



Leading Pedagogy and Assessment in the light of NEP 2020

Subir Shukla

02 Nov, 2020

KEY PRIORITIES AND FOCAL POINTS IN POLICY

- ▲ Education system needs to be re-configured towards ‘inclusive and equitable quality’ – and the promotion of ‘life long learning opportunities for all.’
- ▲ All round development of the learner (see pg 4 top). Multidisciplinary abilities need emphasis, with humanities being as imp as STEM, taking local languages and the rich diversity of culture of the country into account
- ▲ There has to be a particular focus on the marginalised, disadvantaged and underrepresented groups. Bridging social category gaps – in access, participation and learning outcomes – remain one of the major goals.
- ▲ A change in school culture is emphasized
- ▲ Teacher is at the centre of the fundamental reforms in the education system – empower teachers
- ▲ Range from pre-school onwards - revamping of education structure, including governance (school complex + state admin)(so the issue of who are the leaders becomes critical)

VISION OF CHILD AND SCHOOL/INSTITUTION

What we have to deliver:

- ▲ Develop “good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values – engaged, productive and contributing citizens for building an equitable, inclusive and plural society as envisaged by our Constitution.”
- ▲ Through educational institutions “in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good infrastructure and appropriate resources conducive to learning are available to all students.”



This requires every school (and school support institution) to have a defined:

- ▲ Social and emotional environment
- ▲ Cognitive environment
- ▲ Physical environment
- ▲ Organisational culture and environment, and
- ▲ Coordination that is vertical and horizontal

It is the responsibility of leaders at different levels to define these along with stakeholders and work towards them in a collaborative and transparent manner.

FIELD TRIP TO 2030

A typical block and school complex, in a remote part of the state, in the year 2030.

Focus of learning	Pedagogy	Assessment
ECCE Centre (3 years)		
<p>Holistic development, sub-frameworks of 0-3, 3-5, combining contemporary understanding of child development with local traditions, Oracy</p> <p>FLN readiness, home/local language, MLE (initial) Preparatory year for school, age 5</p> <p>Social emotional learning</p>	<p>Play based, activity based (not 'schoolified and formal), more tactile, use of materials and social activities, local games, exposure to picture books, etc.</p>	<p>regular, formative, competency-based, HOLOs, assessment for optimising learning, holistic progress card, parents involved,</p>
Class 1-2 (2 years)		
<p>FLN, local language, intro to subjects, MLE</p> <p>Social emotional learning</p>	<p>Experiential (ERAC), competency based, teacher takes decision on best pedagogical practices</p>	<p>regular, formative, competency-based, HOLOs, assessment for optimising learning, holistic progress card, parents involved,</p>

Primary Stage, Classes 3-5 (3 years)		
Subjects with conceptual, higher order aspects, local culture	Play based, activity based (not 'schoolified' and formal), more tactile, use of materials and social activities, local games, exposure to picture books, etc.	regular, formative, competency-based, HOLOs, assessment for optimising learning, holistic progress card, parents involved,
Upper Primary, Classes 6-8 (3 years)		
Subjects, higher order, 'world readiness' (p 15), critical thinking, preliminary exposure to vocations and local crafts/ knowledge, local culture, some course choice Social emotional learning	Experiential (ERAC), competency based, cross-curricular, art- and sports-integrated, teacher takes decision on best pedagogical practices	regular, formative, competency-based, HOLOs, including analysis, critical thinking, assessment for optimising learning, holistic progress card, parents involved,
Secondary Stage Classes 9-12 (4 years)		
Subjects, higher order, 'world readiness', vocational education, flexibly mobility / greater subject choice, local knowledge and heritage Social emotional learning	Experiential (ERAC), competency based, cross-curricular, art- and sports-integrated, focus on choice-making, critical thinking, teacher takes decision on best pedagogical practices	regular, formative, competency-based, HOLOs, including analysis, critical thinking, conceptual clarity, assessment for optimising learning, holistic progress card, parents involved, Board exams revamped – minimise coaching and memorisation

Some expectations from leaders at different levels

- ▲ Development of a caring and inclusive culture as an important role of teachers, principals and all others.
- ▲ ECCE: Initiate thinking on access in disadvantaged geographies and groups, staffing, teacher preparation, extension of MDM, integrating with school system and enabling transition to school preparatory class. Conceptualisation of this stage needs to begin now, keeping FLN requirements in mind as well.
- ▲ FLN is an urgent national mission, with clear goals and multi-front action, including filling up teacher vacancies, giving preference to disadvantaged areas and local language.
- ▲ Support and systemic actions such as: joint task forces to develop school preparation model, tracking children's attendance and learning, providing the academic and other support needed by teachers, addressing infrastructure requirements (leadership roles), CPD at various levels
- ▲ Enable teacher autonomy in choosing pedagogy
- ▲ SCERT to lead the 'change management process' for re-invigoration of CRCs, BRCs and DIETS
- ▲ Overall: Increasing time on task of teachers, engagement time and academic learning time of students – through all the means proposed in the policy.

