# EDUCATIONAL LEADERSHIP PROGRAM

**FROM POSITIONAL LEADERSHIP** *TO* **DISTRIBUTED LEADERSHIP**

EDUCATORS AS FACILITATORS
PRINCIPALS AS AN ENTREPRENEUR,
AND AS A LEADER OF LEARNING

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# 01

## INTRODUCTION

Education systems all across the world have come to standstill with COVID-19. The entire experience of teaching and learning is being rethought of in ways that did not exist before. In a world of social distancing, education - its purpose, what it entails and how it is imparted is being questioned by all its stakeholders in day-to-day life.

For educational leaders, as much as this is an opportunity to innovate and transform our systems, it is also a challenge to find solutions to problems that did not exist before. Technology is becoming a crucial lever helping to ensure the continuity of the teaching and learning process - however it has its fair share of challenges too.

**The context requires an inner inquiry -**

■ **What is changing in my role as an future educational leader?**

■ **What are the challenges in this role?**

■ **What are the competencies required as a future educational leader?**

## WHAT IS THE AIM OF AN EDUCATIONAL INSTITUTION

- As the pandemic took hold, it became clear that access to peer relationships, physical, mental and emotional well-being initially needed to take priority over access to instruction and learning.

- The purpose of education needs thinking through, as changes in climate, pandemics like COVID and rapid advent of technology continue to change the fundamentals of how we live and work together.

- The competencies that the next generation needs are already being called out - 21st century skills (4C's), building self awareness, social-emotional skills, system's thinking, ability to learn how to learn and other meta-competencies that help in growth of the whole child(physical, mental, emotional, social, spiritual).

## HOW CAN LEARNING BE ENABLED?

Formal education systems have always emphasized the acquisition of knowledge to the detriment of other types of learning. The **role of every educator and learning institution is changing - From content delivery to enabling the construction of k nowledge that is within the learner.** In the world we live today content has been democratized and is accessible at a click. **A teacher, as a facilitator, needs to take the child at the center**, and connect in a way to enable the child to grow and learn in their own unique way- so that information can be transformed to learning that stays with us (learning to become).



**SAGE ON THE STAGE** *to* **GUIDE BY THE SIDE**
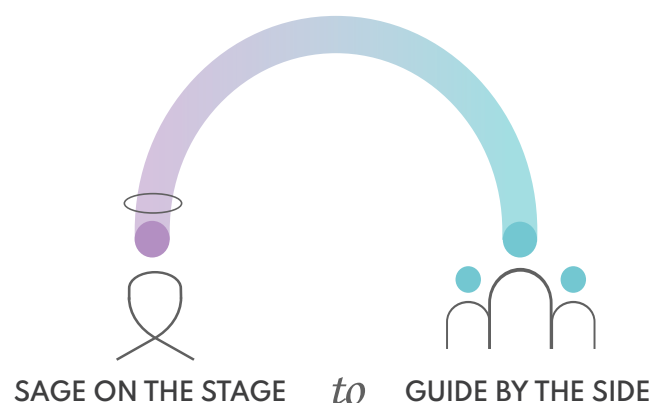
However, issues of educational access, digital inequity, and quality of digital instruction are creating learning gaps for an entire generation of learners. The current context requires empowering and co-partnering with parents to build a future for a transformative and conscious education. It also requires us to **rethink education in a hybrid world** where learning becomes hybrid and to prepare ourselves towards that transition.
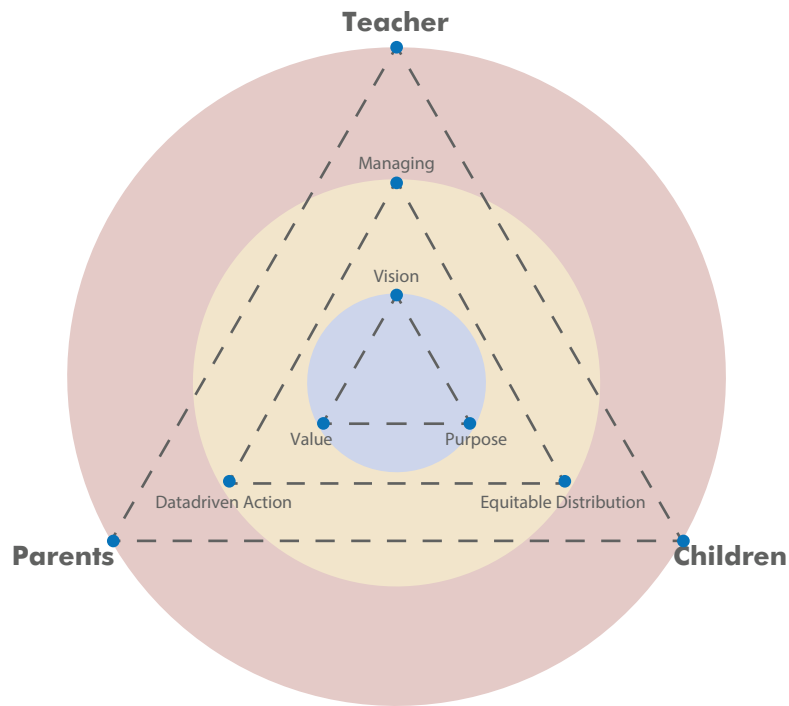
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## SCHOOL AS LEARNING ORGANIZATION

