

TESSIndia

Subject Frameworks



Teacher Education through
School-based Support in India



TESS-India Subject Framework: Contents

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TESS-India (Teacher Education through School-based Support) aims to improve the classroom practices of elementary and secondary teachers in India through the provision of Open Educational Resources (OER) to support teachers in developing student-centred, participatory approaches. The TESS-India OER provide teachers with a companion to the school textbook. They offer activities for teachers to try out in their classrooms with their students, together with case studies showing how other teachers have taught the topic and linked resources to support teachers in developing their lesson plans and subject knowledge.

TESS-India OER have been collaboratively written by Indian and international authors to address Indian curriculum and contexts and are available for online and print use (www.TESS-India.edu.in). The OER are available in several versions, appropriate for each participating Indian state and users are invited to adapt and localise the OER further to meet local needs and contexts.

TESS-India is led by The Open University UK and funded by the UK government.

TESS-India Subject Framework: Elementary English

Elementary English title	Learning Focus
Classroom routines	<ul style="list-style-type: none"> To increase classroom routines for English speaking and listening To use English language games with your students To practise English at your level
Using the textbook creatively	<ul style="list-style-type: none"> To use the English textbook flexibly for oral work To introduce new English words To relate English lessons to the life of your students
Songs, rhymes and word play	<ul style="list-style-type: none"> To recognise indicators of English pre-reading skills To use songs and rhymes to develop your students' English To use poetry to develop your students' English
Learning English in the creative arts	<ul style="list-style-type: none"> To use art and craft to stimulate English language learning To use drama and role play to stimulate English language learning To develop art, craft and drama activities from textbook lessons
English and subject content integration	<ul style="list-style-type: none"> To identify English language learning opportunities in other subjects To plan a thematic unit to use in your classroom To integrate subject content and English language learning in your teaching
Community resources for English	<ul style="list-style-type: none"> To locate English resources in your community To learn what students already know about English To connect English inside and outside the classroom
Letters and sounds of English	<ul style="list-style-type: none"> To practise English letters and sounds at your level To practise English letters and sounds in the classroom with students To plan English sound, letter and word activities
Storytelling	<ul style="list-style-type: none"> To use bilingual storytelling methods To select stories in English to use with your students To practise storytelling in English
Shared reading	<ul style="list-style-type: none"> To practise shared reading in English To make a big book for English shared reading To plan post-reading literacy activities
Planning around a text	<ul style="list-style-type: none"> To extend English textbook lessons To plan linked activities for English lessons To develop classroom management skills for English

Elementary English title	Learning Focus
Developing and monitoring reading	<ul style="list-style-type: none"> • To develop reading aloud in English with your students • To develop students' silent reading in English • To organise guided reading in English
Promoting the reading environment	<ul style="list-style-type: none"> • To promote reading for pleasure in English • To develop a class library • To be a reading role model to students
The learning environment	<ul style="list-style-type: none"> • To use local print resources for English literacy • To plan print-based activities in English lessons • To make interactive English literacy resources
Mark-making and early writing	<ul style="list-style-type: none"> • To identify indicators of early writing development • To organise writing resources • To plan writing activities and routines to use with your class
Developing and monitoring writing	<ul style="list-style-type: none"> • To identify composition and transcription tasks to use with your students • To plan drafting activities for your students • To evaluate your students' attempts to spell English