ADDRESSING THE NEEDS OF THE DIS-ADVANTAGED

- ▲ **Requires re-examining constraints such as: daily attendance, language, inclusion, lack of resources and support at home**
- ▲ **What can help: a flexible design, a responsive approach, a differential classroom, looking at children's 'fund of knowledge' rather than taking a deficit view**
- ▲ **At the leadership level, what can help:**
 - Partnership rather than instructions
 - An outcome focus rather than an input focus,
 - adaptation to local situation, looking at the strengths of the disadvantaged rather than taking a deficit perspective
 - Prioritising the interests of the disadvantaged when taking educational decisions – from classroom to complex to district and stae.

PEDAGOGY (INCLUDING CURRICULUM, MATERIALS AND TECHNOLOGY)

▲ **New structure of 5+3+3+4 – requires both vertical and horizontal linkages in terms of curriculum planning**

▲ **Higher order emphasis**

- Emphasis on conceptual understanding is critical – moving away from just facts – requires reflection not memorisation – ERAC
- Creativity and critical thinking – scope for students thin for self – increase the agency of the child
- Encourage students to take decisions and make choices
- Focus on problems and issues, not subjects alone

▲ **National and local**

- Diversity and local knowledge emphasised
- Local language, multilingualism – bring child's culture into the classroom

▲ **Technology for empowerment not for giving answers**

ASSESSMENT

Formative assessment – difference between coaching shop and institution – prepares for life not just for exam

TEACHERS AND CPD

▲ Teachers at the heart of the process

- National professional standards for teachers – pre service and in-service training will be oriented to this
- 50 hours of CPD through various modes. Don't go by flood irrigation but by drip irrigation
- Various modes + Online training for various levels – more of the key things we have learnt. How to use a blended approach, and how to implement a CPD perspective

▲ Delivering CPD

- CPD approach – you have to define the expectation, use standards and descriptors to measure teacher performance, as well as teacher support system's performance and take action accordingly. Role of supportive supervision becomes critical.
- Professional preparation of teacher educators at various levels through CPD is a priority
- SCERT to lead the 'change management process' for re-invigoration of CRCs, BRCs and DIETS

▲ Assessment of teacher performance becomes critical

- Performance and salary increase – depend on performance appraisal, not seniority
- Teacher recognition – and the use of incentives – will also require the use of standards
- Ensuring a merit based structure is important – create and run a system for this

▲ Performance standards are needed at all levels – school, cluster, block, district and state (it does not work for performance to be defined for only one part of a system)

LEADING PEDAGOGY AND ASSESSMENT IN LIGHT OF NEP 2020

Leadership at different

- ▲ levels – class, school, complex, block, district, state
- ▲ strands – academic, community, administrative, policy, regulation

To deliver the NEP 2020 expectations, leadership will have to be:

- Transformative, adaptive and collaborative

Preparatory Phase

To start with, a common understanding needs to be developed through:

- Common underpinnings (vision, beliefs and assumptions, approach to knowledge systems, local culture and community knowledge heritage)
- Understanding of ground realities, based on research
- Piloting or field testing and academic research
- Build on the last 30 years of experience
- Developing a transformation plan in light of NEP



Expectations from Leadership

TRANSFORMATIVE LEADERSHIP

- ▲ Vision and Goal setting
- ▲ Planning, Resource generation and capacity building

ADAPTIVE AND RESPONSIVE LEADERSHIP

- ▲ Social leadership
- ▲ Supporting implementation
- ▲ Decision making

PRACTICING GENERATIVE LEADERSHIP

- ▲ Collaboration and teamwork
- ▲ Transparency and accountability

TRANSFORMATIVE LEADERSHIP

E.g. SCERT to lead the 'change management process' for re-invigoration of CRCs, BRCs and DIETS (this is only one example of transformative expectation)

