2.1 PEDAGOGICAL PLAN COMMITTEE

Name	DESIGNATION	Role in PPC
	Principal	School Leader
	HOD	Infrastructure Member
	Admission Team	Admission Member
	PRO	Branding Member
	Faculty Members	Teaching Learning Member
	IQAC Team	Quality Assurence

PPC Meetings to develop APP

Date :- As per your choice

Stake holder consulted :-

1. Administrators   2.Families   3. School Bus Drivers   4. Social Workers

5. School Counsellor 6. Teachers   7. Parents   8. Ground Staff   9. City or local authorities

10. Welfare office   11. Students 12. Alumni   13. Clerical Staff   14. PTA

Discussions held:-

1. Meet their needs engage and consult on

- Interest area
- Try to increase level of interest
- Aim to move into right hand box

2. Keep layers focus

- efforts on this group
- involve in governance
- Decision making bodies
- engage and consult regularly

3. Least important

- inform via general communication, news letters, website etc.
- aim to move into right hand box

4. Show consideration :-

- Make use of interest through involvement in low risk areas
- keep informed and consult on interest area

5. implementation of curriculum

6. use parent surveys and hold multiple meetings for communication input.

7. at school level develop a representative oversight body that can solicit teachers, Professionals etc.

VISION STATEMENT(Any One)

1. ....School We equip students with the tools to be successful, confident, creative individuals. This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff is innovative and dynamic, providing leadership that inspires learning.

2. ....School is committed to providing quality education in a nurturing, innovative learning environment so that all students can become active, confident participants within our ever-changing, challenging world.

3................School is a place where exploration, creativity, and imagination make learning exciting and where all learners aspire to reach their potential. We work together as a whole school community to prepare and inspire our students to be their best in a quickly changing global society.

4. ....School and the wider community are committed to excellence in learning for all students. Students will imagine, reflect and innovate within a safe learning environment that develops their academic, social and emotional growth and well being. We will build the critical thinking and collaboration skills necessary to participate positively in a complex and constantly changing culturally diverse world.

5. It is the vision of Baba Farid International school to create a learning environment where all students are motivated to find their purpose, to clearly see their worth, and to realize their full potential.

MISSION STATEMENT (ANY ONE)

To transform attitudes, values and priorities by changing mind set rejuvenating our learners and infuse positive energy to take the challenges of life.

To empower learners by providing best technical education coupled with leadership and professional skills.

To provide "Education for living and livelihood" as well as "Education for life", by focusing on the inculcation of human and moral values.

Enable students for deep learning, rational thinking flair for entrepreneurship through industry institute interaction.

Our Values (2 or 3)

➢ In light of Schools vision, we believe in imparting Education and disseminating knowledge among youth, which is one of the best ways of nation building.
➢ Give due respect to all students and staff members
➢ Gender biasness is strictly prohibited.
➢ Enhance professionalism with good human values.
➢ Promote team spirit and healthy competition.
➢ Create healthy atmosphere for effective teaching–learning process.
➢ Promote creativity and innovation in all activities.
➢ Promote equality, integrity, patriotism and brotherhood.
➢ Promote communal harmony and religious tolerance.
➢ Value individual differences and dignity of labor.
➢ Sharing of experience, knowledge and skills.

Our Focus

1:      Active, informed and creative citizens Purpose: To ensure a student centred learning environment that nurtures, guides, challenges and inspires all students to become

skilled, effective, motivated learners and confident, creative individuals who are empowered to be successful emotionally, physically, socially and academically, contributing to a thriving community and living well.

2:      Quality teaching and learning Purpose: To create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community. 3: Effective communication and connections Purpose: To increase community participation in school leadership, wellbeing and family partnership projects so that our students grow into confident, creative and resilient global citizens.

OUR PEDAGOGICAL VISION

Baba Farid International School offers its learners an inimitable opportunity to grow and develop through a diverse and promising curriculum interspersed with myriad range of activities. Through the inquiry based learning, students are taught to take ownership and onus of the learning process and are motivated to positively engage and involve themselves in their own education by setting personal goals. This is done to discover their interests, talents and strengths. The care and support provided by the school helps in fostering positive attitude in them so that, they become risk-takers, without the fear of being intimidated and being judged.