TESS-India Subject Framework: Secondary English

Secondary English title	Learning Focus
Using more English in your classroom	<ul style="list-style-type: none"> • How to use English in everyday classroom activities • How to help your students use more English in their everyday classroom activities • How to plan and use the textbook to help your students to develop confidence in speaking English
Building your students' confidence to speak English	<ul style="list-style-type: none"> • To prepare simple speaking activities on topics that interest your class • To prepare and undertake class activities such as describing an event or telling a story • To monitor and give feedback to students after a speaking activity that helps them develop and builds their confidence
Supporting speaking in English: pair and groupwork	<ul style="list-style-type: none"> • Ways to use pair and groupwork for speaking activities • Creating opportunities for purposeful talk in English • Organising and managing speaking activities with a large class
Strategies for teaching listening	<ul style="list-style-type: none"> • How to design meaningful listening activities for your English class • Asking questions to help students actively listen • Ideas for using audio recordings for listening activities
Supporting reading for understanding	<ul style="list-style-type: none"> • How to prepare students to read a lesson so that they can understand it better • How to help students understand a text while they read it • How to check understanding after reading
Whole-class reading routines	<ul style="list-style-type: none"> • Techniques for reading for understanding in English • Classroom activities to encourage deeper student engagement with English texts • Groupwork activities to support reading
Promoting reading for pleasure	<ul style="list-style-type: none"> • Classroom activities to create opportunities for students to read longer passages in English • Ways to encourage students to read in English beyond the classroom
Supporting independent writing in English	<ul style="list-style-type: none"> • Facilitating student talk to support the development of students' writing • Making accessible models for student writing • Ways to manage the correction of your students' written work
Whole-class writing routines	<ul style="list-style-type: none"> • How to use brainstorming in your lessons • How to use pair work to help students to plan and write a first draft • How to use peer reviews to improve written work

Secondary English title	Learning Focus
English grammar in action	<ul style="list-style-type: none"> • How to help students use grammar to communicate • How to use the textbook and other resources to teach English grammar • How to help students notice patterns in English language use and guess grammar rules
Strategies for teaching vocabulary	<ul style="list-style-type: none"> • How to help students understand unknown English vocabulary from the context • Ways to help students remember their English vocabulary, for example by using a vocabulary log • Effective use of dictionaries to help your students record and learn new vocabulary
Using resources beyond the textbook	<ul style="list-style-type: none"> • The benefits of using resources beyond the textbook • How to find resources that you can use in your classroom • How to use resources such as pictures, news stories and television series to support language learning
Local resources for teaching English	<ul style="list-style-type: none"> • How to locate English resources in your local area • Ways to use English language resources such as advertisements and songs in your classroom • How to connect English inside and outside the classroom
Supporting language learning through formative assessment	<ul style="list-style-type: none"> • How to assess language learning in the course of your regular classroom teaching • How to assess your students' reading, writing, listening and speaking skills in English
Developing your English	<ul style="list-style-type: none"> • How to identify your own strengths and weaknesses in English • How you can improve your English listening and speaking skills for personal and professional purposes • How you can improve your English reading and writing skills for personal and professional purposes

TESS-India Subject Framework: Elementary Science

Elementary Science title	Learning Focus
Brainstorming: sound	<ul style="list-style-type: none"> • How to use the technique of brainstorming in your lessons • How to use brainstorming to find out what your students know • How to use a brainstorm to plan more effective lessons to meet your students' needs and extend their understanding
Pair work: life processes	<ul style="list-style-type: none"> • The advantages of encouraging talk in science • Ways of using pair work including peer assessment • Developing your skills in using pair work
Using groupwork: floating and sinking	<ul style="list-style-type: none"> • How to use groupwork to help students explore ideas more deeply • Why groupwork is a good strategy to use to enhance participation and creativity • How to plan and use groupwork effectively to help students predict, explore and hypothesise about why things float or sink
Using demonstration: food	<ul style="list-style-type: none"> • To use demonstration for different purposes, for example, when teaching about food • To identify issues when managing demonstrations • To plan more effective demonstrations that engage students and support their learning
Concept mapping: water	<ul style="list-style-type: none"> • How to construct a concept map • How to introduce concept mapping to your students to help them explore their own understanding • How to use concept maps in your teaching to assess students' understanding and progress
Teacher's questioning: forces	<ul style="list-style-type: none"> • The different types of questions you can use to stimulate students' thinking and learning • New ways and skills in using more open questioning techniques in practical science lessons to extend students' understanding
Pupils' questioning: sorting and classifying things	<ul style="list-style-type: none"> • How to handle the range of students' questions • How to help and support your students to raise their own productive questions • The importance of sorting and classifying objects and materials in science
Observing patterns: shadows and night & day	<ul style="list-style-type: none"> • How to develop your students' observation skills and ability to see patterns in data • How to plan, organise and manage observational activities to develop a range of observational skills in the context of shadows and night & day • How to plan and use opportunities for your students to discuss and question what they see

