



MOUNT LITERA ZEE SCHOOL AHMEDABAD

Annual Pedagogical Plan for Leading Learning

School Name: Mount Litera Zee School Ahmedabad

Affiliation/ UDISE Number: Affiliation No: 430445 UDISE No 24060208403

Academic Session: 2021-22

Principal's Name: Dr. Sunita Singh

- **School Vision Statement:** To Provide An Environment That Helps Young Minds Freely Learn And Develop, And Help Children Evolves As Complete Individuals, Ready To Transform As Leaders Of The 21st Century With Values And Life Skills Inculcated In Them.
- **School's Values:** To Facilitate Development Of Future-Ready Children, Teeming With Self-Belief With A Firm Anchoring In Moral Values
- **Areas of strengths:** Mount Litera Zee School Ahmedabad has a proprietary pedagogy, Litera Octave™, a curriculum that has certain critical attributes. It is interdisciplinary, project-based, and research driven. The Curriculum incorporates higher order thinking skills, multiple intelligences, technology and multimedia. School takes all measures to provide safe & secure environment to protect & safeguard health & safety, cyber safety of its students. It believes in following 'What is right for the child'. Teachers are provided support and training to follow the pedagogy aligned with the philosophy.
- **Areas of improvements:**
 - 1) Opportunities for continuous professional development of teachers aligned with NEP 2020.
 - 2) Opportunities for students to innovate and involve in Competency based learning Outcome.
 - 3) Overcoming learning gap developed due to COVID pandemic.

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 timeline for Implementation?	What will the impact look like?
We need to provide and encourage teachers for their professional development to prepare them for implementation of NEP.	<ul style="list-style-type: none"> • Making the teachers understand the importance of professional development. • Organize seminars. • Motivate teachers for professional development. • Guide them how it can be done. • Organize Microteaching sessions 	<ul style="list-style-type: none"> • Make arrangement of In House training, talks on school needs, calling experts for the same. • Encourage teachers for enrolling on various online training platforms like DIKSHA, NISHTHA and COE Training and other Pvt. organization, Zeegysa(Teachers Training Portal by ZEE Learn Ltd) • Set Smart targets for teachers • Forming subject-wise committee for feedback on current knowledge & skills of Teachers • Observe & study effective instructional practice of colleagues in their own school (microteaching) • Promote reflective & met cognitive thinking practice. • Practice distributed leadership. • Encourage collaborative culture in school for teachers to work together. 	<ul style="list-style-type: none"> • Teacher them self • Coordinators • Principal 	<ul style="list-style-type: none"> • April 2021 to March 2022. • Minimum 50 hours of training must be completed by each teacher. 	<ul style="list-style-type: none"> • Improvement in quality of teaching-learning. • Improvement of result of children. • Teachers will use digital tools in classroom practice. <ul style="list-style-type: none"> • Change in students behavior, participation in various activities and interaction with teachers, peers etc. • Improved teachers practice & knowledge along with bringing a change in the mindset and assumptions about how children learn. • Impact on standard learning and overall school improvement, including school culture and climate. • Student will be future ready

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?
We need to Creating opportunities for student learning for innovative and competency approach.	<ul style="list-style-type: none"> • Provide opportunity to students to innovate. • Creating application based learning. 	<ul style="list-style-type: none"> • Science, Social Science, Math Projects, Models to be made. • Encourage experiential learning. • Introduce at least 1 hour a month for students to identify school related problem and brainstorm on solutions. 	<ul style="list-style-type: none"> • Innovation In charge teacher (Those who have done training) • House In charges • Coordinators • Principal 	Commence in August and to be held monthly.	<ul style="list-style-type: none"> • 90% students will be able to articulate problem that are existing and list the solutions, strategies to overcome, implement the plan to notice the result. • Digital Platform, AI and visual learning to accept a new normal. • Building school culture that is agile, flexible and adaptable. • Technology driven teaching-learning, classroom design, technology for learning, learning space and partnership with community.

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?
More of teacher centric teaching learning	<ul style="list-style-type: none"> • Develop a shared understanding of teaching-learning. To make them understand that purpose of teaching learning is to make students future ready. • Encourage teachers to adapt changes to make learning effective and joyful. • Acknowledge teachers as leaders of classroom instructional practice that guide learning. • Encourage teachers to collaborate and plan lesson. • Teachers to undertake innovative & research based pedagogical practice. • Promote culture of experiential learning. • Undertake regular classroom observations and provide developmental feedback. 	<ul style="list-style-type: none"> • Teachers will be made to attend courses on experiential learning, competency based learning. • By encouraging and appreciating the teachers who practice it. • Teachers to collaborate, plan lesson after brain storming. • Subject and Art integration to adopt in teaching learning. • Provide regular feedback of class observation. 	<ul style="list-style-type: none"> • Coordinators • HOD • Principal 	<ul style="list-style-type: none"> • It is ongoing process. • April, 2021 – Mach 2022. 	<ul style="list-style-type: none"> • Joyful and stress-free learning will take place among the students. • Students will learn for understanding, build their competency, not just to pass examination.

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?
<ul style="list-style-type: none"> • There is scope of improvement and develop a better learning culture in school. 	<ul style="list-style-type: none"> • Engage with students and staff to understand them. • Encourage positivity and empathy for stakeholders. • Celebrate success with larger section. • Provide ‘Psychologically safe’ environment. Viewing failure as new learning opportunities. • Establish open door policy and transparent communication among stakeholders. 	<ul style="list-style-type: none"> • Follow Policy to implement school as being safe and secure like protecting and safeguarding health and safety, cyber safety, behavior management etc. • Minimize disruption to classroom instructional time by avoiding time spent by teachers on non-instructional activities. • Hold student-teachers accountable by being transparent. • Hold meeting with stakeholder to discuss how vision of school is being fulfilled. • Decision should be backed by research and data driven. • Set high expectations for students and communicate effectively. • Students to take assessment as feedback and opportunity to learn. • Inculcate value, gender sensitivity and life skills with learning experience. • Encourage art integration, vocational skills. • Share best practice and innovation in school. 	<ul style="list-style-type: none"> • Principal • Coordinators • Teachers • Parents 	<ul style="list-style-type: none"> • Ongoing process but for this year March 2022 	<ul style="list-style-type: none"> • A visible shift in culture will be observed.

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?
<ul style="list-style-type: none"> Teachers are not trained to teach children with special need. They find themselves uncomfortable handling such students. 	<ul style="list-style-type: none"> Caste, creed, ethnicity, gender, physical disabilities, mental & emotional well-being & intellectual acumen. Besides learning to teach these children so that equality, inclusivity and diversity are positively practiced. Set shared belief of respect and care. Promote social interaction of students with teachers. Sensitize teachers, peer groups, support staff and community to unique needs of diverse group of learners. 	<ul style="list-style-type: none"> Sensitize and Train teachers to handle and act accordingly. Identify suitable resource person for training. Encourage CPD through online portal like DIKSHA, Zeegyasa etc. Encourage group process problem solving approach Teacher should work in team and share their best ideas and practices. Track, monitor and support children who are at risk of exclusion, marginalization and underachievement. 	<ul style="list-style-type: none"> Principal Coordinators Counselor Special educators 	<ul style="list-style-type: none"> Ongoing process but for this year March2022. 	<ul style="list-style-type: none"> Teachers will be skilled to handle children with special need with patience. They will be able to plan differentiate instructions to meet the needs of such children.