Our Teaching Learning Approach

At Cambridge School we have collaboratively developed a Pedagogical Framework to inform our teaching practice (the how) and we use the C2C materials as a resource to support the planning, preparation, delivery, assessment and reporting of the National Curriculum.

Our Pedagogical Framework is:

- ➢ aligned with strategic planning
- ➢ linked to our school vision and values
- ➢ research validated and
- ➢ supports excellence in teaching and learning practices.

2.2 Academic Resources

Name of Resources   **Segment**   **Usefulness**

1. Field Trip 2. Student-Generated Test Questions

Usefulness of Field Trip

- Apply what they've learned firsthand
- Create new connections and reinforce the lessons they've learned by putting them into practice in a fun, engaging context

Usefulness of Student Generated Test Questions

- What students see as the **key concepts** within a lesson
- What students consider to be **reasonable and valuable test questions**
- Whether students have **inaccurate expectations for an upcoming test**
- ## **Secondary and Sr. Sec, Segments**

Resources

1. Spaced Learning 2. Flexible Fridays 3. Engagement

Usefulness of Spaced Learning

1.it's more effective than simply teaching students by utilising traditional methods for four hours.

2. **The key is in the brain cells. It helps them to create the connections that they need to actually remember the knowledge.**

3. **Furthermore, it has the additional benefit of allowing people to relax.**

Usefulness of Flexible Fridays

1. It makes it more convenient for students as now they can focus on one thing while in school. It means that students don't have a breaking point by spending hours struggling with a subject along at home.

2. Teachers also find it easier as they can keep their lesson plans and simply go over them again with a more personal touch. Flexible Friday lessons are more in-touch with students and gives focused study time that can help students grasp difficult concepts.

3. Teachers are also able to aid students by simply having fast-track weeks. Having a whole week of mathematics or English can help students to get through the subjects in a shorter amount of time.

Usefulness of Engagement

The idea is to get students engaged and to connect their learning to the real world.

New methods of teaching have the purpose to improve the quality of education and involve students in educational process. Innovations mean a progress and development.

2.3. Pedagogical Strategies

Innovative Learning Strategies

Crossover Learning (Class 6-10) Subject ICT/Computer/Languages

Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn.

An effective method is for a teacher to propose and discuss a question in the classroom, then for learners to explore that question on a museum visit or field trip, collecting photos or notes as evidence, then share their findings back in the class to produce individual or group answers.

Learning Through Argumentation (Class Primary and Secondary) Science/Maths/EVS

Students can advance their understanding of science and mathematics by arguing in ways similar to professional scientists and mathematicians. Argumentation helps students attend to contrasting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists work together to establish or refute claims.

Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to construct explanations. When students argue in scientific ways, they learn how to take turns, listen actively, and respond constructively to others. Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately.

Incidental Learning (Class Primary) Subject Any because it follows curriculum

Incidental learning is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. Early research on this topic dealt with how people learn in their daily routines at their workplaces.

For many people, mobile devices have been integrated into their daily lives, providing many opportunities for technology-supported incidental learning. Unlike formal education, incidental learning is not led by a teacher, nor does it follow a structured curriculum, or result in formal certification.

Computational Thinking (Class Primary to Secondary) Subject Maths/Languages/Science

Computational thinking is a powerful approach to thinking and problem solving. It involves breaking large problems down into smaller ones (decomposition), recognizing how these relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing the steps that will be necessary to reach a solution (algorithms) and refining these steps (debugging).

Such computational thinking skills can be valuable in many aspects of life, ranging from writing a recipe to share a favorite dish with friends, through planning a holiday or expedition, to deploying a scientific team to tackle a difficult challenge like an outbreak of disease.

Learning By Doing Science (with remote labs) (Class primary to Sr. Sec. Science and related to science subjects)

Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, improve conceptual understanding, and increase motivation. Remote access to specialized equipment, first developed for scientists and university students, is now expanding to trainee teachers and school students. A remote lab typically consists of apparatus or equipment, robotic arms to operate it, and cameras that provide views of the experiments as they unfold.