Elementary Science title	Learning Focus
Practical investigation: change	<ul style="list-style-type: none"> • How to use practical investigations in your teaching to develop students' science skills and understanding of the nature of science • How to plan and carry out a scientific investigation to develop students' understanding of reversible and irreversible changes • How to identify other practical applications of the scientific method in the elementary science classroom
Using stories: environment	<ul style="list-style-type: none"> • Using stories to introduce topics and to create a stimulating classroom environment • Understanding the importance of engaging students in learning to raise their achievement • How to encourage empathy and care for the environment in your students
Using games: electricity	<ul style="list-style-type: none"> • Develop, design and use games as a tool for learning • Engage and motivate children to develop and reinforce their understanding of electricity through playing games
Alternative conceptions: heat and temperature	<ul style="list-style-type: none"> • How to find out or assess what alternative conceptions your students hold • About alternative conceptions that your students might hold in relation to heat and temperature • How you can change and develop students' naïve ideas and alternative conceptions • How to design activities to help your students understand the difference between heat and temperature
Developing the learning environment	<ul style="list-style-type: none"> • How and why it is important to develop your classroom learning environment • How interactions between you and your students can affect the learning environment and student achievement • How to improve your learning environment by being resourceful
Discussion in science: malnutrition	<ul style="list-style-type: none"> • The benefits of using discussion as a tool to develop critical thinking • How to use effective discussion in your lessons to promote a deeper understanding about a topic like malnutrition
Using the community: environmental issues	<ul style="list-style-type: none"> • How to use the community and the outdoor environment to teach elementary science • The importance of linking science to the real world in developing students' scientific understanding • How to plan and teach outside the classroom and use community resources to improve student engagement with science and their environment

TESS-India Subject Framework: Secondary Science

Secondary Science title	Learning Focus
Language in the science classroom: cells	<ul style="list-style-type: none"> • The importance of clear planning for language development in science • A number of techniques for tackling science language difficulties • Ways in which you can support your students' language development by encouraging them to write about science
Reading in the science classroom: heredity and evolution	<ul style="list-style-type: none"> • The benefits of developing your students' reading skills • How to use a range of activities that will develop your student's reading skills • Strategies that will help your students to actively engage with their textbook as a resource for learning science
Mind mapping and concept mapping: acids, bases and salts	<ul style="list-style-type: none"> • How to create your own mind maps • How to help your students to use mind mapping in order to support their understanding of scientific concepts • Some strategies for organising peer review in your classroom • How to construct a concept map to show how concepts are linked
Questioning: why do we fall ill?	<ul style="list-style-type: none"> • The importance of asking different types of questions and how to construct different types of questions • Some different ways of asking questions in your classroom • How to encourage your students to ask questions
Pair work: atoms, molecules and chemical reactions	<ul style="list-style-type: none"> • The benefits of allowing your students to talk about science with a partner • How to plan and use pair work to promote learning • How to use peer review to help your students to learn science
Brainstorming: forces and laws of motion	<ul style="list-style-type: none"> • How to run a brainstorming activity with your students • How choose a suitable prompt for a brainstorm • How to use the results of a brainstorming session to support further learning
Effective demonstrations: teaching light and vision to Class X	<ul style="list-style-type: none"> • Different ways in which classroom demonstrations can support learning about light and vision • How to plan for more effective demonstrations • How to use focused questioning during a demonstration to direct attention and find out about your students' understanding

