

Annual Pedagogical Plan for Leading Learning

School Name: SREE NARAYANA CENTRAL SCHOOL,
NEDUNGOLAM

District: KOLLAM **State:** KERALA

**Affiliation / UDISE
Number:** **Affl. No. 930185** **UDISE No. 32130300626**

Academic Session: 2026-2027

Principal's Name: Mrs. Sarema Devi

School's Vision Statement:

Our school is committed in providing a safe, positive and stimulating environment to learn for children with an intention that all children should enjoy their learning, achieve their potential and become lifelong learners.

We believe that education should perceive and conceive an inclusive environment with equal opportunities for all children and they should learn to value religious, cultural difference and become a productive citizen of India.

Teachers are recognized as passionate, skilled professionals whose focus is in effectively engaging students, ensuring their learning and shaping their development.

To imbibe in student's social conscience of environment. □

School's Values:

- Endeavour to do our best and be professional in everything we do and actively pursue excellence
- Accept that rules are necessary for the safety of everyone
- Expectations of Excellence: An environment of high expectations in which all people consistently strive to operate at optimal performance levels.
- Respect caring for all people and valuing their unconditional worth.
- Integrity/Ethical behaviour: Consistent actions based on the highest standards of credibility, honesty and ethical behaviour.
- Collaboration working together to achieve common goals through open and honest communications
- Accountability / Commitment accepting personal responsibility for the accomplishment of organizational goals.
- Caring staff who respect and know the children very well.
- Curriculum: A stimulating and challenging curriculum suited to children's needs, enabling them to reach their full potential across all areas of learning.
- Motivation: Raising aspirations and a commitment to lifelong learners.
- Conservation of Environment

Areas of strengths

- Teachers implement innovative pedagogies promoting collective responsibility and sharing ideas by reflecting on their experience
- In my school, opportunities are created for students learning and innovation
- Students are motivated to set high expectation and provides a rich learning experience to reflect their own strength and areas of development.
- The school organises workshops, training and talks, calling experts and also by the school leaders that are based on school needs.
- Effective Professional development helps teachers shape career-long learning.
- Providing teachers opportunity to work in teams, share ideas and reflect on best practises
- Encouraging students to take responsibility for their own learning, at their own pace and as per their learning styles.
- Engaging parents to collaborate and participate in various school activities.
- Acknowledge teachers as the leaders of classroom instructional practice that guides student learning.
- Support teachers to undertake innovative and research based pedagogical practices to improve student learning.
- Encouraging teachers to be the facilitators of student learning and creators of productive classroom environments, in which students can develop future- focused skills.
- Focusses on assessments for and as learning.
- Encouraging students to use assessments as feedback and as an opportunity to learn.
- Promoting social interactions among students and with teachers.
- Providing teachers opportunity to work in teams, share ideas and reflect on best practices.
- Encouraging flexible grouping of students during learning.
- Engaging parents to collaborate and participate in various school activities.

Areas of improvements

- Holding workshops and seminars on parenting and other relevant topics.
- Training is not given on identified school needs
- Teachers are not involved to undertake action research
- No Integration of advanced institutional practice such as blended, flipped learning.
- Outdoor learning experience must be improved.
- Promotion of the school success to the community must be done.
- Peer learning is not encouraged.

DESCRIPTOR 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 time line for implementation?	What will the impact look like?
<i>Actionable : Create opportunity for continuous and Comprehensive Learning</i>					
Training on identified school needs with experts are almost never practised.	- Develop a checklist to identify the areas of training to the need of school. - Develop learning groups among the teachers - Develop questionnaire on the effectiveness of workshop and learning outcome.	- Involve all the teachers and collect data about the area where training is needed. - Create challenges through workshops, Seminars taken by Experts - Define the questionaair and training	Principal. Subject Experts from outside agency.	- Start the process in the beginning of May 2023 for a week. - Impact will be assessed after the week training and followed by every month	- Teachers will shape themselves as career long learners with a growth mindset and build confidence. And credibility in their nrofession. - Teacher will acquire new skills, sharpen existing one.
<i>Actionable : Empower teachers to become agents of change</i>					
Developing teacher's capacity to undertake action research is never practised	Collection of data for identifying, teaching, students learning and school operation	Involve all teachers and collect the data with the help of rubrics	Principal, Academic Committee	Start the process from 25th May 2023	The student learning as well as teacher effectiveness will be impressive.
	Develop rubrics for collection of data	Create challenges through workshop handled by Experts	Educational Experts from outside agency.	Impact of Training will be assessed in the end of meeting and after every month for 6 months.	Teachers are able to improve their teaching, learning practices.
	Training by Educational Expert on the procedure of Action research.	Defining the rubrics			
	Develop feedback rubrics.				

