and study effective instructional practices of colleagues in their own school as well as in other schools, where possible.				4	
and comprehensive professional learning.	Organize in-school workshops, trainings and talks calling experts and also by the school leaders that are based on identified school needs.			3		
	Encourage teachers to enroll for online professional courses for advanced learning.					5
	Organize teacher seminars where best practices are shared across different grade levels and subjects.				4	
	Create learning groups within the school, and if possible, with other schools, where teachers discuss and deliberate on educational discourse.			3		
	Design professional development modules, by using technology solutions, that help teachers shift practice from teacher centric to student centric.			3		
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.				4	
	Create mechanisms such as checklists, rubrics, reflective journals that encourage teachers to become self-aware.				4	
	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.			3		
	Challenge teachers to continually examine the extent to which their practices support student learning.				4	
Empower	Believe in teachers' ability to seek and provide solutions.				4	

teachers to become agents of change.	Practice distributed leadership to improve overall school systems, processes, and environment.				4	
	Create a collaborative culture in the school for teachers to work together.				4	
	Encourage teachers to identify areas of the school where change could be brought through Action Research.			3		
	Develop teachers' capacity to undertake Action Research.				4	

Descriptor 2: Initiating innovations in the school						
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.				4	
	Provide the freedom to explore and the time for ideas to incubate and develop.				4	
	Allow flexibility and risk-taking, with no fear of judgment.					5
	Provide intellectual stimulation by bringing together groups of students and teachers of diverse interests, subject knowledge and skill sets to work together.				4	
	Promote a growth mindset where failure is seen as a Stepping stone to success.					5

	Regularly conduct meetings with teachers, parents, and community members to explore ways to seek support for innovations towards enhancing student learning.						5
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.						4
	Develop professional learning communities for sharing ideas, best practices, and innovation.						4
	Encourage and support teachers to try out new ideas.						5
	Encourage collaboration and set aside time for planning.						4
	Lead discussions on alternative practices and their relative merits.						4
	Challenge teachers to try innovative pedagogies and provide opportunities to reflect on their experiences.					4	
	Explore technology platforms, tools, gamification and applications for enhancing instructional practices such as blended and flipped learning.					4	
Create opportunities for student learning and innovation.	Allow for exciting juxtaposition of ideas that is free from rigid subject boundaries.						5
	Encourage inquiry-based learning by building critical thinking and problem-solving approach.					4	
	Focus on competency building by encouraging application of concepts, experiential and hands-on learning through innovations.					4	
	Provide opportunity to work on projects dealing with real world problems through design thinking for innovative solutions.						4
	Give voice to student ideas encouraging them to take initiatives at school.					4	
	Widen students' perspectives and horizons by inviting experts from different fields.				3		
	Encourage students to undertake courses, summer projects in their areas of interest under the guidance of subject specialists.						4
	Develop skills and behaviors needed for innovations and encourage self-reliance by providing opportunities like genius hour, coding hour, STEM lab and online/digital platforms.				3		

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.				4	
	Dialogue with teachers to deconstruct theories of learning.				4	

	Encourage teachers to develop what good teaching and learning would look like in the classroom.					5
	Co-construct mechanisms, with teachers, that would help evaluate classroom practices.				4	
Create a conducive environment for learning.	Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.					5
	Encourage teachers to plan lessons collaboratively.					5
	Support teachers to undertake innovative and research based pedagogical practices to improve student learning.					5
	Encourage students to reflect on their learning, areas of strength and development.				4	
	Create a culture that helps students to learn with joy and not fear.					5
	Provide adequate resources for students to learn.					5
	Encourage teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future-focused skills.					5
	Promote learning experiences outside the classroom through experiential learning.				4	
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.				4	
	Guide teachers on how to achieve their SMART goals.				4	
	Undertake regular lesson observations, engage with teachers to reflect on their teaching practice and provide developmental feedback.				4	
	Provide teachers with opportunities to observe effective instructional practices among colleagues in their own schools as well as in other schools, wherever possible.				4	
	Demonstrate to teachers what outstanding practice looks like by co-teaching with them.				4	
	Collaborate with different schools, locally, nationally, and globally and plan exchange programs for teachers and students.				4	
Build teacher competency in using data to inform TLP.	Assist teachers in understanding the importance of student assessment for improving learning.				4	
	Focus on assessments for and as learning.				4	
	Handhold teachers to interpret, analyse and use student data effectively to design the next steps of learning and support for students.					5
	Collaborate with teachers while interpreting the data on student assessment to design action research programs.					5