Secondary Science title	Learning Focus
Using local resources: life processes	<ul style="list-style-type: none"> • How to make the most of the resources available to you • How to use a range of local resources to support learning in science • The benefits of making the learning environment as attractive as possible
Practical work and investigations: teaching gravitation to Class IX	<ul style="list-style-type: none"> • How group practical work can support student learning about gravitation • The importance of investigative approaches to practical work • How to plan for effective investigative work • How to evaluate the effectiveness of practical work
Community approaches: science education and environmental issues	<ul style="list-style-type: none"> • The benefits of a 'community based approach' • A range of strategies for relating social, technological, economic and environmental issues to the science topic you are teaching • How to organise group discussions in your classroom
Effective project work: sources of energy	<ul style="list-style-type: none"> • The benefits of developing your students' project-based learning skills • How to successfully implement project-based work in your classroom • How to use assessment criteria to evaluate project work
Using games: the Periodic Table	<ul style="list-style-type: none"> • The benefits of using games with your students • How to use a range of games that can be adapted to any science topic
Probing understanding: work and energy	<ul style="list-style-type: none"> • Some of the misunderstandings that students hold about energy and work • How to find out about your students' understanding of energy and work • Some ways of helping your students to undertake conceptual development and achieve a better understanding of energy and work
Using physical models: teaching electricity to Class X	<ul style="list-style-type: none"> • Types of models and analogies, and the characteristics of good models • Some strengths and limitations of physical models used in teaching electricity • Some ways of using physical models to help your students gain a better understanding of electricity
Building mental models: teaching carbon and its compounds to Class X	<ul style="list-style-type: none"> • About some of the aspects of carbon chemistry that students often find challenging • How developing appropriate mental models is an important part of learning about carbon compounds • How you can use physical models to support the development of mental models when teaching about carbon and its compounds

TESS-India Subject Framework: Elementary Maths

Elementary Maths title	Learning Focus
Using number games: developing number sense	<ul style="list-style-type: none"> Some ideas to develop and strengthen your students' sense of number How to use number games as a teaching strategy to stimulate engagement, participation and mathematical reasoning
Using structured resources to develop understanding: place value	<ul style="list-style-type: none"> How to use structured resources to support students' understanding of mathematical concepts Some ideas on how to involve all students as active participants in lessons Some suggestions on how to plan lessons with structured resources using case studies from other teachers
Using a number line and the expression 'Imagine if ...' positive and negative numbers	<ul style="list-style-type: none"> Some ideas to help your students understand the difference between positive and negative numbers The role of saying 'Imagine if ...' to trigger the imagination of your students when learning mathematics How to use a number line to understand positive and negative numbers
Mathematical stories: word problems	<ul style="list-style-type: none"> How to help your students interpret word problems more effectively Some ideas to guide your students in using storytelling as a tool for understanding word problems How to help your students in representing mathematical statements by creating stories
Asking questions that challenge thinking: fractions	<ul style="list-style-type: none"> How to ask effective questions that are interesting and challenging Some ideas to help your students construct their own understanding of fractions Some ideas to help your students talk about fractions
Making students believe they CAN do mathematics: operations on fractions	<ul style="list-style-type: none"> How to help your students build their understanding of operations on fractions Some effective ways to teach students to visualise the mathematical system used in operations on fractions Ways to teach your students to read and write mathematical notation
Using manipulatives: decomposition and regrouping	<ul style="list-style-type: none"> Some ideas on how best to use manipulatives to allow your students to understand the ideas of composition and decomposition Effective ways to teach students to add and subtract numbers with more than one digit How to observe how your students talk about mathematics in order to identify their misconceptions and to help you shape your teaching around their learning
Using real-life contexts: the formal division algorithm	<ul style="list-style-type: none"> How to help your students understand the mathematical ideas behind the division algorithm Some suggestions for using group work in the maths classroom Some ideas to help your students see the connections between mathematical ideas and the real world

