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Sarvodaya Co-Ed. Sr. Sec. School

I.P. EXTENSION, PATPARGANJ, DELHI-110092

SARVODAYA COED SR. SEC. SCHOOL
GOVT. OF DELHI
Directorate of Education
I.P.Extension, Patparganj, Delhi-110092
A Community of Life Long Learners, Creators of Possibilities & Change Makers

EQUITEXELLENCE 2030 : ACTION PLAN FOR ACTIVE LEARNING, EQUITY & EXCELLENCE

Vision :

Schools as learning organisation that facilitates each child to become an active learner, inquirer, creative, critical and reflective thinker, empowered being and unfold her/his emancipated becoming at local, national and global level. Who is compassionate innovator and lead practitioner in the various field of creation and excellence and also change maker with a democratic disposition in the interest of people, society and humanity at glocal level and also contributing towards ecological balance as well as peaceful and empowering co-existance among all the entities of the planet.

To this end the Learning Organisation considers the viewpoint of all stakeholders (participants) and ensures its being with shared vision/ concerns/ priorities and nurtures team learning. The learning organization emphasizes more on system thinking than individual pursuit of actions and facilitates active learning and active pedagogy for ensuring empowered being and emancipated becoming of students, teachers, parents and community.

Long Term Goals:

(1) Each child learns and enjoys enquiry based active learning, empowered being and emancipated becoming and emerges as lead ·enquirer, critical and creative thinker, knowledge constructor, compassionate, open minded, caring, risk-taker, reflective, problem poser, problem solver and balanced, sociable and democratic, and innovator and change maker with blended outlook of being, learning and working together at local, national and global level and searching possibilities of excellence in the interest of humanities.

(2) Each teacher learns and grows as a dynamic educator in the field of education, in the interest of children, school and society.

(3) Parents learn to be active facilitators of the development of their wards and also potential partners in the interest of their wards, school and society.

Long Term Goals (continue...):

(4) Community members learn to be potential partners in and about school and society.

(5) To cater to the learning needs and aspirations of excluded youth of the community.

(6) To facilitate a culture of active learning and working together among neighbourhood schools and facilitate the emergence of learning communities among nearby schools in order to cater to the needs and aspirations of people and community in neighbourhood states beyond.

(7) To develop a culture of community ownership, distributive and community leadership of practices in the school.

Goal : 1

Students : Active Learning Empowered Being and Emancipated Becoming of Children and youth.

S.No.	Planned work / activities / tasks	Course of Action and Targets	Resources Needed (Material/time & Human)	Plant Leadership, Pedagogical Inclusive Teacher (Facilitator/ Home/Guide)	Evidence of Success / Assessment	Process/Content
1	Need based foundational learning.	Basic literacy and mathematical skills, concepts, language of the subject and learning to learn skills, critical and creative competency and skills for active participation, through communication in subjects. Special Right Classes (SRC)	6 - 8 w e e k s & Collaborative teaching among teachers and parental support.	Facilitator Coach Mentor	Growth Mind-set, positive self concept and better performance of student in reading writing and mathematical skills.	Activities,discussion, dialogue, worksheets, group engagement, group thinking and group learning, Learning through peer learning, peer ability peer group learning, peer tutoring, team teaching individualized instruction and Special Right Classes.
2	Concept based inquiry learning, global context through dynamic Mind of India Knowledge System and western Knowledge system	**Facilitate process learning through** concept based inquiry and agentic learning: - Exploring threshold concepts - Troublesome concepts - Inculcating Creative Excitements - Developing Inquiry Disposition, Questioning Skill, Problem Solving - Exploring Indian Knowledge System **Product Learning:** Marks/ grades and qualifying competitive examinations, at school level, school board at zonal level, at National and International Level.	One Year will be devoted to laying the foundation of active pedagogy and collaborative practices.	Facilitators	Continue Concept mapping, Inquiry, Inquiry post-group learning. Inter-disciplinary and multi-disciplinary. Holistic approach approach strategies for unit pedagogic planning. Home to home school continuum and curricular audit will be used for nurturing the collaborative environment between student, teacher and parents.	Activities,discussion, dialogue, worksheets, group engagement, group thinking and group learning, Learning through peer learning, peer ability peer group learning, peer tutoring, team teaching individualized instruction and Special Right Classes.
3	(i) OPEN MIC Multi age and multi grade youth Interaction Period. (ii) Sports Festivals - Hughes Day Fun Sports Fiesta Inter School Entry Board Bal Samsad (v) Young Leadership Committee (YLC) (vi) Interaction and Dialogue Circle (vii) Relevant and Emancipatory Curriculum (viii) Self Awareness and Career Design (ix) Inter Personal Zones (x) School Health and Wellness (xi) Arts, Crafts and Theatre in Education (xii) NEEV (xiii) RASHTRANEETI (xiv) SCIENCE OF LIVING - Yoga and Meditation (xv) Children as Researchers Project (CRP)	Free-free and democratic space and environment for students to think critically and reflectively and share their opinions, comments. Socio-educational and political right to ask questions, offer constructive critique and provide suggestions/ advice unavoidable inputs for inarticulating policy, planning and practice for a joyful, meaningful, empowered being and emancipated becoming of the student in the school. Integrated Development (Integration within and beyond) Multiple Intelligence, Holistic development and Mindset as well as ability to see the world as a place of opportunities and possibilities by thinking and acting out of the box.	Mastery on the self agentic profile of the child, as well as individualized learning plan(ILP), Self reflection journal and portfolio.	Pedagogic anchors Interdisciplinary facilitators of their respective departments.	• Children without fear, filled with confidence and positive outlook. • Ok-be able to learn beyond the classroom and to nurture critical consciousness, compassion, creativity and problem posing and solving skills. • Mind-set and ability to participate in decision making that influence their lives and rights and empowered being in the school. • Courage and ability to participate in various activities and projects that facilitate action learning and applied learning. • Developing a disposition and strategies to deal with ambiguity and uncertainty with multi-age peer and adult in the school and beyond. • A space and opportunity for students to express their thoughts, feelings and experiences freely, with confidence and right to be listened and non-judgemental and responsive way. • To develop research mind-set, abilities and dispositions and strategies to become life long researcher in their area of interest.	Small group engagement, Interaction, Collaborative thinking and Collective learning regularly throughout the session. Facilitation of Sharing and learning to be, learning, to learn and learning to work together. Assembly, Panel Discussion, Forums, Workshops, Symposium, Colloquium, Conclave, Problem based project, Research project/paper and children newspaper.

