



Report on Activities Completed by Centre for Academic Leadership and Education Management (CALEM) at Tata Institute of Social Sciences (TISS) in 2018-19 under Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)

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PART I – INTRODUCTION

Background

Academic expertise is not sufficient for the successful leadership and management of educational institutions. To build capacities of existing academic leaders and administrators and to draw fresh talent into the management of the school and higher educational systems, the Centre for Academic Leadership and Education Management (CALEM) at Tata Institute of Social Sciences (TISS) has been set up to administer training programs for school and higher education leaders and administrators. CALEM has been set up under the Government of India's Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT). The PMMMNTT had proposed to set up five centres for Academic leadership and education management in India, and TISS was one of the institutions that was finally approved by Government of India for setting up centres of academic leadership and education management.

About CALEM@TISS

Vision

To steer School Education in India towards excellence by developing motivated, compassionate and humane leaders.

Mission

- To build capacities of School Leaders to enable them to transform their schools into high-performing schools.

- To generate impartial and objective research on best practices in school education that can be disseminated to a wide audience.
- To formulate research-based policies to influence decision-making and policy-making processes in the field of school education.
- To serve as a platform for networking and mutual learning among school leaders and relevant stakeholders.

Goals and Objectives

- Develop the capacity, in terms of governance and leadership abilities, of School and Higher Education leaders.
- Carry out and disseminate research that can influence decision making and policy making in the fields of school and higher education.
- Formulate and advocate research-based policy suggestions for the advancement of School and Higher education in India.
- Serve as a platform for networking and mutual learning among leaders and actors in the field of school and higher Education.

Principles

- TISS continually strives to create a people-centered, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all. As an initiative of TISS, CALEM is intrinsically guided by similar values. In addition, the inception and functioning of the Centre is grounded in the following principles.
- Preparing compassionate, motivated, empowered, dynamic, self-aware school leaders who can lead schools with integrity, empathy, resilience and commitment.
- Ensuring equity in learning opportunities and outcomes.
- Promoting a child-centric approach in schools with a focus on the holistic development of every child.

Scope of CALEM

The activity scope of CALEM primarily focuses on leadership development, but it also includes activities such as research, advocacy and promotion of networking. Research, policy advocacy and networking activities can enable a more holistic and comprehensive contribution to the capacity building of school and higher leaders and administrators and also contribute to the overall advancement of school and higher education in India. The research component is also expected to further bolster the content of the leadership development programmes.

Targeted Participants of Leadership Development Programmes

The leadership programmes are intended for individuals who either occupy/are most likely to occupy/are about to occupy leadership positions in schools and Higher Education Institutions.

Staff of CALEM

Name	Qualification	Designation
Prof. B Venkatesh Kumar	PhD, University of Mumbai	Chair, CALEM@TISS
Ms. Shambhavi Singh	Masters in HR, Durham University, UK	Senior Programme Manager
Dr. Keerthi Sampath Kumar	PhD in Political Science, University of Warsaw	Senior Research Fellow
Ms. Amita Parulkar	MA in Development, Azim Premji University	Research Fellow
Ms. Nayani Khurana	PGDM in Communication for Development, St. Xavier's College	Programme Officer
Ms. Komal H. Mayekar	B.Com	Administrative Manager
Ms. Vaishali Gajbiye	B.Com	Administrative Manager
Ms. Rajisha Vineet	B.Com	Administrative Manager

PART II - SCHOOL LEADERSHIP

Activities conducted in FY 2018-19

- Compilation of reading materials, sample modules and case studies for school leadership. A sample module designed is pasted below.

Topic: Leading for Student Learning
Overall Workshop Goals
<p>Essential understanding: <i>(This is what we want participants to leave with a better understanding of.)</i></p> <p>Participants will understand that the principal’s primary role in the school community is to improve student learning. Participants will identify their areas of strength and weakness as a school leader so that they can work to support teaching and learning in their schools.</p>
<p>Additional goals for the 2-day workshop: <i>(As you will see, these goals are divided among the 5 sessions in this workshop.)</i></p> <ul style="list-style-type: none">- Understand that the primary role of the principal is to support student learning- Understand the ways in which principals can support student learning- Understand the importance of vision-setting- Develop a vision for their school leadership development- Understand that there are many different ways to be a leader- Identify their areas of strengths and weakness as a school leader- Learn how to set effective goals- Develop goals to improve their school leadership skills- Understand the importance of gathering feedback- Provide feedback on the workshop
<p>Suggestions for using this document:</p> <p>This workshop is divided into 5 major sessions (e.g., Session A, Session B) or 9 subsessions (e.g., Subsession A1, Subsession A2, Subsession B1).</p> <p>In order to maximize the usefulness of this document, we recommend the following steps:</p> <ol style="list-style-type: none">1. Review <u>all</u> of the session and subsession topics.2. Brainstorm potential Resource Persons (RPs) who would be well-suited to facilitate a

conversation around each topic.

