

ANNUAL PEADAGOGICAL PLAN FOR LEADING LEARNING

SCHOOL NAME: MONTFORT VALLEY SENIOR SECONDARY SCHOOL

AFFILIATION NO :931106

UDISE NUMBER:32090500903

ACADEMIC YEAR: 2024- 2025

PRINCIPAL'S NAME: Rev. Bro. Amal. S

School's Vision:

Our vision is to help the young develop into upright, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to participate in and contribute to the global world and practice the core values of the school: respect, tolerance & inclusion, and excellence

School's Mission:

- differentiated, in-depth and cohesive learning programs aligned to year level content and achievement standards informed by the CBSE
- highly effective teachers, focused on improving student outcomes, through their commitment to ongoing professional development, quality teaching, evidence-based practices, coaching and mentoring and collaboration
- a quality inclusive learning environment that is responsive to student voice
- enriching, engaging resources
- Opportunities for community and parents to participate in learning and decision-making partnerships.

School's Beliefs :

God's love bestowed on everyone is experienced and responsibly shared in a unique way with everyone. Montfort School envisions to transmit this message of God's love in and around the school through its presence and educational activities aiming at all round development of the individual as taught by their founder St. Louis Marie de Montfort.

Our teaching Learning approach:

- Emphasis on prior knowledge
- stress 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
- Teachers and students hold feedback conversations to discuss data and developmental needs and together they set goals. They discuss ways to reach those goals and the types of evidence that the students will need to produce.
- Scope and sequence need to be flexible
- Parents can track the progress of their wards via the Parents Portals.
- Student's need to be able to articulate their learning in conferences including video conferences.
- Teachers get to know students as “pupil” not just “students” and what their interests are.
- Children have choice in terms of regulating behavior, what/how to learn and how to present their learning.

Areas of Strength:

- ❖ High levels of collaboration and communication
- ❖ Curriculum, instruction and assessments aligned with CBSE standards
- ❖ frequent monitoring of learning and teaching
- ❖ Focused professional development
- ❖ A supportive learning environment
- ❖ High levels of family and community involvement
- ❖ Celebrate differences in cultural backgrounds
- ❖ Implement social and emotional learning programs
- ❖ Create systems to allow all students to showcase their work
- ❖ Create student-run programs for recycling, school beautify cation, and school grounds clean-up.
- ❖ Creates awareness on climatic changes on earth and project the nature.

DESCRIPTORS

Descriptor :1 – Engaging in Teachers’ Professional Development

Step 1	Step 2	Step 3	Step 4		Step 5
Where are we 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 – Ascertain the needs for professional development through collaborative practices.					
`Need to develop co-construct mechanism with the faculties.	Use these co-constructed mechanisms on a regular basis.	Enabling teachers in implementation of smart teaching	Principal	November 2024 to February 2025	Achieving smart goals
Actionable: 2 Create opportunities for continuous and comprehensive professional learning.					
Develop teachers capacity	Make the teachers to be updated by attending reinforcement program	Enable the teachers to use artificial intelligent programs in presenting the class	Principal	November 2024 to February 2025	Teachers will create a digital classroom
Actionable:3 Empower teachers to become agents of change					
Need to create a collaborative culture in the school	Establish subject wise comities to improve their professional skill	Giving the platform to explore their subject skills.	principal	November 2024 to February 2025	Create a group of professionally skilled faculties

Descriptor :2 - Initiating innovation in school

Step 1	Step 2	Step 3	Step 4		Step 5
Where are we 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 - Creating a culture of innovation					
Need to Provide intellectual stimulation	Bringing together group of students to explore	Regularly conduct meetings to bring innovation in teaching learning	Teachers and students and parents	November 2024 to February 2025	Innovation in progress of learning
Actionable:2 - Expand the perspectives of teachers to implement innovative pedagogies					
Using technology in teaching	Encourage and support teachers to try out new ideas	Develop professional learning communities for sharing ideas, best practices and innovations	Principal and teachers	November 2024 to February 2025	Creating digital classroom
Actionable:3 - Create opportunity for student learning and innovation					
To providing opportunities to work on projects	Encourage inquiry-based learning	Allow them to develop skills and bring innovations	Principal and teachers	November 2024 to February 2025	All the children will be expert in critical thinking and problem solving

Descriptor :3 Leading the Teaching Learning Process

Step 1	Step 2	Step 3	Step 4		Step 5
Where are we 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 Develop a shared understanding of teaching - learning					
Co- construct mechanisms, with teachers, that would help evaluate classroom practice is done occasionally	Encourage teachers to practice methodology in teaching	Giving platform to attend model teaching by the expertise.	Principal	November 2024 to February 2025	All the teachers will well groom in classroom teaching
Actionable:2 Create a Conductive Environment for Learning					
Outside the classroom experimental learning to be done	Provide adequate resources for students to learn experimentally	Encourage teachers to be facilitators of creative learning	Principal And teachers	November 2024 to February 2025	Students will explore in their critical thinking and reasoning skill
Actionable: 3 Encourage Teachers to become reflective practitioners					
Need to develop in establishing SMART goals in teaching and learning	Guide teachers on how to achieve their SMART goal	Assist teachers to establish their own SMART goals for teaching learning	Principal	November 2024 to February 2025	Developed in teaching and learning by using tools of SMART goals