Goal : 2

Teachers : Facilitating teachers to grow as dynamic educators, professional learner and also become significant adults as mentor, coach and facilitator for active learning.

S.No.	Targets	Planned work/activities/ tasks	Resources Needed (Material /Time/ Human)	Person (s) Responsible	Evidence of success	Process
1	Reflective practices and learning to improvise and innovate for equity and excellence through pedagogic practices.	(i) Pedagogic Diary & Pedagogic planning (2) Self- appraisal monthly journal of the teachers (i) Learner's profile (4) Pedagogic Reflective Diary(at least once in a week)	Teachers Diary/ Perform for self appraisal (fortnightly/ monthly)	Teacher	Teachers' beliefs, attitude, pedagogic practices, reflective journaling, self concept and self efficacy improved. Children performance in process and product learning, improved pedagogic practice in and out, children well-drawn learning need and learning style.	Objective or target based review, assessment and reflection
2	Cross- learning & cultivating community of practices such as Collaborative learning and peer solving pedagogic practices. Active pedagogy, Team learning and Team Teaching.	(i) Last working Day colloquium, - workshop seminar (ii) Pre-assessment and seminar (iii) Post-assessment(A) reflective meeting	Specified time and place, team of teachers.	Teacher-Convener and HOS/ Principal	Initiatives and interaction in pedagogy, shared practices and collaborative Children performance in process and product learning, improved pedagogic practice in and out, children well-drawn learning needs and learning style.	Sharing, collective reading and reflective participation. Action research, Lesson study, Journal and paper presentation in seminar and colloquium.
3	Learning from peers across schools and experts for professional Development.	Annual Seminar-Cum-Workshop, Class Pedagogic Team Meet(PT), Inter-Inter-Faculty Interaction, Pedagogic Groups and Outbodies of the Facilitators.	Time, place and other logistics	Teacher-convener and HOS/ Principal	Personal growth, perspective building and constructive disposition in and out, critical and creative thinking, Children performance in process and product learning, inclusive pedagogic practice in and out, children well-drawn learning needs and learning style.	Sharing, active participation and cross learning.

Goal : 3

Parents : Parents learn to be active parents, significant adult for their ward and also become and empowered partners in the interest of their children and school.

S.No.	Targets/Objectives	Planned work/ activities/ tasks	Time Schedule	Personal responsible	Process/Content
1	Orientation about the schools educational agenda and action plan for the new academic session and setting the parameters for collaborative efforts of parents and school for nurturing children's habits and healthy, enhancing learning of students.	(i) General body meet with parents	First day of the beginning of an academic session.	Principal, Pedagogic Anchors and SMC Members.	Need based interaction and class wise interaction between students, teachers and parents.
2	Taking and giving feedbacks and look for possibilities for collaboration among teachers and parents to enhance learning.	(ii) Mid-term parents-school meeting.	After SA-I result	Principal, Pedagogic Anchors and Expert team on parenting Members.	Class-wise interaction/ mutual sharing about the learning of students and curricular module of parenting.
3	To enhance the capacity and skills of parenting in the context of learning and developmental needs of students. To groom / mentor parents to work as potential partners in the students learning and development.	(iii) Parent - teacher / student interaction workshops Need based and Interest based for parent education.	At least two in an academic session as per need based on the category of the learning needs and learning style of students.	Principal, Pedagogic Anchors and Expert team on parenting Members	Interaction and sharing, organizing school camp in the community and facilitating learning by transacting parenting module for parenting in the community.
4	To enhance the capacity and skills of parenting at individual level.	(iv) Coaching to the parents	Regular activities as per need	SMC members/teachers	Interaction/dialogue/ sharing school camps in the community