### VISION

Schools grow as learning organizations influencing a culture of integrated leadership and learning for all its stakeholders.

### OBJECTIVES

1. **Enabling schools to become learning organizations- the Principal as a leader of change - a principal as an owner and entrepreneur** - takes responsibility to enable organizational capacity-building, managing and developing (people, processes), building a relationship with teachers, problem solving and making integrated decisions (leveraging data).

2. **Creating and catalyzing shared vision:** emphasis on shared vision and values, connection and co-creation with stakeholders, communication and family community engagement ,stakeholders(teachers and parents) work collaboratively to transform and support the wellbeing/learning of the child.

3. **Leadership Dev: Principals - as leaders - as facilitators - develop other leaders - teachers - as facilitators** - of self aware, self directed learners who take responsibility for their learning, staff care. Practice adaptive and equitable leadership.

4. **Influencing and building a culture of learning**- in education - that enables students - to adapt- navigate change  - new technologies- climate change. Adopt integrated curriculum (why what and how), innovative pedagogy (flipped, peer learning, ensuring instructional quality in hybrid modes) and recognition of potential future opportunities.. Focus on equitable access and distribution of resources for students, faculty, and staff.

Teacher

Managing

Vision

Value    Purpose

Datadriven Action    Equitable Distribution

Parents    Children

**Learning Strategy**
Guided in context of the changes in the environment, technology, school values, vision and purpose.

**Learning Operations**
Managing processes, data informed actions towards school improvement, equitable distribution of work

**Learning People**
Leadership development of teachers, parents, children

# 03

# PROGRAM FRAMEWORK

- Small group learning with a global group of 10 Head of schools

- KRYA as Learning technology for School leadership (Principal & teachers).

- **Metaframework with 6 themes. Across 10 modules, 30 learning units - spread across an year.**

| | | |
|---|---|---|
| **A. Developing self:** Awareness, learning, leadership | **B. Leading innovations:** Understanding global context - catalyzing educational change | **C. Leading partnerships:** Understanding stakeholders and creating a shared vision |
| **D. Leading school administration:** Managing School Learning | **E. Leading and building teams:** Working together as a team | **F. Transforming learning culture:** Developing teacher leadership |

## Module 1 -  Connecting to self, team and system ( स्वभाव से परिचय )

**Self - Connect with self and each other:**  Look deeply within and understand yourself and your group better. Explore your strengths, values, learning style, and vision.

**Team - Connecting with teachers and supporting teacher well being:**  Learn to connect and facilitate your teachers self-awareness and wellbeing. Understand their strengths, learning style, values and vision.

**System - Connecting with my school organization and its culture:**  Understand your school better - explore vision, values and culture of your school and inquire into what makes a good school culture.

## Module 2 -  Exploring challenges and responsibility ( जैसा नज़रिआ वैसा नज़ारा )

**Self - Exploring responsibility for self and challenges:** Explore challenges in the role of a principal. Learn the art of reframing, align inner and outer, and relook at our notion of leadership.