- a. Keep in mind that an RP could lead a full session or a single subsession.
3. Reach out to potential RPs to see if they are interested in facilitating a session or subsession.
 - a. Be sure to clearly communicate the topic of the session or subsession that you are asking them to facilitate.
 - b. Provide them with the specific guiding questions and/or discussion points for their session or subsession, which are included in this document.
4. If an RP has any further questions about planning for their session or subsession, please put them in touch with Nicole and Taylor.

Session Topics

Session A: DEFINING THE PRINCIPAL'S ROLE IN THE SCHOOL COMMUNITY (2 hours)

Session goals: *Participants will (1) understand that the primary role of the principal is to support student learning, and (2) understand the ways in which principals can support student learning.*

Subsession A1- How do you see your role in your school community?

- Ask participants to discuss/share out why they do what they do. (Being a school principal is a hard job, and a lonely one. If we want to build a support network, then having some form of dialogue and expression around this topic is important.)
- Participants discuss what they believe their role in the school community is.

Subsession A2- What do principals do to support student learning?

- Introduce [Marzano's school leadership framework](#).
- Participants use Marzano's framework to self-assess their areas of strengths and weakness as a school leader.
 - Suggested activity:
 - Participants put a star next to the areas of the framework that they think they currently do well and an X next to the areas that they think they need to improve on.

Session B: SETTING A LEADERSHIP VISION (2.5 hours)

Session goals: *Participants will (1) understand the importance of vision-setting, and (2) develop a vision for their school leadership development.*

Subsession B1- What is a vision? Why is vision-setting important?

- Participants analyze exemplar vision documents and discuss the importance of vision-setting.
- Suggested activity:
 - Divide participants into small groups. Give each group materials (e.g.,

newspaper and tape) and ask them to build a house out of the materials.

- Following this activity, ask participants to reflect on their process for this task. Ask questions that get at the importance of vision-setting.
 - What was each group's first step to building their house?
 - What differentiated the more successful groups from the less successful groups?
- Next, share the following quote: "If you don't know where you're going, any road will take you there."
 - Ask participants to reflect on meaning of this quote.
 - How does this quote connect to the house-building activity and vision-setting?
- Have participants discuss specific times when vision-setting helped them reach their goal(s).

Subsession B2- What is your vision for your own school leadership?

- Participants create a vision document for their school leadership.
- Materials needed: Template handout for principals to create a vision statement
- Have folks share out their visions

Session C: EXPLORING LEADERSHIP STYLES (2 hours)

Session goals: *Participants will (1) understand that there are many different ways to be a leader, and (2) identify their areas of strengths and weakness as a school leader.*

Subsession C1- [Exploring the Four Leadership Styles](#) activity

Subsession C2- How can you leverage your leadership style to support your school leadership development?

- Participants revisit their self-assessment from Session A2, and discuss how they can leverage their leadership style to amplify their areas of strengths and/or address their weaknesses as a school leader.

Session D: GOAL-SETTING FOR LEADERSHIP DEVELOPMENT (2.5 hours)

Session goals: *Participants will (1) learn how to set effective goals, and (2) develop goals to improve their school leadership skills.*

Subsession D1- What are the characteristics of effective goals?

- Participants learn what [SMART goals](#) are and why they are effective.

Subsession D2- What are your goals for your school leadership development?

- Participants set 3-5 SMART goals for their own school leadership development that align with their self-identified areas of weakness (from Session A2) and school leadership vision (from Session B2).
 - These goals should be small steps. For example, "Beginning next week, I will step into two classrooms per week to observe what is going on on the ground."

Session E: FEEDBACK (1 hour)

Session/subsession goals: *Participants will (1) understand the importance of gathering feedback, and (2) provide feedback on the workshop.*

- Facilitators discuss the importance of gathering feedback.
- Participants complete the CALEM evaluation forms and discuss their feedback.

- The CALEM team has also been involved in a School Assessment project with the Tribal Development Department, Government of Maharashtra. The team drafted a proposal for carrying out an assessment of 528 Ashramshalas in Maharashtra. The project is scheduled to begin in May 2019. The scope of the project is in alignment with the goals and objectives of CALEM@TISS. It is as follows.
 - a. Development of a ranking framework to assess the quality of education being imparted for tribal schools in Maharashtra
 - b. Map Indicators for assessing quality of education
 - c. Development of personalized school improvement plans
 - d. Capacity Building of Assessors in carrying out school assessments.
 - e. Case studies of best practices in tribal schools
 - a. Development of Digital tools and real time Dashboard
 - b. Organizing seminars, workshops, conferences and leadership development
- Strategy Paper for school leadership was reviewed by the team and vetted by experts from University of Pennsylvania.
- The team also expanded its research by recognising the need to document successful school models and stories from across India, whose practices and methods can be disseminated and replicated where possible across the country. Leveraging on the strong partnerships with national, state and district level governments, the content will be disseminated at all the levels.