Goal : 4

School Management Committee (SMC) : Learn to participate actively as policy maker, planner, policy advocate, Curriculum Auditor and provide community leadership in School to cater the educational needs and aspiration of Children, Youth and Community and also facilitate school to emerge as a community model of learning organization (Community School).

S.No.	Targets	Planned works/ activities/tasks	Material/ Resources (time and human)	Person responsible	Process/Content
1	To orient and to re-construct collaborative disposition to work as potential partner.	Orientation workshops for the newly elected SMC.	Two days	Principal	Interaction and sharing
2	(i) To develop capacity and skills among SMC members to understand the technical and moral aspects of academic activities and the ways it can be facilitated in the interest of children. (ii) To understand and develop vision, goals and the ways to achieve the goals. (iii) To design vision and educational agenda in order to develop school culture and policy through shared leadership. (iv) To understand the technical aspects of school development. (v) To understand their role and functions in the school and also its implications for students learning/development.	Capacity Building workshops for SMC.	Twice in the first half of SMC's tenure.	Principal, SMC and team of Experts	Interaction and sharing

Goal : 5

Excluded youth of the community : Facilitate excluded youth to develop constructive self concept, and aquire necessary awareness and skills to occupy a respectable position in the mainstream of the society secure learning needs and aspirations

S.No.	Target	Planned works/ activities/ tasks	Material/Resources (time and human)	Person responsible	Process/Content
1.	(i) Developing positive disposition and attitude towards self and others. (ii) Inculcating constructive approach and skills for life long learning. (iii) Nurturing multiple intelligence and holistic development of the child and anchoring their hopes in life ahead. (iv) Critical consciousness and democratic disposition.	Learning cum Creative activities	(i) A large hall for organizing library cum ICT based information systems. (ii) Material/resources for organizing various activities like creative Adda. (iii) On weekends/ during vacations. (iv) Team of volunteers and experts.	Principal /SMC Principal /SMC	Sharing/dialogue and interactive discussion, collective reading, reflection and performance. Activity-based interactions learning by doing group and individual career coaching. Guidance and counselling, organizing educative and awareness camps in the community.

Goal : 6

Schools Complex : To cultivate a culture of learning and working together among neighbourhood schools to create a learning community to cater the educational needs and aspiration of children, family and community.

S.No.	Target	Planned works/ activities/tasks	Material/Resources (time and human)	Person responsible	Evidence of Success.
1.	Positive belief and attitude among the HOS for shared vision/ goals and strategies of learning and working together. Seminar/ workshops for capacity building in different subjects. Faculty workshops and creating pool of faculty (Subject wise, Skill wise, materials/Assessment tools, Partnership and team learning).	Being together /Sharing circle of the HOS of the neighbourhood schools. Learning together interaction among teachers of Neighbourhood schools. Working in collaboration	At least once in two months As per the needs of Neighbourhood schools. As per need	Principal /SMC Principal Principal	Shared vision/goals and action plan Pedagogic planning, strategies and team teaching among teachers of Neighbourhood the schools. Sharing of resources and supporting school and teacher facilitator in need.

Goal : 7

Community School : To develop school on the community model of learning organization i.e., community school, in the contexts of learning needs and aspiration of the community.

(i) Anchoring school through **'distributive'** leadership, culture of shared responsibilities and democratic process of academic life at school. The hierarchy of administrative structure will be used without hegemony.

(ii) To develop the culture of leadership through various innovation.

(iii) To cultivate the organizational and cultural aspect of the school for promoting empowered being and emancipated becoming of the students and teachers.

(iv) To appreciate academic leadership through Research and Academic Development team: HOS/Principal (Chairperson); Research Officers (Three); Teacher Development Co-coordinator (One), SMC Vice-chairperson/nominated member of SMC; at least two students and any invited expert.

(v) Participation desk to receive constructive feedback from parents.

(vi) Looking for space and opportunity to situate school in the community, and the community in the school.

(vii) To live with the idea that each school has a neighborhood wherein it plays a crucial role in nurturing the empowered being and emancipated becoming of every member of the community.

Co-Creators : *Research and Academic Development Team (RAAD), Bal Sansad & Community Council, Parents, School Management Committee (SMC) & Principal.*

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Lead Facilitator / Principal