Vision and Goal setting

- ▲ Long term thinking is critical for leadership. From the policy direction, identify the likely action required. Based on that what is expected in pedagogy and assessment at different levels? Role of leadership in achieving that and continuous improvement...
- ▲ 'Your part lies in imagining a better situation, and helping others imagine it too. Then it is time to put the foundation below the castle in the air.'
- ▲ 'As a leader your role is to affect the thoughts, feelings, capabilities and actions of those you work with, to achieve the goals and objectives of the system you are a part of.'
- ▲ So a good starting point is – how well do you understand the larger goals, objectives, and how well are your own thoughts, feelings capabilities and actions aligned with them? Then, how does change happen and what role can you play in bringing it about?



Planning, Resource generation and capacity building

- ▲ Role of leadership in facilitating the new system, preparing the road map and getting there includes finding resources – not just in terms of money, but also creating pipeline to develop human resources, generating community involvement and support, creating administrative processes and capabilities, generating the required organisational culture.
- ▲ E.g., Local language teachers given preferences; More special educators will be required
- ▲ Significant amount of capacity building requirements lies ahead – e.g. in teacher and institutional development aspects, or the development of School Complex Development Plan, or the School Complex Management Committees. Planning and delivering this to the expected level and quality of effectiveness...

ADAPTIVE AND RESPONSIVE LEADERSHIP

Social leadership

- ▲ It is important to create a system that responds to the needs of the disadvantaged groups – rather than expecting them to adjust to the school. Responsive systems required – it may help to create a ‘responsiveness index’ to know how well you are doing
- ▲ Focusing on the disadvantaged – how to address diversity, whose interests to prioritise when taking decisions, how to enable the powerful to support the less powerful (e.g. in a school complex)

Supporting implementation

- ▲ ‘Any change looks complicated – help people by breaking it down into clear, sequenced and doable steps, and then support them in implementing those.’
- ▲ Role clarification, giving people space to work.

Decision making

- ▲ How to prioritize (activities, needs, time) and how to sequence (activities, flow)?
- ▲ Educational decisions to be based on full equity and inclusion (for decision makers)
- ▲ Collaborative / consultative decision making is going to be an important leadership skill
- ▲ Important to take evidence-based decisions to the extent possible
- ▲ Challenge: sometimes the administrators' priority (e.g. having data to sent to officers above) can become more important than the learners' or teachers' priority (e.g. to help children who are falling behind in learning). So the leader's role in setting priorities is going to be critical (and knowing what the impact of those priorities is going to be)



PRACTICING GENERATIVE LEADERSHIP

- ▲ Need to practice generative leadership – your position is less important than your personality
- ▲ ‘You cannot order teachers to like children or enjoy teaching. However, if you are enthusiastic and teachers like being with you, feel they grow every time they come in contact with you, they will do a lot more than you expect.’
- ▲ Modelling helps - ‘As you get up every day, ask yourself – what can I do to be better at what I do? You will find others trying to be better at their work too.’



Collaboration and teamwork

▲ Collaboration

- Formation of school clusters towards resource sharing, creation of learning communities, and optimisation of outcomes -presents a considerable leadership challenge at multiple levels.
- Generating ownership at various levels is critical – this can be done only when people are part of the decision making process rather than only following what they are told to do
- Creating a network of semi-autonomous entities (such as school complexes, and within them schools where teachers take their own pedagogical decisions) – requires agreement on what is common and what is going to be unique.
- Here it will help to distinguish between principles and procedures.

▲ Synergy and Teamwork:

- Ensuring there is synergy among all the efforts – is an important part of the leadership role
- ‘A leader is only as strong as the people s/he works with’
- However, working as teams, creating trust, sharing vision, sharing strengths and being sympathetic to others’ needs – is not easy in our system!
- Taking the community along with you, involving them as implementation partners as well as knowledge partners, and in the decision making process



Transparency and accountability

Transparency is a leadership requirement; it enhances accountability by:

- ▲ publicly declaring goals,
- ▲ sharing progress,
- ▲ discussing constraints,
- ▲ continuous tracking,
- ▲ self- assessment,
- ▲ collaborative decision-making,
- ▲ gap identification,
- ▲ responsive action,
- ▲ celebrating successes and
- ▲ analysing shortcomings.

Do remember – all this is a 30-year agenda!