Remote lab systems can reduce barriers to participation by providing user-friendly Web interfaces, curriculum materials, and professional development for teachers.

Embodied Learning (Any Class) Social Science/Languages

Embodied learning involves self-awareness of the body interacting with a real or simulated world to support the learning process. When learning a new sport, physical movement is an obvious part of the learning process. In embodied learning, the aim is that mind and body work together so that physical feedback and actions reinforce the learning process.

Technology to aid this includes wearable sensors that gather personal physical and biological data, visual systems that track movement, and mobile devices that respond to actions such as tilting and motion. This approach can be applied to the exploration of aspects of physical

sciences such as friction, acceleration, and force, or to investigate simulated situations such as the structure of molecules.

For more general learning, the process of physical action provides a way to engage learners in feeling as they learn. Being more aware of how one's body interacts with the world can also support the development of a mindful approach to learning and well-being.

Adaptive Teaching (Any class Any Subject)

All learners are different. However, most educational presentations and materials are the same for all. This creates a learning problem, by putting a burden on the learner to figure out how to engage with the content. It means that some learners will be bored, others will be lost, and very few are likely to discover paths through the content that result in optimal learning. Adaptive teaching offers a solution to this problem. It uses data about a learner's previous and current learning to create a personalized path through educational content.

Integrative Teaching   class Pre-primary and primary

Thematic Teaching   class primary and secondary

2.5   Student Development Plan

Student need assessment mechanism

1. Controlled Observations
2. Naturalistic Observations
3. Participant Observations

No of Students identified for remedial class:- As per your choice

No of Students identified for enrichment class:- As per your choice

Classroom Observation Schedule:-	Frequency	Done By
1. Peer Classroom observation form	Pair	HOD
2. Instructional Observation	Whole Class	Class Teacher
3. Frequency Count Observation	Individual	Counsellor
4. Systematic observation individual pupils	Whole Class	Subject Teacher
5. Student Classroom Behaviour Observation scale	Group	Class Teacher
6. Social interaction observation scale	Group	Physical Education Teacher

7.Controlled observation schedule	Group	Senior Teacher

Findings :-

1. Participants have learned to understand each of the category.

2.Their behaviour has been noted or we can say that they do the same behaviour or different.

3. Sometimes the behaviour of participant is observed.

4. Through a two way mirror or they are secretly filmed.

5. It has been find out many observation can take place within a short amount of time.

2.8 Wellness Activities

Yoga Class (Target Group 10 to 17 Years)

Objective:- Providing the opportunity to connect with their mind and body. Regardless of whether you have tried yoga before or not, this is a great chance to stretch, be mindful and release stress.

Take on a photo challenge (Target Group 8 to 16 Years)
Objective:- It's the perfect activity to get to know each other, work as a team and discover a new location.

Dance
Objective:- our students have the chance to dance and enjoy expressing themselves through music and recreate themselves.

Create your own story (Target Group 5 to 14 Years)
Objective :- Draw inspiration from what is around you and decide how you would like to create your story. Have fun with the characters and plot and **enjoy expressing your ideas through storytelling.**

Experiment with clay (Target Group 3 to 10 Years)
Objective :- You can also study English further whilst focusing on Art and Design through our English Plus+ courses!

Make your own decisions during free time (Target Group 8 to 16 Years)

Objective :- We want to encourage them to make their own decisions by having their own free time in School. **This is also a great chance for them to practice their timekeeping skills.**

Play basketball **(Target Group 12 to 18 Years)**

Objective :- Basketball is great for your entire body and your teamwork skills

Try a quiz **(Target Group 5 to 18 Years)**

A great way for the students to get to know each other and to also find out more about their mentors is to run quizzes.