Elementary Maths title	Learning Focus
Comparing and contrasting tasks: volume and capacity	<ul style="list-style-type: none"> • How to use the 'compare and contrast' technique to help students notice mathematical properties • Some effective ways to teach the difference between volume and capacity • Some teaching ideas to promote understanding measurement of three-dimensional objects
Using rich tasks: area and perimeter	<ul style="list-style-type: none"> • Some effective ways to build on your students' intuitive understanding by using real-life objects and examples • How to support your students to learn through discussion in paired and groupwork • How to develop rich tasks by making small changes to the focus whilst keeping the structure of existing rich tasks
Physical representation in mathematics: handling data	<ul style="list-style-type: none"> • How to represent data graphically, using for example bar charts, histograms, line graphs and pie charts • Some ideas to use students as physical representations to represent statistical ideas • How to base students' learning in their own context
Learning through talking: variables and constants	<ul style="list-style-type: none"> • How to help your students understand the differences between, and roles of, variables and constants • Ways to help your students write mathematical statements and construct algebraic expressions • Some ideas to encourage your students to learn through talking, and to express themselves using mathematical vocabulary and phraseology
Conjecturing and generalising in mathematics: introducing algebra	<ul style="list-style-type: none"> • How to help your students understand the differences between arithmetic and algebra • Some suggestions on using conjecturing and generalising to enable students to think algebraically • Some methods that help students to decide for themselves if statements are right or wrong and to explore mathematics together
Using embodiment, manipulatives and real-life examples: teaching about angles	<ul style="list-style-type: none"> • How to use manipulatives to help students to understand angles • Some ideas to link school mathematics with real life, both inside and outside the classroom • How to use embodiment to help students to understand angles
Creative thinking in mathematics: proportional reasoning	<ul style="list-style-type: none"> • How to help your students understand that proportional reasoning describes the multiplicative relationship between quantities • Some ideas to support your students to become more creative in their thinking about mathematics • Some suggestions on how to design activities that allow for possibility thinking

TESS-India Subject Framework: Secondary Maths

Secondary Maths title	Learning Focus
Using visualisation: algebraic identities	<ul style="list-style-type: none"> • How to use images to help your students explore and discover how identities are formed • Some ideas on how to use and apply identities without having to rely on memory • How to adjust existing tasks to allow your students to focus on the process of doing mathematics
Developing mathematical reasoning: mathematical proof	<ul style="list-style-type: none"> • How to enable students to describe and articulate their mathematical thinking processes • How to facilitate students learning through talking • Some suggestions to address differential levels of attainment in teaching proofing
Visualising, comparing and contrasting: number systems	<ul style="list-style-type: none"> • Some ideas for how to explore and analyse different ways of visualising numbers and number operations, and realise their limitations • To recognise the structure and effects of compare and contrast activities, and how visualisation can help your students make sense of mathematics
Connecting mathematics: finding factors and multiples	<ul style="list-style-type: none"> • How to turn textbook questions into richer and more interesting problems • Some suggestions to help your students focus on the process of <i>doing</i> mathematics instead of focusing on finding answers • How to make connections between mathematical concepts and properties
Building mathematical resilience: similarity and congruency in triangles	<ul style="list-style-type: none"> • How to build students' resilience when learning mathematics • Some suggestions to help your students to become better at learning mathematics • Some ideas on how to engage students in anticipating and overcoming difficulties when learning mathematics
Cooperative learning and mathematical talk: triangles	<ul style="list-style-type: none"> • How to use cooperative learning to enable your students to support each other in their learning of mathematics • Some ideas to help your students learn through talking, using formal mathematical language • Some ideas to help your students use and benefit from effective feedback
Creating contexts for abstract mathematics: equations	<ul style="list-style-type: none"> • How to work with your students on visualising and contextualising equations • Some ideas on how to use contexts to help your students to see the purpose in equations • How to use concept maps and mind maps to build understanding of the mathematical concept of equations

