



# Life Empowerment Awards for Schools 2018 -19



- *Promotion & Recognition of Holistic Development in Schools* -

## **BEST PRACTICES IN PROMOTING TEACHER LEADERSHIP FOR VALUES EDUCATION**

### **ASSESSMENT CRITERIA**

**Desired Outcomes:** The school has a well defined Vision and Mission Statement for promoting Skills Development For Values Education, reflecting specific thrust for enabling students and all other stakeholders to appreciate the significance of Teacher Leadership For Values Education for developing abilities to translate knowledge, attitude and value orientation into behaviour among students, so that they competently respond to and manage their physical, mental, emotional and social needs and ensure their holistic health and wellbeing. The school through the concerned trained teacher(s) promotes curriculum transaction strategies, both scholastic and co-scholastic, that provide opportunities to learners for the development of Teacher Leadership for Values Education among them.

With a view to achieving this objective, the school promotes and motivates teachers for developing needed competencies in them to employ suitable transaction strategies while teaching various subjects and/or conducting activities for the development of life skills among students. The school appreciates diversity and ensures that all students across the board participate in the entire curriculum transaction process for development of Teacher Leadership for Values Education among them.

The main objectives of implementing best practices for promoting Teacher Leadership For Values Education (life skills) are: to develop life skills among students and to promote the appreciation of the criticality of doing so among all the stakeholders, especially the head of the school, teachers and parents, so that the focus of teaching learning process does not remain only on the academic achievement of the learners. In fact, the focus of practices for promotion of Values Education (life skills) has to be on:

- I. Appreciation of the need by Teachers to develop life skills among students and not simply to improve their academic achievement;
- II. Development of needed competencies among teachers to adopt transaction processes for life skills development among students aimed at empowering them for their holistic health and wellbeing by managing issues and concerns related to their growing up, so that they become responsible citizens and responsive members of human society at large;
- III. Ensuring that certain students are well-trained to play the role of peer leaders;

- IV. Promotion of inclusivity, by enabling differently-abled, female and other gender and socially disadvantaged groups to participate in scholastic as well as non-scholastic activities focused on life skills development. In order to ensure the realization of all these outcomes, the concerned teacher has to play a decisive role.

### **Assessment Criteria**

- **Vision**
- **Policy**
- **Annual Calendar Plan**
- **Inclusivity**
- **Teacher Leadership For Values Education through Physical Education Cards (PEC)**
- **Human Resources**
- **Innovative Practices**
- **Stakeholders**
- **Leadership**

### **Components of the Criteria**

- ✚ **Vision:** The School has a well defined vision reflecting the thrust on the development of Teacher Leadership for Values Education (life skills) among students and all other stakeholders.(Please mention if the concerned teacher/teachers contributed to the inclusion of this element in the Vision).
- ✚ **Policy:** The school has a clearly stated policy on the implementation of the Vision through Standard Operating Procedure (SOP) across the board. (Please mention if a teacher/teachers contributed in making this element a part of the Policy)
- ✚ **Annual Calendar Plan:** Since the development of life skills is an integral part of the entire teaching-learning process, a well documented Annual Calendar Plan (ACP) of the school also reflects certain specific activities, such as:(i) training of teachers and peer educators; (ii) organisation of non-scholastic activities and events focused on sharing of experiences, and (iii) there is a specified space in the ACP for these activities focused on life skills development. Time Table being an integral part of the ACP, it reflects the distribution of activities that involve not only students but also all other stakeholders. (Please mention if teacher/teachers specifically contributed to the inclusion of this element in the ACP)

✚ **Inclusivity:** The Annual calendar plan reflects provisions for participation (in all scholastic as well as co-scholastic activities) of all students including those who are differently-abled and also those who have so far been discriminated based on gender and social considerations (socially disadvantaged-groups). The contribution of the teacher/teachers in this regard needs to be specified.

✚ **Physical Education Cards:** The School has a definite focus on the development of life skills through activities especially included in PEC. In fact, the activities included in PEC have a lot of potential for life skills development and the schools are expected to have a specific plan, strategy and space for developing life skills along with the PEC related skills. The plan and transaction strategies are focused on ensuring active involvement of the concerned teachers/facilitators, peer educators and parents. The school has to have a process of documentation of such experiences. The contribution of the teacher/teachers in this regard needs to be mentioned.

✚ **Human Resources:**

- The school has Counsellor(s)/Special Educator(s). All the teachers of the school are adequately oriented/trained for adoption of transaction strategies (both scholastic and co-scholastic, including those focused on integration of counselling in pedagogical methods for transaction) that lead to the development of life skills.
- Since peer education strategy has proved to be very effective in promoting the development of life skills among students, adequate number of peer educators in the school are trained and proper opportunities are provided to them to interact with their peer groups, and the entire school management process has the required faith in such peer educators.
- There is a process of documentation of the experiences of peer education and sharing of it with all the stakeholders.
- The documentation specifically reflects the contribution of the teacher/teachers with respect to the development of required competencies among the human resource who are engaged in promoting and actualising life skills development among students.

✚ **Innovations**

- Innovative practices and transaction strategies have been evolved and are being employed in the school for the development of Teacher Leadership for Values Education (life skills) among students and other stakeholders.

- Teacher Leadership for Values Education (life skills) development focused activity (ies) are conducted differently from those that are organised on the occasion of various other programmes or events.
- Specific references with respect to contribution of teacher/teachers who played critical role in evolving and employing such innovations are reflected in the documentation process in the school.
- ✚ **Stakeholders:** Activities aimed at the involvement of all stakeholders (parents, teachers, students, alumni) in promoting the process of life skills development and making them realise its significance in the holistic development of learners have been organised. The documentation specifically reflects the contribution of the teacher/teachers in this regard.
- ✚ **Leadership:** The Head of the school is involved in the Planning, Implementation, Mentoring, Monitoring and Reviewing the entire transaction process (both scholastic and co-scholastic and also in the promotion of Teacher Leadership for Values Education by involving all the stakeholders. The Head of the school also ensures the availability and accessibility of the needed Human Resources and Facilities. These (including contribution of teacher/teachers) need to be reflected in the documentation.