**Team - Exploring challenges of stakeholders:** Use the previous weeks learnings to step into the shoes of the other stakeholder challenges (eg. teachers, children, parents) and learn to facilitate reframing with your team.

**System - Building Readiness to change:** Equip to deal with change (offline to online classes, etc.) with tools (eg. mindfulness) to become resilient, prepare and plan scenarios for effective decision making and leadership in times of change.
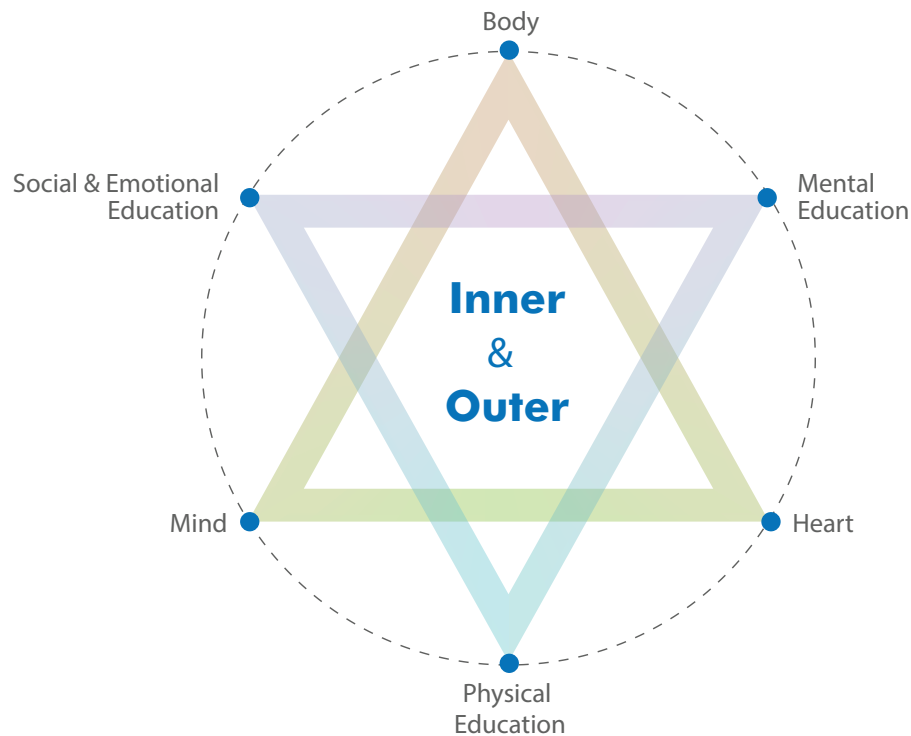
## Module 3 -  Connecting with purpose of education, role and competencies ( उद्देश्य के ओर )

**Self: Connecting to the Principal's role & competencies:** To achieve the purpose of education explore the role and competencies required for the educational leader in the current context.

**Team:  Connecting to the Teacher's role & competencies:** To achieve the purpose of education explore competencies required for the Teachers. Enable the development of teachers as facilitators - by deriving Teacher competency framework from the lens of children.

**System - Explore the purpose of education:**  In context of current climate, technology changes explore what is the purpose of education and connect it to the purpose of my school.

## A Holistic Education Integrates
### The World Around Us & Within Us

Body

Social & Emotional
Education

Mental
Education

**Inner**
**&**
**Outer**

Mind

Heart

Physical
Education

## Module 4 -  Learning to work together ( साथी के साथ )

**Self  - Trust and influence:** Examine your understanding of Trust(belief), vulnerability, influence as a leader and how you can build your trustworthiness.

**Team - Enabling Alignment and collaborating as a team:** Learn to work together as a team and build it with the help of frameworks on team dynamics.

**System - Communicating effectively:** Learn the art of deep listening and non violent communication (NVC), Socio-emotional learning(SEL) for self and others.

## Module 5 -  Creating a Shared Vision ( साझा लक्ष्य )

**Self - Leading by articulating a Vision:** Create a future vision in language, and understand the value of a shared vision and how to create it.

**Team Get inputs on Vision(from all stakeholders):** Align with stakeholders of your school and get inputs in the process of creating a shared vision.

