

School Leadership: Establishing school-community partnerships

English

When I came here, the facilities at the school were not good. This was affecting the children and the parents.

So we contacted the BDO and the engineer, and brought them here day and night, and worked out a scheme with them to get things working.

There were huge potholes and rugged jungle right in front of the school. This was one of the reasons why parents didn't want to send their kids here.

We met with the BDO, the SDM, the Village Council Head, a BDC member and the Block Pramukh. After consulting all of them, we filled in the potholes and cleaned up the school completely. Only after this could the parents and the community start to consider having any attachment towards this school.

When I came here in 2009, there were only nine students in the school. This school is in a small village with a population of 300.

There are five Montessori schools running here, and parents here had more of an inclination towards the Montessori schools than this school. That's why there were only nine students in this school.

I put in a lot of effort. I went from door to door to persuade the guardians personally. I got in touch with the Village Education Committee and the School Management Committee.

I set up meetings of the committees. I tried to convince them. I asked them to send their children to our school for just one year, and compare the education in the Montessori school with our education for one year, and then decide what they were getting there and what they got here.

We continued to regularly organise two meetings a month to try and convince them, and gradually the parents began to trust us and started sending their kids to us.

One year passed. They compared the work cultures of both the schools and since then, their preference for this school increased.

Every day after school we all prepare the next day's work plan. We decide what we want to do, and any new things we want our students to learn, and what teaching materials will be required.

One of the three teachers takes on the responsibility for getting hold of the materials needed to introduce any new topics. We have followed this way of doing things from the beginning. So it wouldn't take long for a new teacher to get used to our systems here. They would fit into the work culture here in no time.

We prepare and implement daily work plans.