

COURSE OUTLINE

| E-Learning Course Model | Description |
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| Video 1 | • Introduction. |
| Video 2 | • A think-piece about the Indian education system and the roles that principals play within it. |
| Video 3 | • Course content, key outcomes, and the skills the participant acquires upon completion. |
| Video 4 | How can a teacher cultivate an aptitude for administrative jobs in schools? |
| Video 5 | The requirements, responsibilities, and expectations of a school principal in 2025. |
| Video 6 | What are some key pain points that principals face? |
| Video 7 | Strategies for instructional leadership and effective communication |
| Video 8 | The importance of the principal's role outside school and within society. |
| <i>There will be a short quiz after eight videos which will give the participant a certificate</i> | |
| Website Course model | |
| UNIT ONE: CONTENT | |
| MODULE 1 | |

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| <p>1. How can a teacher cultivate an aptitude for administrative jobs in schools?</p> <p>Quiz 1 (5-10 questions)</p> | <ul style="list-style-type: none"> • For teachers who are interested in taking administrative roles, but are unsure or under-qualified. • What skills do administrators have that make them qualified to handle tasks beyond teaching. |
| <p>2. The requirements, responsibilities, and expectations of a school principal in 2025.</p> <p>Quiz 2 (5-10 questions)</p> | <ul style="list-style-type: none"> • This ensures that teachers know how the principal affects the day-to-day administration of the school. • By laying bare the hard and soft skills that a principal needs, teachers can introspect and start discovering them within themselves. |
| <p>3. What are some key pain points that principals face?</p> <p>Quiz 3 (5-10 questions)</p> | <ul style="list-style-type: none"> • A critical examination of the challenges, stresses, and factors that make the principal's job difficult. • This is to properly inform the participant of the challenging nature of the role, and how they can prepare. |
| <p>4. Strategies for instructional leadership and effective communication</p> <p>Quiz 4 (5-10 questions)</p> | <ul style="list-style-type: none"> • Presenting leadership aspects of stimulating teachers to improve teaching, and ways of improving communication with teachers on an individual, inter-class, and inter-school levels. • Participants need to learn on how the principal is diplomatic, and apply that to their interactions. |
| <p>5. How do principals adapt to changes in national education policies?</p> <p>Quiz 5 (5-10 questions)</p> | <ul style="list-style-type: none"> • Taking into account the recent National Education Policy (2020), how are principals imbibing the content and disseminating it within their schools? • Why principals need to be cognisant of these changes above all, as appreciation of these changes by the higher-ups instigates teachers to follow them as well. |

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| <p>A module-centric 15-20 question quiz is taken here.</p> | |
| <p>MODULE TWO</p> | |
| <p>6. What can a principal do to balance their roles as academic supervisors and running the organisational leadership, financial management and PR of the school?</p> <p>Quiz 6 (5-10 questions)</p> | <ul style="list-style-type: none"> • This module touches on the vastness of the role, and how doing it properly needs one to be a good academician as well as an efficient administrator, financier, and public relations expert. • Participants can understand their core competencies and skills that they need to learn. |
| <p>7. Strategies for principals to manage their teachers, and address their needs.</p> <p>Quiz 7 (5-10 questions)</p> | <ul style="list-style-type: none"> • This introduces participants to the tasks principals do to keep teachers within their school happy, and how they address their pain points. • Through real-life anecdotes, participants learn what goes into supervising teachers and ensuring that they fit within the school system. |
| <p>8. Where do principals lack authority, and how are their roles determined by the organisation and trust that owns the school?</p> <p>Quiz 8 (5-10 questions)</p> | <ul style="list-style-type: none"> • Principals are appointed by boards and trusts to supervise the running of the school. In many cases, the board prefers that its ideologies and values are reflected in the administration of the school. • Teachers can also understand how to uphold those values and sometimes criticise them if they are to become efficient educators. |
| <p>9. How do principals adapt to changes in school management?</p> <p>Quiz 9 (5-10 questions)</p> | <ul style="list-style-type: none"> • This module will cover strategies and tactics for principals to better handle sudden changes in management and account for new perspectives and unexpected feedback from these new individuals. |