**System (Retreat 1) Integrating the whole:** Synthesize and create a shared vision and values for your school and presenting to the circle (+ visit to an innovative school + cultural travel + music movement sound and art based meditations)

## Module 6 -  Assessing School learning and setting goals ( शिक्षा दर्पण )

**System  - Assess school as a whole:** Understand purpose of assessing learning and assess your current school data as a whole

**Team - Looking at school learning needs:** Analyze and evaluate the overall pattern after self-assessing your school as a whole, along with your team.

**Self - Setting school goals:** Learn to set goals in a balanced way and create annual goals for your school.

## Module 7 -  Managing School Learning ( कर्म योग )

**Self : Designing a plan:** Learn how to design an annual plan that is concurrent with your goals and eliminates possible problems that you would encounter.

**Team: Learning to Do:** Learn to execute the annual plan while managing self, team, data. Explore the skill of time and people management and the copetency of delegation

**System: Monitoring and Reviewing goals & plans:** Complete the Plan-Do-Check cycle together with your team, optimize data, learn ways to check progress and explore your inner attitude towards it.

## Module 8 -  Enabling Feedback Loops and culture of learning  ( ज्ञान की संस्कृति )

**Self: Learning to learn:** Investigate into the way to develop a meta competency of learning to learn which then enables self-driven learning in our schools.

**Team: Towards Integrated curriculums:** Enable teachers to work together to solve problems, integrate curriculums and making decisions in groups

**System: Professional learning communities:** Enabling culture of cross-learning through classroom observations and peer feedback

## Module 9. Strengthening student learning in the age of technology ( शिक्षण  प्रयोग )

**Self: Innovative pedagogy:** Explore context of technology and navigate innovations in pedagogy and deeper learning frameworks.

# Fostering The Future Of Education

Integrated curriculums connected to the **purpose of education**
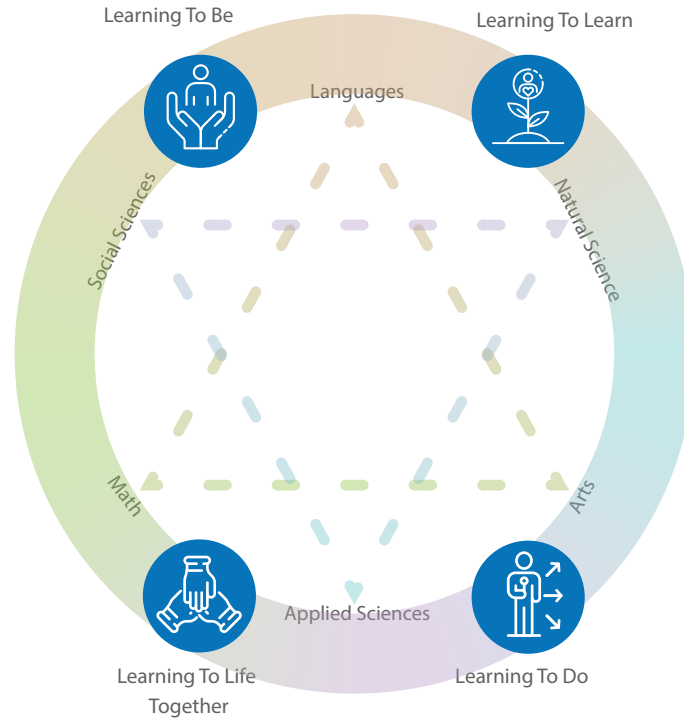


**Team: Teaching-learning methods:** Support effective online, offline , hybrid classroom methods and practices for teachers and use both synchronous and asynchronous methods.

**System: Empowering Parents as facilitators:** Learn and enable parents as learners and educators in the current context to maximize student learning.

## Module 10 -  Developing team, engaged communities - dealing with conflicts ( सम्पूर्णता )

**Self: Celebrations - Retreat 2:** Presentations and case studies of each school

**Team: Hiring and retaining talent:** Learn to assess and build the right teacher team and explore deeper on the challenge of retention.

**System: Building learning communities:** Invest in learning to build a  sustainable learning culture and  community, leading partnerships.