2.11 INSTITUTIONAL GOALS

ANNUAL GOALS

1. Following effective teaching learning process
2. Developing and following leadership and participative management
3. Establishing a continuous Internal Quality Assurance System
4. Ensuring good governance
5. Ensuring student's development and participation
6. Ensuring staff development & welfare
7. Developing financial management
8. Put emphasize on Institute – Industry interaction and partnership
9. Development of entrepreneurship
10. Encouraging research and development work
11. Increasing internal revenue generation
12. Increasing Alumni Interaction and participation and Outreach activities
13. Engagement in Community Services and Activities
14. Developing physical infrastructure
15. Getting memberships of professional bodies, Local chapters, student's chapter etc.

STRATEGIES (NOTE: You can take 3 to 5 points)

Teaching learning process	• Academic planning and preparation of Academic Calendar • Development of teaching plan as per OBE • Preparation of Lesson Plan based on CO & PO mapping • Use of more teaching aids and adopt more ICT • Development of e- learning resources • Promote research culture & facilities • Provide mentoring and personal support • Follow a transparent and fair feedback system • Conduct training based on need analysis • Evaluation parameters and benchmarking • Continuous assessment to measure outcomes • Performance development through credit system • Implementation of best practices
Leadership and participative management	• To follow reporting structure • Decentralize the academic, administration and student related authorities & responsibilities • Prescribe duties, responsibilities and accountability • Portfolio assignments • Establishment of functional committees
Student's development and participation	• Budget allocation for student development programmes and activities • Students Trainings & Placement Activities • Formation of student council • Student's representation in various committee and cell • Participation in competitions • Organizing competitions • Credit transfer & compensation • Rewards & recognitions of achievers • Participation in extracurricular activities • Participating in social and welfare activities

Staff development & welfare	• Recruitment Policy formation & implementation • Staff performance evaluation system • Staff Training for quality improvement • Best possible work facilities & infrastructure facilities • Code of conduct, service rules & leave rules • Staff welfare policy implementation • Career advancement schemes • Rewards, recognitions and incentives • Deputation for seminars, conferences and workshops etc. • Sponsorship/ Motivation for qualification improvement • Support for research, consultancy, innovations

LONG TERM GOAL

1. Developing a common language of learning

2. Developing developmental continua that can be used by students to reflect on their learning and set personal goals

STRATEGIES

1. **Leading teachers develop proformas for working parties incorporating national curriculum and other developmental continua, ensuring that students learning can be broken into achievable steps.**

2. **Teachers trial the child friendly continua.**

3. **Enhance students understanding of their learning styles and equip students with learning skills.**

4. **Incorporate learning skills into individual subjects.**

3. <u>Monitoring of Annual Pedagogical Plan</u>

Monitoring Schedule of Annual Pedagogical Plan

Classes Visited (Primary)One class in each subject in each term (Secondary)once or twice in each term.

Findings :- 1. Group work is done rarely.2. The quality of project work/ activity chosen is good.

3. Confusion of teachers was evident at times. 4. No content errors committed.

5. Sometimes there appeared to be planned approach, sometimes not.

6. Questioning made the lesson alive.   7. A large number of questions were asked to

a majority of learners

8. Prepared for any question.   9. Explained the points in different ways

Areas of Improvement

1. Assignment work against standards for intellectual quality.

2. Teachers confidence.

3. Project work done very rarely.

4. Handwriting should be legible.

5. Use of teaching aids should be there.

6. The class was a one way affair.

7. Two way approach (student and teacher centred approach) may be added.

Recommendations

1.   A number of activities are carried out through guided individual within groups.

2.   Desired peer interaction is encouraged.

3.   Black board work highly organised.

4.   Systematic and legible, variety of audio- visual aids / activities used.

5.   All responses got reinforced irrespective of the correctness of response.

6.   Learners were kept alert. They answered questions and participated in discussions, solved problems and also took notes.

Findings of monitoring innovative pedagogies

- **Higher-Order Thinking.** Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, hypothesizing, or arriving at conclusions that produce new meaning and understandings for them.
- **Deep Knowledge.** Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.
- **Substantive Conversation.** Students engage in extended conversational exchanges with the teacher or their peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

- **Connections to the World Beyond the Classroom.** Students make connections between substantive knowledge and either public problems or personal experiences.

