

Bachelor of Education (B.Ed.)

Title of the Course: E 12: School Development (Semester: IV)

Credits 4

MM: 100 (External 70; Internal 30)

Contact Weeks: 15

Introduction of the Course

This Course is designed to promote teacher agency and ownership in the process of sustainable school development efforts. The course seeks to nurture requisite knowledge, skills and attitudes needed by teachers looking to proactively contribute to the development of their schools by adopting a whole-school approach. The course intends to acquaint the prospective teachers with the key terminology pertaining to the field and develops differential understanding of the allied terms. It steers them towards reflective engagement with the rationale, dynamics and roadblocks to School Development. It further promotes reflections on the import of a whole-school approach in relation to School Development. With a cognizance of the future career trajectories of the learners, the course also seeks to engage in a cognitive-affective and praxis-oriented capacity building enabling them to play a key role in designing, executing and evaluating School Development efforts. To this end, the course seeks to immerse them in deep reflections over the multitude of roles a teacher committed to School Development can assume. It also seeks to develop an eye and appreciation for research and data mining as effective tools in the process of School Development. Aligning with the spirit of the course, the practicum and assessment are located in specific school contexts and require learners to work collaboratively with varied stakeholders of schools.

Learning Outcomes

After completion of the course, student will be able to:

1. Demonstrate a nuanced understanding of School Development and allied concepts.
2. Discuss the factors and dynamics of a whole school approach to School Development.
3. Align their pedagogical and assessment approach to sustainable school development.
4. Identify and reflect on their role as a prospective stakeholder in the pursuance of School Development.
5. Engage in school development planning by drawing upon research and evidence.


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Number of Units: 4

Weeks: 15 = 60 hours

Unit 1: Making Sense of School Development (3 Weeks=12 hours)

- What is School Development? Sifting through the terms Why School Development? A Stakeholders-analysis
- Where of School Development? A Whole-School Approach to School Development Who is responsible for School Development? A Systemic Perspective

Unit 2: Towards Sustainable School Development: What aids it? (4Weeks=16 hours)

- A whole-school approach to sustainable school development
- People within the School: School Leaders, Teachers, Learners, Staff and SMCs
- Pedagogy in and outside classrooms: Learning-Teaching and Assessments Practices.
- Processes, Policies of the School: School Vision, Culture and Ethos

Unit 3: Teachers and School Development (4weeks= 16 hours)

- Teachers as 'Teachers'
- Teachers as 'Learners'
- Teachers as 'Leaders'
- Teachers as 'Critical Practitioners and Change Agents'

Unit 4: Leveraging Research and Evidence for School Development Planning (4weeks=16 hours)

- What is evidence-informed practice?
- Evidence-informed School Development Planning- answering the who, when, where and how?
- Self-led School Assessments
- Action Research for School Development.
- Bringing it all together-Making a School Development Plan

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Practicum/ Suggested Projects / Assignments (Any Two)

Suggestive Engagement I:(to be done in pairs)


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Collaborate with relevant stakeholders to design a vision of School development for 2 schools wherein one school is identified as operating in adverse conditions and one that you consider to be working in favourable conditions.

Guiding Questions:

- ? Where does the 'adversity' stem from. How is 'favourable' understood? ? What educational focus do you find guiding your answers?
- ? What developmental challenges characterise each school?
- ? What/Who is emphasised in such characterisation?
- ? Engage in a stakeholder analysis with a focus on voice and vision of each?
- ? Having framed the vision, reflect on the process and product of the exercise.

Suggestive Engagement-II (to be done in groups)

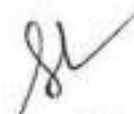
Keeping the discussions of Unit-II as your reference point, design a short-term action research in CIE. Document the process and present before your class.

Guiding Questions:

- ? Could you adopt a whole-institution approach in your action research?
- ? What are the implications of the above answer for using action research towards School Development?
- ? What enablers and roadblocks did you encounter in the process?
- ? Which skills did you find yourself deficient in?
- ? Reflect on class discussions on 'teacher as a learner'. Could you build on the idea in during this group work?

Essential/Recommended Readings:

- Chapter 1 ' Focusing School Change on Why, What, and How' : Curtis, G. (1990). Moving beyond busy: Focusing school change on why, what, and how. Solution Tree press.
- Chapter 2: Holly, P. , & Southworth, G. (1989). *The developing school*. Falmer Press.
- Chapter 5 'Other ways in: A research-based approach to assessment'. Conner, C. (1990). Assessment and testing in the Primary school. The Falmer Press.
- Chapter 5: Holly, P. , & Southworth, G. (1989). *The developing school*. Falmer Press.
- Chapter 7 'Towards a Policy on Assessment'. Conner, C. (1990). Assessment and testing in the Primary
- Chapter 7: Holly, P. , & Southworth, G. (1989). *The developing school*. Falmer Press.
- school. The Falmer Press.
- Vangronigen, B.A., & Meyers, C.B. (2020). Short-cycle school improvement planning as a lever to launch school turnaround: A Descriptive analysis of plans. *Teachers College Record*, 122.



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Teaching Learning Resources (Digital and others): Across Units (If any)

Nil if not given

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given.

Summative evaluation will be done through end- semester examination.

Key words: School Development, Whole school Approach, Sustainable Development, School Development Plan



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