# WHAT IS
# THE CREATNET WAY

The Creatnet way has emerged through a continuous, conscious practice of enabling learning for leaders in education. It integrates awareness, leadership, and learning – inside and outside. It is a journey experienced as a progressive growth in creation, connection, and self-awareness. It operates at the level of individual, collective, and systems. The three meta principles on which our program is built are

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- The answers lie within us – Questions enable explorations

- Learning happens in safe spaces of vulnerability in small groups and

- Learning is the cycle of Action, Reflection, and Silence.

This is experienced through the three interrelated elements in the Creatnet way:

### Meta Frameworks
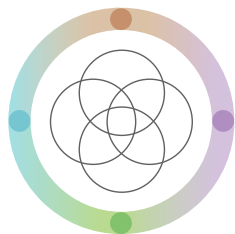
The Meta Frameworks enable thinking about thinking. Through a portal of questions that offers an inquiry, one creates knowledge by inquiring in context and making connections. The Meta-Frameworks adapt to one's context and draw out multiple perspectives and always provide a wider dimension.

### Group Learning
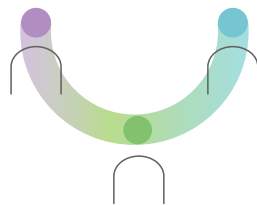
Our facilitators are practitioners who practice what they enable. They hold the space for inquiry and enable practice for others using the frameworks. The facilitators provide the listening, manage the learning process, and enable synthesis. They offer belief and intention which in turn provides the environment for creation and connection to happen enabling learning.

### Facilitators

All programs and sessions are designed to be facilitated in small groups. While the framework enables deep inquiry, sharing what emerged for each participant, enables the learning of others. Participants can listen to each other, experience different perspectives, and learn from a context that is not their own.

## KRYA as a learning system

A key aspect of enabling learning programs is by integrating it with technology- for both self and team.  Krya is a portal for Leading and Learning -  To practice learning against objectives and actions, learn asynchronously with a curation of resources and enable profiling of learners to enable discovery, connection and growth of learning communities.



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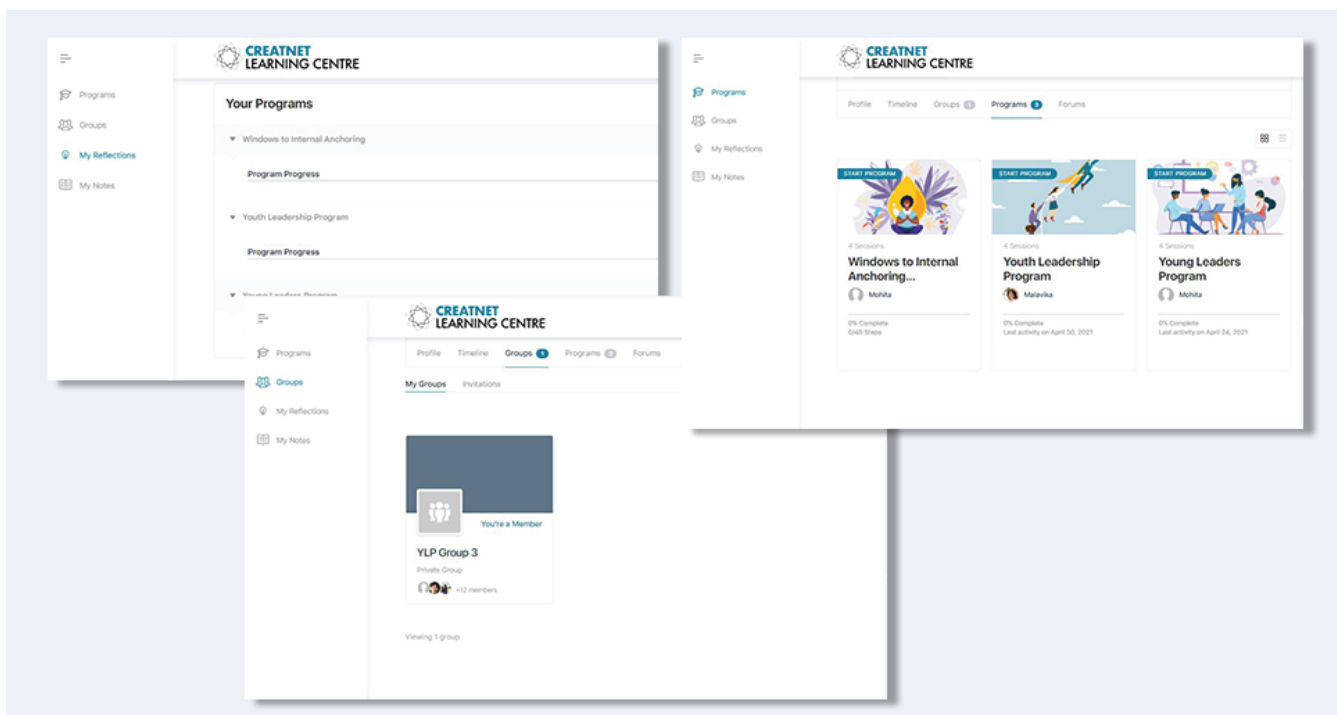
"Principal leadership program has provided a network for ideation and inspiration through various principals coming together to share their challenges and innovate on solutions. The frameworks and perceptions we are exposed to enable an expansion of possibilities we see. "