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| <p>10. How has student learning been affected post-COVID, and what are principals doing to address their learning gaps?</p> <p>Quiz 10 (5-10 questions)</p> | <ul style="list-style-type: none"> • This module takes into account the displacement of learning because of COVID, and what has addressing student learning looked like over the last two years of normalcy. • This module takes cognisance of the effects of online learning on kids and suggests strategies to help bridge the learning gaps and improve their experience in school. |
| <p>A module-centric 15-20 question quiz is taken here.</p> | |
| MODULE THREE | |
| <p>11. How do principals manage budgeting, and infrastructure development of the school? What are the guidelines from the national boards that they have to adhere to?</p> <p>Quiz 11 (5-10 questions)</p> | <ul style="list-style-type: none"> • This module will give teachers insight into the financial management of running a school and what goes into its activities. • Participants will also learn how the budget gets implemented by the school and how resources are allocated according to the need. |
| <p>12. Strategies that principals can incorporate to improve teacher training initiatives.</p> <p>Quiz 12 (5-10 questions)</p> | <ul style="list-style-type: none"> • Principals need to align their schools' education with global pedagogical standards, and teacher-training is a good way to improve their all-round development. • Teachers can also be made aware of various training programs and pursue them outside of the school setting. |
| <p>13. How do principals create a healthy socio-emotional environment in schools for their students and teachers?</p> <p>Quiz 13 (5-10 questions)</p> | <ul style="list-style-type: none"> • Post Covid, mental well-being has become a very important checking point in schools, and this module addresses its significance for both teachers and students. • Real case studies of principals fostering a culture of inclusivity can further this point. |

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| <p>14. What does a principal do to foster global ties with other schools and implement learnings from other education systems into their administration?</p> <p>Quiz 14 (5-10 questions)</p> | <ul style="list-style-type: none"> • Principals are diplomatic as they foster collaboration with schools over the world and facilitate expert visits or student exchange programs. • Understanding how principals are able to have a keen understanding of their school's system at a glance and judging what strategies from foreign schools can benefit or hinder their system is very important for the participants. |
| <p>15. The importance of the principal's role outside school and within society.</p> <p>Quiz 15 (5-10 questions)</p> | <ul style="list-style-type: none"> • The final module highlights the expectations from the principal, and how they need to answer for needs of parents, students, and the community at large. • How principals witness changing socio-economic realities and adapt to these changes in time is an important skill for the future principals as the system continues to evolve. |
| <p>A module-centric 15-20 question quiz is taken here.</p> | |
| <p>UNIT TWO: BONUS CONTENT</p> | |
| <p>This section includes eight additional videos which feature members of the advisory board or other educators from states across the country, who offer their takes on education-related issues or trends in India, and outline case studies from their journeys as educators to better supplant the course content.</p> | |
| <p>UNIT THREE: CAPSTONE PROJECT</p> | |

Project Topics:

1. Developing a School Improvement Plan

Objective: Create a comprehensive plan to improve academic performance, school culture, or teacher satisfaction in a hypothetical or real school.

2. Crisis Management Simulation

Objective: Devise a leadership response to a critical school event, such as:

- A major disciplinary incident.
- A natural disaster or infrastructure failure.
- An online reputation issue.

3. Designing a Teacher Professional Development Program

Objective: Create a PD program for teachers to address a specific need, like integrating technology into classrooms or improving classroom management.

4. Building a Diversity, Equity, and Inclusion (DEI) Initiative

Objective: Propose a plan to foster an inclusive school environment.

5. Managing a Budget Shortfall

Objective: Address a financial challenge in a hypothetical school scenario.

6. Stakeholder Engagement Strategy

Objective: Design a plan to increase parental involvement or improve communication with community stakeholders

7. Leading a Change Initiative

Objective: Develop a roadmap for adopting a new curriculum, introducing a new grading system, or transitioning to a hybrid learning model.

OVERVIEW

- At the completion of three months, the masterclass' final month is devoted to the Capstone Project.
- This is a hybrid activity dedicated to apply their learning to real-world problems.

TASKS

- Participants are put into pairs, or groups of up to four members.
- The groups are handed a research-based activity of preparing a mock strategy to address problems at a school.
- They are given time to prepare a Capstone Submission, which will be showcased at a graduation ceremony where certificates are received.

DELIVERABLES:

- Written report of 5–10 pages detailing approach, rationale, and outcomes.
- A concise presentation detailing their solution and approach.
- A Personal reflection by each participant on the lessons of the class