Recommendations of monitoring innovative pedagogies

- Schools and districts should monitor the conditions of instruction—the curriculum and instructional practices of teachers—to determine if students are exposed to teaching that would enable them to achieve the standards they are expected to meet.
- Districts and schools should use information on the conditions of instruction to require and support improvement of instruction and learning in every classroom.
- Teachers should use the information on conditions of instruction in their classroom, along with data on student performance, to improve the quality of instruction. Districts have a responsibility to assist schools in collecting and using such information.
- Schools should use the information on the conditions of instruction to organize the time and resources provided to teachers and demand support from the district.
- Districts should use the information on the conditions of instruction to improve the quality and effectiveness of the resources and support they provide to schools for instructional improvement.

Professional Development

Findings

1. Teachers who described changes in their practices, beyond introducing a new lesson or activity here or there, usually point to a combination of experiences leading to these changes.

2. These include extensive and repeated opportunities for learning that (a) cause teachers to think about and know content differently; and

3. provide a range of teaching strategies and curriculum ideas. Professional development should be based on analyses of the differences between (a) actual student performance and (b) the goals and standards for student learning.

- Professional development should involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved.
- Professional development should be primarily school-based and built into the day-to-day work of teaching.
- Professional development should be organized around collaborative problem solving.

- Professional development should be continuous and ongoing, involving follow-up and support for further learning—including support from sources external to the school that can provide necessary resources and new perspectives.
- Professional development should incorporate evaluation of multiple sources of information on (a) outcomes for students and (b) the instruction and other processes that are involved in implementing the lessons learned through professional development.

Recommendations

- Teachers should design professional development that is focused on the standards for student performance.
- Teachers should use results from student assessments and information on conditions of instruction to design their professional development programs.

- Teachers should review the quality and impact of their professional development offerings and revise them if they do not lead to improvements in teaching practice or student performance.

Monitoring of strategic plan

The implementation of strategic plan will be monitored time to time by Principal, Academic Council and other committees through periodic review. The section heads will prepare the detailed progress report and present it in the review meetings. The benchmarking of quality standards and its monitoring, evaluation of attainment will be carried out by the IQAC independently. The IQAC will report the findings to the Academic Council and GB. With thorough analysis of outcomes and based on IQAC report, the above will recommend the corrective actions, need of further processes and deployment of resources. All these reports will be forwarded for further discussions and implementation by the Board of Trustees.

2.9 COMMUNITY OUTREACH (No. of students and class you can take your own) Month:- May, July, October and January

Community Services or Activities/Project:-

- Budget from institution resources/Faculty/students/other donors
- Identify community and social development work
- Identify challenges of society for development work
- Provide vocational training /job oriented training as per local needs at the institute
- Educational support to village people
- Conducting awareness camps

Objectives:-

- Gives you a way to help others
- Helps improve your community
- Can help strengthen your resume and college applications
- Can be a way to meet new friends
- Often results in personal growth
- Gives you a way to gain work experience and learn more about certain jobs
- Many people participate in community service because **they enjoy helping others and improving their community.**
- Some students are required to do community service in order to graduate high school or to receive certain honors.

Helping Children and Schools

- Tutor children during or after school
- Donate stuffed animals to children in hospitals
- Organize games and activities for children in hospitals or who are visiting hospitalized relatives
- Knit or crochet baby blankets to be donated to hospitals or homeless shelters
- Collect baby clothes and supplies to donate to new parents
- Organize a Special Olympics event for children and teenagers
- Sponsor a bike-a-thon and give away bike safety gear, like helmets and knee pads, as prizes
- Collect used sports equipment to donate to families and after-school programs
- Volunteer at a summer camp for children who have lost a parent

- Sponsor a child living in a foreign country, either on your own or as part of a group
- Coach a youth sports team
- Put on performances for children in hospitals
- Give free music lessons to schoolchildren
- Become a volunteer teen crisis counselor
- Organize a summer reading program to encourage kids to read
- Organize an Easter egg hunt for neighborhood children
- Create a new game for children to play
- Organize events to help new students make friends
- Babysit children during a PTA meeting
- Organize a reading hour for children at a local school or library
- Donate used children's books to a school library
- Work with the local health department to set up an immunization day or clinic to immunize children against childhood diseases
- Volunteer to help with Vacation Bible School or other religious camps