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 time line for implementation?	What will the impact look like?
Actionable : Expand the perspectives of teachers to implement innovative pedagogies					
There is less exploration of technology platform, tools and application for enhancing instructional practises such as blended flipped learning.	Improve the use of technology. Smart class, ATL lab to enhance the instructional practices and culture of innovation by using flipped and blended practises to enhance students learning.	Promote a mindset change for to improve teaching learning process by technology	School Head, Subject Teachers	To be completed from May 10th to 15th 2023.	Almost all teachers will use the technology and new practices in teaching and learning process
		Create challenges through workshop discussion to make teachers aware of technology in teaching.	Educational experts of Technology usage.	Demonstration classes by teachers for review, reflection and modification from May 25 to May 30th 2023	ATL will be used by all the students and develop their scientific & innovative temperament.
		Provide demonstration classess of flipped and blended instruction.		Break-up of syllabus preparation. before 7th June for ATL for students from class VI to X implement from 5th June 2023.	
		Mandate the use of ATL for students from class VI to X, one period for work			

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 be achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Learning is not promoted outside the classroom through experiential learning.	Develop the teachers awareness about experiential learning outside the classroom and the impact of it in students learning.	Involve all the teachers	Principal, Subject Experts from outside agency	Start the process from 2nd May to 4th May 2023	Teachers are empowered to be creative and thorough with lesson plan and delivery.
	Conduct a workshop on Experiential Learning and student outcome	Create challenges through workshops taken by Experts.		Impact will be assessed after workshop using questionnaire on 5th May and followed by every month	All teachers are trained to give instruction though Experiential teaching.
	Develop a questionnaire on the effectiveness of workshop and learning outcome.	To provide teachers, an opportunity to get together for collective thinking of reflection in school's pedagogical practices.			
		Define the questionnaire and training			
		Conduct experiential Classroom			

DESCRIPTOR4: 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	What will be the impact look like?
Actionable : Create the social glue by building a culture of trust and self improvement					
The success stories of the students, teachers and school is not shared with the larger part of the community	Develop videos and audios of the success stories and post it in the youtube, website and facebook of school.	Communication using the website, youtube channel and facebook to all the stakeholders	Principal, Viceprincipal, Advertisement Committee	Starting the process from 1st June with academic achievement	The school achievement will be known by large community and it will have an impact on admission.
		Involve Parent Teacher Association & create a group.		After every scholastic and Co-scholastic activity, it will be posted immediately.	The stakeholders will be aware of school's progress.
		Form an Advertisement Committee			

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 be achieve what we want to do?	Who is responsible?	What is the time line for implementation?	What will the impact look like?
Actionable : Support Student Learning					
The students were not encouraged to give buddy supportor peer peer learning and child to child co-operation.	Organising orientation session for ensuring equity., inclusivity for teachers. Develop peer group for support by teachers.	Involve all the teachers to identify their special students, social, emotional physical behavior and academic strength	Principal, counsellor and Teachers.	Start the process for 2nd week of June 2023 for two weeks.	Buddy system helps to promote friendship and better support for course work
	Teachers must be made aware of RPWD Act 2016. RTE Act.	Develop a Rubric for assessment		Impact will be assessed after every month.	The students learn and share from their peers and increase self confidence for all involved.
		Develop peer group to enable co-operative learning			
		Develop a modified arrangement and marking.			