Secondary Maths title	Learning Focus
Enacting vocabulary and asking questions: exploring the circle	<ul style="list-style-type: none"> • How to build on your students' intuitive understanding to develop a better understanding of geometrical theory associated with circles • How to develop tasks to work on variance and invariance in circle geometry • Some suggestions of 'good questions' to ask your students to help them to notice and understand mathematical concepts
Hands-on learning and embodiment: constructions in geometry	<ul style="list-style-type: none"> • How to use embodiment and make large-scale constructions to promote learning and enjoyment in doing mathematics • Some ideas to help your students deal with being stuck by themselves, so that they develop personal strategies for moving forward with their learning • Some ideas on how to use hands-on approaches to teach constructions in geometry
Tackling mathematical anxiety: combination shapes and solids	<ul style="list-style-type: none"> • How to engage students in thinking about composing and decomposing simple solids into complex solids and vice versa • Some ideas on how to support students in developing and valuing their own thinking and learning in mathematics • How to facilitate students' reflection on their learning
Learning from misconceptions: algebraic expressions	<ul style="list-style-type: none"> • How to help students to identify relations between variables and constants • Some ideas on using and developing contexts to help students see the purpose in algebraic expressions • Some ideas on eliciting misconceptions and use them as a learning tool
Developing creative thinking in mathematics: trigonometry	<ul style="list-style-type: none"> • How to promote the use of mathematical terminology that supports the use of trigonometry • How to teach concepts and applications of trigonometry through activities that are creative and playful • Some ideas to support your students in developing problem solving methods that rely less on memorisation
Reading, writing and modelling mathematics: word problems	<ul style="list-style-type: none"> • Some ideas for teaching your students to read, write and solve word problems • Some suggestions to show your students how to use word problems as mathematical modelling tools • Ideas on how to help your students think about their learning processes and become more reflective learners
Thinking mathematically: estimation	<ul style="list-style-type: none"> • How to enhance students' ability to estimate values of numerical expressions, lengths, times and areas, and use upper and lower bounds • How to enable your students to see mathematics as 'many right answers', rather than one correct answer • Some methods to engage students' thinking processes
Developing stories: understanding graphs	<ul style="list-style-type: none"> • How to help students interpret graphs more effectively • Some ideas to guide students in using narrative or storytelling as a tool for understanding graphs and mathematics more generally • How to assist students in making connections between graphs and the real world

TESS-India Subject Framework: Language and Literacy

Language and Literacy title	Learning Focus
School-home communication	<ul style="list-style-type: none"> • How to incorporate opportunities to learn more about your students into your classroom routines • How to plan language lessons that draw upon your students' out-of-school experiences
A language-rich classroom	<ul style="list-style-type: none"> • How to make appealing writing-based classroom wall displays • How to establish a reading corner for your students • How to use radio as a source of spoken language in the classroom
Speaking and listening	<ul style="list-style-type: none"> • The value of productive student talk in the classroom • How to use pictures as the basis of speaking and listening activities • How to use student talk as a means of evaluating their understanding and progress, so that you can modify your teaching plans accordingly
Early reading	<ul style="list-style-type: none"> • How to plan early reading lessons that are engaging and enjoyable • How to identify behaviours that young students may exhibit during the early stages of learning to read • Ways of assessing and supporting early reading development
Storytelling	<ul style="list-style-type: none"> • Several techniques for telling stories • How to plan and evaluate storytelling sessions for your students • How to draw on community resources for storytelling
Reading for pleasure	<ul style="list-style-type: none"> • How to be reading role model for your students • How to plan activities that develop your students' enjoyment of reading • How to organise paired reading for student peer support and collaborative learning
Reading for information	<ul style="list-style-type: none"> • How to plan activities that develop students' skills in reading for information • Ways of incorporating active reading strategies into subject lessons • How to monitor your students' progress in reading for information
Knowing and using children's literature	<ul style="list-style-type: none"> • How to audit and extend your knowledge of literature as appropriate to your students • How to identify the features of high-quality children's literature • Techniques for using stories and poetry in the classroom
Authentic writing	<ul style="list-style-type: none"> • How to identify authentic audiences and purposes for your students' writing • How to balance composition and transcription in your students' writing lessons • How to plan shared writing activities that encourage interactive and sociable learning