Helping Senior Citizens

- Read to residents at a nursing home
- Deliver groceries and meals to elderly neighbors
- Teach computer skills to the elderly
- Drive seniors to doctor appointments
- Mow an elderly neighbor's lawn
- Host a bingo night for nursing home residents
- Host a holiday meal for senior citizens
- Make birthday cards for the elderly
- Donate and decorate a Christmas tree at a nursing home
- Organize a family day for residents of a retirement home and relatives to play games together
- Ask residents of a retirement home to tell you about their lives
- Pick up medicine for an elderly neighbor
- Perform a concert or play at a senior center
- Help elderly neighbors clean their homes and organize their belongings
- Rake leaves, shovel snow, or wash windows for a senior citizen
- Deliver cookies to a homebound senior citizen

Helping Animals and the Environment

- Take care of cats and dogs at an animal shelter

- Clean up a local park
- Raise money to provide a bulletproof vest for a police dog
- Plant a tree for Arbor Day
- Place a bird feeder and bird fountain in your backyard
- Start a butterfly garden in your community
- Sponsor a recycling contest
- Grow flowers in your backyard then give bouquets to hospital patients or people who are housebound
- Help create a new walking trail at a nature center or park
- Update the signs along a nature trail
- Adopt an acre of rainforest
- Help train service dogs
- Participate in the cleanup of a local river, pond, or lake
- Foster animals that shelters don't have space for
- Organize a spay and neuter your pet program
- Care for a neighbor's pet while they are away
- Sponsor an animal at your local zoo
- Train your pet to be a therapy animal and bring it to hospitals or nursing homes
- Build and set up a bird house
- Organize a carpool to reduce car emissions
- Campaign for more bike lanes in your town
- Volunteer at a nature camp and teach kids about the environment
- Test the water quality of a lake or river near you
- Plant native flowers or plants along highways

Helping the Hungry and/or Homeless

- Build a house with Habitat for Humanity
- Donate your old clothes
- Volunteer at a soup kitchen
- Donate old eyeglasses to an organization that collects that and distributes them to people in need
- Donate non-perishable food to a food bank
- Donate blankets to a homeless shelter
- Host a Thanksgiving dinner for people who may not be able to afford their own
- Offer to babysit or nanny for a family in need
- Make "care kits" with shampoo, toothbrushes, combs, etc. to donate to homeless shelters
- Prepare a home-cooked meal for the residents of a nearby homeless shelter
- Collect grocery coupons to give to a local food bank
- Help repair or paint a local homeless shelter
- Donate art supplies to kids in a homeless shelter
- Help organize and sort donations at a homeless shelter

- Babysit children while their parents look for jobs
- Become a Big Buddy for children at a homeless shelter
- Take homeless children on outings
- Bake a batch of cookies or loaf of bread and deliver it to a soup kitchen
- Build flower boxes for Habitat for Humanity houses
- Organize a winter clothes drive to collect coats, hats, scarves, and gloves to be donated
- Make first aid kits for homeless shelters

Reducing Crime and Promoting Safety

- Volunteer at a police station or firehouse
- Become a certified lifeguard and volunteer at a local pool or beach
- Paint over graffiti in your neighborhood
- Organize a self-defense workshop
- Organize a drug-free campaign
- Sponsor a drug-free post-prom event
- Start or join a neighborhood watch program
- Create and distribute a list of hotlines for people who might need help
- Teach a home-alone safety class for children
- Create a TV or radio public service announcement against drug and alcohol use
- Become CPR certified
- Volunteer as a crossing guard for an elementary school