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.					5
	Practice the habit of ‘understand others and seeking to be understood by others’				4	
	Encourage positivity and empathy among stakeholders.					5
	Create opportunities for staff and students’ wellbeing				4	
	Celebrate success stories with the larger school community.					5
	Provide a ‘psychologically safe’ environment where failures (unsuccessful practices) are perceived as learning opportunities.					5
	Listen actively to and support suggestions, ideas and comments on school improvement that are provided by teachers and students.				4	
	Be a role model for teachers and students and demonstrate that a principal is a life-long learner.					5
Develop policies and systems that support a culture of learning by including all stakeholders.	Establish an open-door policy and transparent communication amongst stakeholders.					5
	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, behavior management etc.				4	
	Establish mechanisms and procedures for effectively implementing the policies. For instance, set up systematic procedures that address concerns and grievances of all stakeholders.				4	
	Minimize disruptions to classroom instructional time by monitoring the amount of time spent by teachers on non-instructional activities or out of school (official) assignments.				4	
	Hold students, teachers, and para teachers accountable by being transparent.					5

	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.					4
	Ensure decisions are backed by research and are data driven.					4
Keep students at the heart of the learning culture.	Set high expectations for students and communicate these effectively.			3		
	Provide challenging opportunities for students to learn experientially, innovatively, and collaboratively.				4	
	Encourage students to take responsibility for their own learning, at their own pace and as per their learning styles.				4	
	Encourage students to use assessment as feedback and as an opportunity to learn.				4	
	Develop students' ability to reflect on their strengths and areas of development across subjects.				4	
	Inculcate values, gender sensitivity and life skills by embedding these within the learning experiences.				4	
	Develop pre-vocational and vocational skills, art appreciation and physical education through an integrated curriculum.				4	
Encourage teachers to deepen learning.	Encourage teachers to be receptive to new ideas, practice reflective and meta cognitive thinking to improve student learning.					5
	Support and build a climate for adopting innovative instructional strategies for effective learning.					5
	Establish norms for sharing best practices and innovations in the school that lead to healthy and constructive academic debates.					5
	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.				4	
	Guide teachers to utilize data for effective planning and execution of instructional plans.				4	

Make parents active partners in the educational journey of their child.	Design innovative ways to engage parents in their child's learning journey			3		
	Engage parents to collaborate and participate in various school activities.				4	
	Hold workshops and seminars on parenting and other relevant topics.			3		
	Invite parents to address students on their chosen careers or areas of expertise.				4	
	Create Parent Groups that work with the school principal on improving and strengthening school systems.		2			

Descriptor 5: Building an inclusive culture						
Actionable	Sub-points in the actionable	1	2	3	4	5
Create an environment of acceptance.	Establish shared beliefs of respect and care.					5
	Celebrate differences as natural human diversity and treat them as an opportunity to learn.				4	
	Promote social interactions among students and with teachers.					5
	Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students, teachers, parents, and the community.			3		
	Sensitize teachers, peer group, support staff and the community to the unique needs of diverse group of learners.					5
Formulate inclusive policies and structures.	Build knowledge and skill to teach a diverse group of learners through continuous professional development.					5
	Optimum utilization of material and human resources.				4	
	Enhance engagement and value the achievement of all learners.				4	
	Emphasize group processes and a problem-solving approach.				4	
	Practice distributed leadership that seeks to empower and inspire participatory decision-making.				4	
Adopt inclusive teaching practices.	Provide teachers opportunity to work in teams, share ideas and reflect on best practices.					5
	Evolve shared expectations for teachers to work together to improve learning outcomes of students.				4	
	Promote improvisation, risk taking and evolve innovative strategies.					5
	Use inclusive practices like Differentiated Instruction, Universal Design of Learning to provide greater access to curriculum.				4	

	Monitor, track and support children who are at risk of exclusion, marginalization or underachievement.					5
Support student learning.	Encourage buddy support or peer learning and child-to-child co-operation.					4
	Encourage flexible grouping of students during learning.					4
	Identify gaps, plan for early intervention and individualize learning.					4
	Use ICT, digital resources and assistive technology to provide meaningful learning experience to children.					5
	Use positive behavior and support strategies to address behavior issues.					5

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.				4		
Self-assess the personal contribution made to school improvement and student learning by evaluating goals achieved under various descriptors of layers 1 and 2 of the pedagogical leadership framework.					5	
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.				4		
Analyze feedback received from stakeholders and map it to the self - analysis.				4		
Develop a Personal Development Plan to enhance yourself as a pedagogical leader.				4		