Language and Literacy title	Learning Focus
Using local resources	<ul style="list-style-type: none"> • How to use freely available print-based material as the basis of language awareness activities • How to plan a series of lessons around a guest visit to the classroom • How to use your students' journey to school as a resource for developing their language and literacy skills
Language, literacy and citizenship	<ul style="list-style-type: none"> • How to plan and organise a thematic project that develops your students' citizenship skills • How to identify opportunities for incorporating a wide variety of language and literacy-based activities within the project • How to monitor your students' learning in relation to both citizenship and language and literacy
Multilingualism in the classroom	<ul style="list-style-type: none"> • How to draw on your students' multilingualism as a resource for learning • How to plan opportunities for students to learn in all their languages in your classroom teaching • The benefits of 'translanguaging' in the classroom
Pair work for language and literacy	<ul style="list-style-type: none"> • How to plan for and manage pair work in your language lessons • How to extend your repertoire of classroom management techniques • How to use pair work as an opportunity to assess your students' language and literacy development
Integrating language, literacy and subject learning	<ul style="list-style-type: none"> • How to plan and implement lessons that integrate subject-related learning and language and literacy-related learning • To engage your students in collaborative, purposeful groupwork
Monitoring, assessment and feedback	<ul style="list-style-type: none"> • How to incorporate regular informal monitoring, assessment and feedback opportunities into your language lessons • How to consider the implications of student assessment on your subsequent teaching plans • How to involve your students in self-and peer assessment

TESS-India Subject Framework: School Leadership

School Leadership title	Learning Focus
Orientation: the elementary school leader as enabler	<ul style="list-style-type: none"> To review your school leadership skills and identify areas for improvement To use the TESS-India School Leader OER to design a learning pathway for yourself to enhance your school leadership skills What it means to be an enabler of learning in your school
Orientation: the secondary school leader as enabler	<ul style="list-style-type: none"> To review your school leadership skills and identify areas for improvement To use the TESS-India School Leader OER to design a learning pathway for yourself to enhance your school leadership skills What it means to be an enabler of learning in your school
Perspective on leadership: building a shared vision for your school	<ul style="list-style-type: none"> How a school vision informs everyday actions to improve a school How to formulate your own school vision How to involve others in developing and implementing a vision that makes a difference to students
Perspective on leadership: leading the school's self-review	<ul style="list-style-type: none"> The advantages and challenges of school self-review The nature of school self-review and the self-review cycle How to gather and use qualitative and quantitative data
Perspective on leadership: leading the school development plan	<ul style="list-style-type: none"> The main features of an effective school planning process To plan for school-wide improvements in student learning To engage stakeholders and especially the SMC in school development planning To write an effective school development plan that makes a difference to outcomes for students
Perspective on leadership: using data on diversity to improve your school	<ul style="list-style-type: none"> The importance of diversity in order to ensure that all students achieve maximum learning gains each year Types of data and nature of data collection that will be useful to you in understanding and dealing with diversity issues in your school To use the collected data to improve learning outcomes for all students and develop an action plan To lead teachers and the local community to gather, analyse and use data on diversity to ensure better outcomes for all students
Perspective on leadership: planning and leading change in your school	<ul style="list-style-type: none"> To identify external and internal drivers for change within schools To identify challenges to implementing change To take necessary steps in planning and leading change in your school To identify educational leadership approaches and relate these to your approach To lead by example, inspiring and motivating others through a change project
Perspective on leadership: implementing change in your school	<ul style="list-style-type: none"> The nature of the change process and how people respond to change Some key theories of change and their relevance to schools How to work with and through others to implement change