Promoting Community Enhancement

- Paint park benches
- Donate used books to your local library
- Become a tour guide at your local museum
- Repaint community fences
- Plant flowers in bare public areas
- Organize a campaign to raise money to buy and install new playground equipment for a park
- Participate in or help organize a community parade
- Clean up vacant lot
- Produce a neighborhood newspaper
- Campaign for more lighting along poorly lit streets
- Create a newcomers group in your neighborhood to help welcome new families
- Petition your town leaders to build more drinking fountains and public restrooms
- Volunteer to clean up trash at a community event
- Adopt a local highway or road and clean up trash along it
- Help fix or raise funds to repair a run-down playground
- Clean up after a natural disaster

Objectives:-

- Create a stable, calm, safe and secure living and learning environment
- Offer a structured, systematic, holistic and individualised approach to education and care
- Develop knowledge and core skills
- Provide access to a broad, balanced and differentiated National Curriculum
- Employ positive behaviour management techniques
- Develop skills to manage their own behaviour effectively
- Participate in a wide range of activities: recreational, sporting, cultural and community-based
- Access to a range of services: social, recreational, educational and employment
- Work together with their peers and staff to make a positive contribution to the school, home and wider community
- Develop their personal qualities
- Develop functional skills
- Access a School Leavers Programme and post 16 education which includes life skills, vocational training, work experience, college courses and careers guidance
- Provide continuous development of personal, social, and independence skills throughout adulthood

2.7 COLLABORATIVE ACTIVITIES (Proposed Schools forv Collaboration;- Neighbouring Schools)

Model Manners

Learning Objective:- . A teacher's welcoming and positive attitude sets the tone of behaivor between the students. They learn how to intereact with one another and value individuals.

Role-Play Social Situations

Learning Objective:- As any teacher knows, it's important to not only teach the students a concept or lesson but then give them a chance to practice what they have learned.. The same holds true for teaching social skills. An effective method of practice is through role-playing.

Large and Small Group Activities

Learning Objective:- In addition to the academic benefits, large and small group activities

can give students an opportunity to develop social skills such as teamwork, goal-setting and responsibility. Students are often assigned roles to uphold within the group such as Reporter, Scribe, or Time-Keeper. Used selectively, group work can also help quieter students connect with others, appeals to extroverts, and reinforces respectful behavior.

Big Buddies

Learning Objective:- The Big Buddy system is a great way for students to learn how to communicate with and respect different age groups. Often an older class will pair up with a younger class for an art project, reading time or games. Again, this type of activity needs to be pre-planned and carefully designed with student's strengths and interests in mind. Usually, classroom teachers meet ahead of time to create pairings of students and to prepare a structured activity.

Class Meeting

Learning Objective:- Class Meetings are a wonderful way to teach students how to be diplomatic, show leadership, solve problems and take responsibility. They are usually held weekly and are a time for students to discuss current classroom events and issues. Successful and productive meetings involve discussions centered around classroom concerns and not individual problems.

Explicit Instruction

Learning Objective:- Finally, teachers can carve out a time in their curriculum to directly teach social skills to their students. Research-based programs such as Second Step provide teachers and schools with explicit lessons for social development. These programs can provide schools and classrooms with a common language, set of behavior expectations, and goals for the future.

2.6 TEACHER DEVELOPMENT PLAN

TNA Activity:- You can add activity of your choice

Method:- Group or department wise

Executed Date :- As per your choice

Outcome:-

Teacher Training Topic / Activity	Target Group	Learning Outcome
1. Attitude of gratitude activity	Pre Primary and Primary	Cultivate thankfulness Even for unlovely things
2. Jump in and jump out	All teachers	Team Building
3. What just happened	Primary and Secondary	Team Building Activity For concentration and memory
4. Teacher effectiveness	All	Self management of teachers
5. Mission statement	Secondary and Sr. Secondary	Reinforce your real mission Statement while having some Fun too.
6. One perfect question	Secondary and Sr. Secondary	Brainstorming and share their One perfect question to ask a Potential teacher.
7. Life Skills	All	Teachers will be able to learn Social skills and proper Interaction with students
8. Pit Fall Activity	Pre Primary and Primary	Team work and effective communication

2.10 COORDINATION WITH STAKEHOLDERS

Please see Table related to para 2.10 in separate file (Communication Plan)