# Team

### Darshan Bhat: Founder & Chairman

Darshan is the founder director of CIAM and Creatnet Education. He has been keenly involved in education for over 18 years and has designed, facilitated and lead learning programs for post-graduate students, professionals and leaders in business and education. He contributes to and learns from the children, parents and teachers of Mirambika and Mirambika research centre.
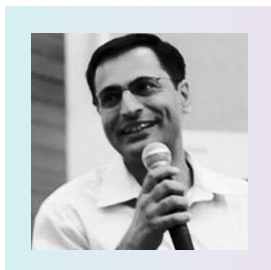
### Ravi Gulati

Ravi Gulati, an IIM Ahmedabad alumnus, has extensive experience in building and nurturing learning communities of across-age learners. He co-founded Manzil – a youth-led non-profit where over 200 youth are at once both learners and teachers. He is part of a core group facilitating Delhi Government's 1000 school principals' learning in leadership in a 5-year-long program offered with SCERT. He also serves on the Boards of NGOs like Pravah, which focuses on

### Jasmeet Walia

Jasmeet Walia has worked in the corporate sector for 6 years. She holds a Master's Degree in International Business from Symbiosis, Pune. As a Teach for India fellow in Delhi MCD schools, she co-founded Khel Khel Mein Foundation which works towards creating and establishing a self-sustainable sports model in schools and communities. At Creatnet Education, Jasmeet is a facilitator for Principals and teachers and manages all the programs at Creatnet

### Ankur Rupani

Ankur Rupani After doing undergrad from IIT and MS in Engineering and working in an engineering firm in US, Ankur found himself having deeper questions like what is his lifes purpose etc. which led him to change his career and purse a second Masters in Spirituality with a focus on Education from UCS- Naropa (Oakland, CA). He studied various education thinkers such as Steiner, Sri Aurobindo , J Krishmanutrhi and was deeply inspired by integral education of Sri Aurobindo. He believes that the deeper understanding and transformation of the inner world should be an integral part of education along with an understanding of the outer world. An integral approach is the need of the hour.

## Mohita Jaiswal

An IIT Delhi alumna, Mohita has diverse experience across domains of technical research, big data, leadership development and arts in education. She is a research, strategy and content consultant. Having a keen interest in the science of human behavior, she looks at enabling holistic learning experiences, working at the intersection of technology, design, and human psychology which creates spaces to nurture living with greater sensitivity and consciousness.

# CREATNET: LEARNING FOR LEADERS

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"I have moved from reaction to response. From complaining about the system not working, I now ask 'what can I do to make it work?'"

"

"My journey in this program has led to great self empowerment. Moreover, this shift in myself is clearly influencing a shift in my school, where I am able to create a culture of learning, listening and productivity."

Creatnet Learning has been enabling learning for leaders in business and education. This has led to transformative shifts in the individuals, organizations, communities, and systems of which they are a part. The Creatnet approach of - practice of learning in small groups using frameworks and led by facilitators (who practice what they enable) is considered a major contribution to education and leadership development.

This possibility of creating leaders from within is a proven track record, from the ecosystem which has been created in 1000+ Govt schools for the last 8 years by Creatnet Education.

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## Want to know more?

**Ankur Rupani:**

📱 +91 9820843769

✉️ ankur.rupani@creatnet.org