Descriptor :4 – Develop a learning culture

Step 1	Step 2	Step 3	Step 4		Step 5
Where are we 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 – Create the social glue by building a culture of trust and self-improvement					
Need to create opportunities for staff and students' well being	Engage teachers and students to understand individually	Accepting all suggestions, ideas and comments on school improvement that are provided by the teachers and students.	Principal, teachers and students	November 2024 to February 2025	Better outlook of teacher and students
Actionable:2 - Develop policies and systems that support a culture of learning by including all stakeholders					
Regularly need an assessment on innovative pedagogical and inclusive practices and students' achievements	Needs to be identified to improve and innovate academic performance	Creating a group to identify the lacking areas and implement all the strategy	Principal and teachers	November 2024 to February 2025	Improvement in the academic performance of the student
Actionable:3 – Make parents active partners in the educational journey of their child					
Create parent groups that work with the school principal on improving and strengthening school system	Design innovative ways to engage parents in their child's journey	Engage parents to collaborate and participate in various school activities	Principal, teachers and parents	November 2024 to February 2025	Creating social glue between school and parents

Descriptor: 5 - Building an inclusive culture

Step 1	Step 2	Step 3	Step 4		Step 5
Where are we 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 - Create an environment of acceptance					
Celebrate differences as natural human diversity and treat them as an opportunity to learn	Celebrate differences as human diversity and treat them as an opportunity to learn	Scrutinize existing barriers to inclusion and elicit ways of overcoming them by involving students' teachers' parents and community	Principal	November 2024 to February 2025	Students excel in studies and skills
Actionable:2 - Formulate inclusive policies and structures					
Need to give practice on build knowledge and skills to teach a diverse group of learners through continuous professional development	Constant practice and special coach for special needs	All the teachers will insist to undergo capacity building program in practicing inclusive policies	Principal and Teachers	November 2024 to February 2025	All the teachers will be capable to meet the special needs of the children
Actionable:3 - Adopt inclusive teaching practices					
Need to Use inclusive practices like deafferented instruction in learning and teaching	Promote improvisation, risk taking to evolve innovative strategies	Evolve shared expectations for teachers to work together to improve learning outcomes of students	Principal and teachers	November 2024 to February 2025	Teachers are able provide inclusive education to all

A self-analysis to reflect my nature of leadership

Time	Tasks on Regular Day
7.30 a.m.	Sending off the Transport to pick the Children
8 a.m.	Plan out work for workers
9.10 a.m.	Checking teachers report to school
9.30 a.m.	Signing in teacher's substitution and student's absence record
10 a.m.	Visiting class room teaching
10.30a.m	Meeting of parents and others
11 a.m.	Checking mails and circulars
11.30a.m	Supervising the Admin works
12p.m	Supervising the workers
12.30 p.m.	Minding Lunch
1p.m	Lunch
1.30p.m	Meeting of others and parents
2p.m	Observances of classes
2.30p.m	Supervising Admin works
3p.m	Supervising the workers
3.30p.m	Checking the notebooks of students
3.40p.m	Sending off the transport for drop

Areas to improve	Current performance level	Target performance level	What Actions do I need to take to bridge the gap?	How will I know that I am successful?
Inclusive Education	Not spending maximum time to do	Increased time schedule to go through all the aspects & inclusive Education	Schedule time to go through the teaching learning in inclusive Education	Appreciation and feedback of all those who involved

Descriptor 2.6 - Becoming and being a self-Aware leader

Areas of direct intervention of the principal in the school	Why	How
Planning of the curricular and Co-curricular Schedule	Updating the activities designed by the board	Regular vigilance on these curricular and Co-curricular Schedules
Academic and administration	Academic and administration should be regulated and need to keep up to the standard	Forming an academic committee and instructing the necessary action plans
Inclusive Education	Teachers are to be trained to take inclusive education for all the classes	Special training programs to be arranged
Class observance	teachers are to be monitored on regular basis and give them the feedback to improve in the areas needed	Observing the classes regularly
Staff Meeting	To implement innovative activities and CBSE board activities through the timely staff meeting	Staff meeting through offline and online
Health and Hygiene	Principal looks into the area of health and hygiene and takes enough effort to implement in school	Forming committees of teachers to make effect in health and hygiene
Child Safety measurement	Child safety is the prime need of all the students	CCTV camera fixed in the school premises. All the teachers are instructed to look into all areas where the safety is needed

Areas of indirect intervention of the principal for improving student learning	Through whom is the indirect intervention mediated?	How does meditation take place?	Reason for meditation through a person/ process by the principal
Focusing on four language skills (Listening, Speaking, Reading, writing)	Teacher	Various types of activities and competitions to be conducted to improve their language skills	Through teachers' frequent practices and classes can take
Focusing on slow learners	Teacher	Making the class more effective by using different modules and tools to improve their skills and knowledge	Remedial classes and constant observance of slow learners by the teachers
Rule of language	Teacher	Special language management groups are to be innovated to maintain the language standard	Many activities have to give to improve their vocabulary skills through teachers
Enlightenment on nature	Teacher and Admin	Make awareness on nature calamities and to save the nature. Find out the root cause for destruction	Forming clubs to interact about the changes and giving some awareness through activities, assemblies.
Subject enrichment activities and multiple skill assignment	Teacher and Admin	Teacher can assign the activities which student can bring his knowledge and skills	Teachers can give the Projects needs that help the development of the child.
Class work and homework checking	Teachers	Students those who are lacking in doing their work to be found and need to initiated to their parents	Intimating the parents to intervene in the student's academics