School Leadership title	Learning Focus
Managing and developing self: managing and developing yourself	<ul style="list-style-type: none"> • To prioritise your work, delegate to others and make effective use of your time • To plan for your personal and professional development • To set yourself SMART objectives
Transforming teaching-learning process: leading improvements in teaching and learning in the elementary school	<ul style="list-style-type: none"> • Be familiar with the pedagogy and structure of TESS-India OERs • Appreciate the potential for adapting and using OERs in your school • Identify a focus to increase student participation in learning in your school • Ideas on how to sustain improvements in teaching and learning
Transforming teaching-learning process: leading improvements in teaching and learning in the secondary school	<ul style="list-style-type: none"> • Be familiar with the pedagogy and structure of TESS-India OERs • Appreciate the potential for adapting and using OERs in your school • Identify a focus to increase student participation in learning in your school • Ideas on how to sustain improvements in teaching and learning
Transforming teaching-learning process: leading assessment in your school	<ul style="list-style-type: none"> • To distinguish between assessment for learning and learning for assessment • To lead a strategy for developing formative assessment with teachers in your school • To help teachers use evidence and data collected during formative assessment to give feedback that helps students to improve their learning
Transforming teaching-learning process: supporting teachers to raise performance	<ul style="list-style-type: none"> • To assess teacher performance • To plan to improve the performance of individual teachers • Some ideas on how to conduct constructive meetings with teachers about performance • Some ideas to use to maintain the performance of teachers
Transforming teaching-learning process: leading teachers' professional development	<ul style="list-style-type: none"> • How teachers' professional development can impact on school improvement and student learning outcomes • Some ideas to help your teachers assess their professional development needs • Plan, monitor and enable professional development of all teachers
Transforming teaching-learning process: mentoring and coaching	<ul style="list-style-type: none"> • To distinguish between mentoring and coaching, and how both can be used to support staff learning • To have conversations with members of staff that improve teaching and learning in your school • To plan and deliver coaching and mentoring sessions with agreed outcomes • To consider the benefits of a coaching culture in your school
Transforming teaching-learning process: developing an effective learning culture in your school	<ul style="list-style-type: none"> • What school culture is and how it impacts on learning • To begin to identify the culture in your school • Some strategies for developing a positive shared culture for learning in your school

School Leadership title	Learning Focus
Transforming teaching-learning process: promoting inclusion in your school	<ul style="list-style-type: none"> • To develop a shared understanding of diversity, equity and inclusion with your staff • To prioritise actions to improve learning outcomes for all your students • To collaborate with others to plan and execute actions that address disadvantage or exclusion in your school • The importance of evaluating the impact of your interventions
Transforming teaching-learning process: managing resources for effective student learning	<ul style="list-style-type: none"> • To understand the broad range of resources available both within and outside the school • To identify different resources within your school with a focus on those that are underutilised • To engage staff in ensuring resources are utilised appropriately and effectively for learning • To draw up a plan for the effective use of resources in your school
Transforming teaching-learning process: leading the use of technology in your school	<ul style="list-style-type: none"> • To acquire insights about the range of technology which might be used in your school • To consider the creative use of ICT tools and devices in school • Ways to use the internet to support your own learning • To support your teachers in using the internet for their own learning and in their classrooms
Leading partnerships: engaging parents and the wider school community	<ul style="list-style-type: none"> • Building effective relationships with key institutions in your state • Building collaborative partnerships with other schools and non-governmental organisations (NGOs) • Engaging with community organisations, especially the SMC • Engaging and collaborating with parents to improve students' learning