School Leadership: Leading teachers

English
There were some difficulties, as nobody wants to work hard – but I keep everybody's energy levels very high. I never just stay in my seat while in school.
If a class is silent, I ask, ‘What's the problem here?’
I try to deal with the teachers' problems.
I want to handle them personally.
They tell me and we discuss it, and find the solution together.
The main thing is that when a teacher doesn't go to their class, then other teachers will follow suit – and this disturbs the routine.
I want discipline in the institution.
If everybody sticks to the timetable, there will be no problems, and the teachers will attend their classes on time.
During my rounds, I ask them to concentrate on teaching. I persuade them not to do other school-related work.
The teacher needs to teach in class.
If the teacher is busy with other work, the students get bored and they will stop attending classes.
I tell the teachers that they should go into the class smiling.
I try to improve the relationship between the teachers and the students.
The teachers are also very cordial towards each other.
We entertain them and celebrate Teacher's Day and Children's Day, and celebrate all the other special occasions together.
Teachers and children enjoy and participate in the activities such as singing, and so on.
The students like it and don't get bored. They don't feel they are being forced to do anything.
When we sit together, I don't let them feel that I am the principal. I guide them. I give them suggestions on how to do things quickly, but correctly. I also welcome their suggestions.
Sometimes I receive good suggestions from the teachers. We work together, and don’t allow stress to occur amongst the staff.
My first task was to ensure that all the teachers arrived in their respective classes according to their timetable.
There is a fixed monthly syllabus. They should complete the syllabus on a monthly basis, and they should take monthly tests. In those tests, the number of girls scoring A grades should increase.
It is our goal to increase the number of girls achieving A grades and to provide extra classes to girls with grade D or E.

We call them remedial classes. With these classes, we help students improve their grades. I use diagrams and charts from the books of higher classes, like BSC. I have had these charts made.

I have tried to create a nice environment in our classes. The children like to sit in a class that is fully decorated.

It wasn't like this before, so I asked the students to decorate their classes.

They made charts related to the subject matter. And they illustrated the subject matter using these charts and posters.

In this way, they'll look at the charts repeatedly and they'll become imprinted in their minds – at the same time, the class looks better. The students also get a feeling that they can improve on things, and they then come up with better diagrams and put these up in their classrooms.

The relationship between the principal and teachers should be cordial. A school should first and foremost be disciplined.

There should be a general idea, not necessarily written on pape, but it should be a fully developed plan on what to do at what time.

For example, if principals are in charge of issuing scholarships or distributing uniforms or bicycles, they should operate such schemes according to a given plan.

The school musn't be organised so that if an important task comes up, all the teachers are involved in it and the children are left unattended. Otherwise, this will eventually affect school attendance.